



INDRUM 2026
Sixth conference of the
International Network for Didactic Research in University Mathematics
15-19 June, 2026, Dubrovnik (Croatia)
<https://indrum2026.sciencesconf.org/>

Thematic Working Groups Sessions

	TWG1A: Teaching and learning calculus and analysis	TWG1B: Teaching and learning algebra and proof	TWG2: Teaching and learning university mathematics across different disciplines	TWG3: Transitions to, across, and beyond university mathematics	TWG4: Digital technologies in the teaching and learning of university mathematics	TWG5: Teaching university mathematics: practices, innovation, and professional development	TWG6: Equity and affect in university mathematics education
<i>Orientalive time that can vary depending on TWG</i>	<i>Nicolas Grenier-Boley & Vahid Borji</i>	<i>Igor' Kontorovich & Frank Feudel</i>	<i>Heidi Stromskag & Jennifer Czocher</i>	<i>Olov Viirman & Reinhard Hochmuth</i>	<i>Erik Hanke & Giovannina Albano</i>	<i>Sinead Breen & Ann O'Shea</i>	<i>Robin Göller & Emily Cilli-Turner</i>
Monday, June 15th, 17.15 - 18.15 THEMATIC WORKING GROUP SESSION 1: <i>introduction and organisation for the week</i>							
17.15-18.15	Introduction to TWG1A	Introduction to TWG1B	Introduction to TWG2	Introduction to TWG3	Introduction to TWG4	Introduction to TWG5	Introduction to TWG6
Tuesday, June 16th, 9.00 - 11.00 PARALLEL PRESENTATIONS (1/3) TWG- SESSION 2							
9.00 - 9.05	Introduction to TWG1A Session 2	Introduction to TWG1B Session 2	Introduction to TWG2 Session 2	Introduction to TWG3 Session 2	Introduction to TWG4 Session 2	Introduction to TWG5 Session 2	Introduction to TWG6 Session 2
9.05 - 9.25	Bauer, Biehler, & Lankeit Concept Inventory for Real Analysis (RACD) - Theoretical foundation and item analysis	Lestyanto, & Peiffer Emerging Discursive Practices in Mathematical Induction Activities Promoting De-ritualisation: a Teaching Experiment	Lombard The dialectics of systems and models at the interface between mathematics and advanced physics	Brignell, & Seven Learning strategies and affective responses at the transition to university mathematics	Trigueros, Can Cabrera, & Sanchez Aguilar Construction of the vector space concept through programming	Cawley, Runnalls, & Tickle The Impact of Professional Development for Mathematics Professors Teaching Mathematics Courses for Future Teachers	LaTona-Tequida Mathematical Identities of Women in Doctoral Mathematics: The Case of Ida
9.25 - 9.45	Tchoshanov, & Babarinsa-Ochiedike Applying the mathematical idea analysis technique to interpret pre-service teachers' root metaphors of infinity	Reed, Paoletti, Lockwood, Margolis, Stephens, & Cook Referential Linking and Clarifying Descriptive Equivalence	Stromskag A taxonomy of parameter-related task types framing the analysis of science students' modelling praxeologie	Svendsen, Svabo, Larsen, & Hjelmborg Understanding students' affective experiences in the transition from high school to university mathematics	Canclini, Thoma, & Iannone Integrating programming and mathematical proof perspectives: towards a framework for conceptual knowledge in Lean	Ramírez Bernal Teachers' reflections on the causes of students' errors in university mathematics: epistemological obstacle as a potential analysis tool	Tang, Cilli-Turner, Karakök, & El Turkey "He ended up being against the stereotype of a White Man. Not sexist, not racist": A Narrative Exploration of Mathematical Creativity and Identity
9.45 - 10.05	Espin, Gascon, & Nicolas The Archimedean analysis as a didactic obstacle and a condition of possibility to nonstandard analysis	Kontorovich Students' proof styles as individualizations of the genre of proof	Poster teasers	Weith, Viirman, Dreher, & Friese Interweaving Mathematics: a discursive view on pre-service teachers navigating between university mathematics and school teaching	Martinez-Planell, Moore-Russo, Paul, Stanhope, & Seeburge The effect of using CalcPlot3D to teach partial derivatives in different educational settings	Erione, Capone, Lepore, & Faggiano Exploring Peer-Led Team Learning from a Vygotskian Perspective with Mathematics Pre-service Teachers	Poster teasers
10.05 - 10.25		Melhuish, Dawkins, Lew, & Roh A Cross-Disciplinary Didactic Transposition from the Literature Domain to the Context of Proof		Rolland Revisiting group axioms for prospective teacher training	Vovos, Karavi, & Schueler-Meyer Transitions Within and Across Mathematical Discourses in a Digital Dynamic Task on the Archimedean Property	Vásquez, Bosch, Comas, & Mateu Sustainability and impact of study and research paths on university teaching practice	
10.25 - 10.45						Poster teasers	
10.45 - 11.00							

