

Editorial MAVI 31 in Växjö 2025

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31st International Mathematical Views Conference

It was a great pleasure to welcome you all to the **31st International Conference on Mathematical Views (MAVI 31)**, hosted by **Linnaeus University in Växjö, Sweden, from 17 to 19 September 2025**. Over more than three decades, the MAVI conference was established as a distinctive and influential forum for research on affective and value-related dimensions of mathematics education. MAVI 31 continued this tradition by bringing together a diverse international community of scholars, 43 participants from 14 different countries and 32 contributions, at a time when such perspectives are more necessary than ever. Of the 32 contributions, 24 are represented as peer-reviewed papers in the conference proceedings. This proceeding also contains a contribution by Prof. Dr Günter Törner, in which he looks back on the MAVI community and its development.

From beliefs to a broad research landscape

The origins of MAVI date back to the first conference held in 1995 at the University of Duisburg, organised by Prof. Dr Günter Törner and Prof. Dr Erkki Pehkonen. This initial gathering resulted from a collaborative research project between the University of Helsinki and the University of Duisburg, supported by the Research Council of Finland (formerly known as Finnish Academy) and the German Academic Exchange Service. During that period, research into mathematical beliefs was gaining prominence across Europe as a complement to existing views of mathematics education, which primarily emphasised cognition and curriculum.

Since then, the field has evolved substantially. While beliefs remain a central construct, MAVI research now encompasses a much broader spectrum of affective and sociocultural perspectives, including emotions, attitudes, identity, motivation, meaning-making, values, wellbeing, and culture. MAVI 31 is a clear example of this, and this expansion reflects theoretical developments within mathematics education



and related disciplines, as well as growing societal awareness of equity, inclusion, wellbeing and the human dimensions of learning.

One of the defining characteristics of the MAVI conference is its commitment to **in-depth academic dialogue**. MAVI has never aimed to be a large conference. Instead, it offers structured time for discussion, questioning, and reflection. Papers are not merely presented; they are collectively examined, discussed, and refined. This format has proven particularly valuable for **early-career researchers**, who are encouraged to present emerging ideas and receive constructive feedback in a supportive environment. At the same time, more experienced scholars value MAVI as a space for critical exchange and intellectual renewal. MAVI 31 proudly continued this tradition.

Keynote address: Weaving knowledge together

MAVI 31 was honoured to feature **Professor Jodie Hunter, Massey University**, as the keynote speaker. In her address, *Weaving our knowledge together: Connecting culture, affect, and classroom practice*, Professor Hunter addressed long-standing and pressing issues of **equity and representation in mathematics education**.

Drawing on strength-based theoretical perspectives and longitudinal research from Aotearoa, New Zealand, Hunter challenged the persistent notion of mathematics as politically neutral or culture-free. Instead, her work demonstrates how learners' culturally embedded ways of knowing and being are deeply intertwined with affect, identity, and participation in mathematics classrooms. By foregrounding culture and affect as resources rather than deficits, Hunter offered compelling insights into how more **equitable mathematical outcomes and stronger mathematical identities** can be developed. Her keynote resonated strongly with the MAVI community's foundational concerns while opening new pathways for research and practice.

Themes and Contributions at MAVI 31

The contributions to MAVI 31 reflect both continuity and innovation within the field. Thematic groupings highlight the diversity of theoretical frameworks, methodologies, and educational contexts represented at the conference.

A number of papers focus on **values in mathematics education**, particularly from students' perspectives. Through qualitative analyses of student work, narratives, and creative representations, these studies reveal how values related to confidence, usefulness, fairness, and cultural meaning shape students' relationships with mathematics, often in ways that remain invisible in traditional assessments.

Another prominent theme is **mathematics teacher wellbeing and professional values**. Several contributions explore how subject-specific demands, institutional pressures, and emerging technologies, including artificial intelligence, interact with teachers' value orientations and emotional experiences. These studies underscore a crucial message, that improving mathematics education requires attention not only to learners, but also to the well-being and sustainability of those who teach.

Early mathematics education is well represented at MAVI 31, with studies examining preschool and early primary contexts. These contributions illuminate how young children engage mathematically through play, multimodal communication, storytelling, and problem posing. They challenge narrow definitions of mathematical competence and highlight the affective richness of early mathematical experiences.

Research on **mathematics teacher education, identity, and social justice** forms another important strand. Using sociopolitical, enactivist, and discourse-analytical approaches, these studies investigate how prospective teachers negotiate ideas of equity, develop individual and collective professional identities, and reflect on their practicum experiences. Values and affect emerge here not as static traits, but as dynamically shaped through social interaction and institutional contexts.

Consistent with the MAVI tradition, several papers examine **emotions and affect in mathematics learning** across secondary, tertiary, and teacher education settings. From joy and interest to anxiety and frustration, these studies deepen our understanding of how emotional experiences interact with cognition and influence engagement and persistence in mathematics.

Finally, MAVI 31 includes contributions on **technology and AI in mathematics education**, analysed through value-oriented and affective lenses. Rather than focusing solely on efficiency or performance, the studies in these papers critically examine how digital tools, pedagogical agents, and adaptive systems shape learners' experiences and teachers' pedagogical decisions.

MAVI 31 in Växjö and looking forward

Hosting MAVI 31 at **Linnaeus University in Växjö** was an honour. The university's strong commitment to education, sustainability, and reflective pedagogical practice aligns closely with the core values of the MAVI community. The setting of Växjö, known for its proximity to nature, provided an environment conducive to thoughtful conversation, collegial exchange, and intellectual focus.

Over thirty years after its inception, MAVI remains a vibrant and forward-looking research forum. The questions that motivated the first conference, about beliefs, values, and the human dimensions of mathematics, remain central. Yet they are now embedded in a richer, more complex research landscape that addresses contemporary challenges such as digitalisation, global migration, wellbeing, and social justice.

We hope that MAVI 31 inspired new questions, fostered new collaborations, and strengthened our shared commitment to understanding mathematics education as a deeply human endeavour.

Andreas Ebbelind

On behalf of the editorial team