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Call for papers:
Special Issue "Teaching-research in mathematics education: secondary–tertiary transition"

Editors of the special issue
Mónica Arnal-Palacián (Universidad de Zaragoza, Spain),
marnalp@unizar.es
Macarena Flores-González (CY Cergy Paris Université, France),
macarena.flores-gonzalez@cyu.fr
Antonio M. Oller-Marcén (Universidad de Zaragoza, Spain),
oller@unizar.es

Timeline
Deadline for submission of title and abstract: 15 January, 2026.
Abstract decisions: 28 February, 2026.
Full paper submissions: 30 June 2026.
Publication of Special Issue: February 2027.

Length and language
Abstract length: 500 words (excluding references)
Full paper length: up to 7,000 words (excluding references)
Language: English

How to submit your Abstract
By email to the Editors (Arnal-Palacián, Flores-González and Oller-Marcén)

The subject of research concerning university-level mathematics education has emerged as a significant area of interest within the broader field of mathematics education research in recent decades (Gueudet, 2023). This has meant that some of the most important international conferences in this field of knowledge have begun to devote some of their working groups or specific meetings to this topic in recent years. This encourages mathematics education research to also take into account the potential difficulties that may arise in the transition from secondary to university education. Recent studies point to some of these problems, the introduction of advanced mathematical processes, such as generalisations, deductions, and complex mathematical objects, such as, definitions, proofs, etc. (Bloch & Gibel, 2019, Leviatan, 2008); students' beliefs (Carmichael & Taylor, 2005), the wide range of challenges faced by them (Bressoud et al., 2016, Clark & Lovric, 2009); or the difference between the teachers and professors involved in both stages of education (Ghedamsi & Lecorre, 2021, Hong et al.,

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2009, Wade et al., 2016).

Therefore, this special issue, "Teaching-research in mathematics education: secondary–tertiary transition", aims to provide relevant studies, in which **research and teaching practice** build a process of transformation of the current relationships between secondary and university education, highlighting the bridge between both stages.

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