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Tuesday, June 16th, 11.30 - 13.00, THEMATIC WORKING GROUP SESSION 3 - DISCUSSION PRESENTATIONS (1/3)							
11.30 - 13.00	DISCUSSION	DISCUSSION	DISCUSSION	DISCUSSION	DISCUSSION	DISCUSSION	DISCUSSION
Tuesday, June 16th, 14.30 - 16.30 PARALLEL PRESENTATIONS (2/3) TWG- SESSION 4							
14.30 - 14.35	Introduction to TWG1A Session 4	Introduction to TWG1B Session 4	Introduction to TWG2 Session 4	Introduction to TWG3 Session 4	Introduction to TWG4 Session 4	Introduction to TWG5 Session 4	Introduction to TWG6 Session 4
14.35 - 14.55	Amador-Silva, & Jimenez-Rodriguez Design of variational tasks: the case of continuous exponential covariation	Feudel, & Panse Which understanding of the scalar product do preservice teachers intend for pupils at upper secondary level?	Matsumoto, & Kawazoe Differences between integrals in thermodynamics and mathematic	Hagin-Metzer, Cooper, & Pinto Pedagogically productive talk across the school-university divide	Watford, Solmaz-Ratzlaff, & Clark A Preliminary Survey Focusing on Calculus Students' Practices and Beliefs Regarding Their Use of Generative Artificial Intelligence	Küchle, Dawkins, Wrightsman, & Balboa How proofs are organized: a Theme analysis	Amman, Wladis, Murray, & Samuels Postsecondary Privileging of Pure over Applied Mathematics and Sense of Belonging for "Nontraditional" Mathematics Students
14.55 - 15.15	Praprotnik, & Cafuta Investigating the second order differential equation with engineering students	Docherty, Kinnear, Akveld, & O'Shea Exploring the features of linear algebra Peer Instruction questions	Czocher, & Kelly Reconstructing the Mathematical Organizations of Modeling Life	Gueudet, Doukhan, Texier-Picard, Derouet, & Hellio Discrepancies between teachers and students and negotiation of the didactic contract in the first year of university	Albano, Pierri, & Telloni Exploring how first-year students evaluate the AI task-solving process	Pinos-Rodriguez, & Rau Building the Definition of Limit A Discursive Analysis of Classroom Practice	Göller The role of learning strategies and performance feedback for dropout intention in mathematics-intensive study programme
15.15 - 15.35	Bridoux, & Grenier-Boley Introducing differential equations in the first year of university: a case study	Zandieh, Bettersworth, & Wawro Symbolizing in an Inquiry-Oriented Sequence for Least Squares	Asami-Johansson Comparative study of modelling tasks in post-reform mathematics courses in engineering education in Spain and Sweden	Pinto From mathematics to pedagogy and back again: Secondary teachers learning real analysis through co-tutoring	Radmehr, & Hanke Mathematical Discourse of Generative AI Tools on Improper Integrals: The Case of ChatGPT	Da Ronch, Mili, & Ouvrier-Buffer Beliefs on proof in mathematics: a survey of future elementary school teachers in Switzerland	Poster teasers
15.35 - 15.55		Poster teasers		Fortune, Qiu, Santos, Rasmussen, Carney, Ponce, Salvesen, Stewart, & Jacome Pre-service Secondary School Teachers' Collective Productive Struggle in a University Mathematics Content Course	Poster teasers	Kamaledaki, & Mali Modelling mathematical thinking in university mathematics lectures: An analysis of pronoun use	
15.55 - 16.15						Poster teasers	
16.15 - 16.30							

