

## Preface

This is a record of the proceedings of the 32nd annual conference of the Mathematics Education Research Group of Australasia (MERGA). The theme of this conference is *Crossing Divides*. The theme reminds us that in mathematics education we cross many divides. These divides include the physical, educational (research and practice), cultural, and interdisciplinary. The theme was also chosen to celebrate both the diversity within mathematics and the collaborative nature of international research activity which is promoted within MERGA.

We are pleased to have accepted publications and presentations from new researchers who are attending MERGA for the first time. Authors from many countries are represented in these Proceedings. There are representatives from a wide variety of sectors within the mathematics community. It is interesting to see the range of topics which are currently represented in this comprehensive collection of rigorously peer reviewed papers.

All research papers and symposia submitted were blind peer reviewed (without author/s being identified) by one of ten review panels comprising mathematics education researchers with appropriate expertise in the field. Review panels were convened throughout Australia and New Zealand by experienced researchers/reviewers who identified colleagues in their geographic region to join the panel. Panel convenors used clear reviewing guidelines that have been refined over a number of years and led their panels through the reviewing of a fixed number of conference papers. Each paper was independently reviewed by two panel members, who then discussed their assessments and produced a single consensus report that provided the author(s) with detailed feedback. For consistency, all reviews recommending that a paper not be accepted for publication were reconsidered by two members of a small panel of highly experienced reviewers. Only those research papers accepted for publication by two reviewers have been included in these conference Proceedings. The abstracts for round table discussions and short communications were also blind peer reviewed (without the authors being identified) by two experienced mathematics education researchers.

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*Editors*