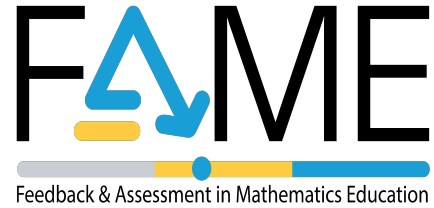


**ERME TOPIC CONFERENCE  
FEEDBACK AND ASSESSMENT IN MATHEMATICS  
EDUCATION  
(FAME2 2026)**

**03 - 05 June 2026 - Budapest, Hungary**



Assessment is pervasive in the teaching and learning of mathematics at any educational level though often its impact on the students' and teachers' experiences is underestimated. With this ERME topic conference we wish to sharpen the focus on the 'assessment of mathematics' part of mathematics education research. We announce here the first topic conference on (summative and formative) assessment of mathematics and related feedback, its consequences on students' learning and its impact on teachers' practices.

### **Call for papers**

The International Programme Committee (ICP) welcomes theoretical, methodological, empirical, or developmental contributions in the form of short papers (4 pages), full length papers (8 pages), poster proposals (2 pages) and workshop proposals (2 pages) in relation to the following conference themes:

- **Theme 1:** Formative feedback on mathematics tasks and its impact on students' experiences of learning mathematics: students' and (pre-service and in-service) teachers' perspectives - (TWG 21, TWG 8, TWG 18).

Within this theme we envisage papers related to the effect and impact of formative feedback on students' mathematics learning as well as on teachers' perspectives. We will consider papers at any educational level.

- **Theme 2:** Formative and/or summative assessment of mathematics, and design and evaluation of resources for the assessment of knowledge and competencies related to specific mathematical topics (TWG 22, TWGs 1 to 6 for specific mathematics topics).

The issue of task-design for the assessment of mathematics cannot be overlooked and this theme will comprise contributions that focus on task design for the assessment of specific topics (e.g. geometry or proof)

- **Theme 3:** Teachers' and students' experiences (inside and outside the classroom) with technology and/or GenAI (e.g. large language models such as ChatGP) in/for the summative and/or formative assessment of mathematics (TWG 15, TWG 16).

Technology has become present in the teaching of mathematics but specifically in assessment and feedback. Recently the use of GenAI has been widely discussed in mathematics education, at all educational levels and for all branches of mathematics. This theme will collect contributions which address the use of technology and/or GenAI for both summative and formative assessment.

- **Theme 4:** Longitudinal use of results from summative and formative assessment to inform the learning trajectory of students at an individual level.

Research related to learning mathematics often only addresses the short period of time when assessment takes place and impacts a student's experience. We thus welcome contributions that take a more longitudinal approach to learning by detailing how the information provided by both summative and formative assessment can inform the development of the individual student's learning trajectory.

While we understand that division into themes is at times artificial, we propose them to focus the contribution on these particular aspects. However, we will work to integrate these themes by also welcoming research papers that bridge two or three of the conference themes. We will support the 'cross-theme' work by scheduling thematical sessions during the conference to allow participants to become aware of others' research and network accordingly.

Papers and poster proposals must use the [FAME template](#).

Please, upload your paper or poster proposal on the submission page of the [FAME](#) website providing the required information, in particular the intended FAME Theme number.

Peer reviewing will proceed as customary for CERME conferences: each paper will be peer-reviewed by two authors from among those who submit to the conference so please expect to review up to two papers yourself. The IPC will review posters. The final decision about acceptance rests with the IPC.

## 2. Dates for your diary - Deadlines

- Early December, 2025: pre-conference online meeting with young researchers
- January 12, 2026: Deadline for paper and poster submissions
- February 23, 2026: Submission of reviews due
- March 13, 2026: Reviews (and meta-reviews) available online
- April 8, 2026: Submission of revised papers due
- April 17, 2026: Final acceptance decisions
- May 18, 2026: Accepted papers & posters available on the conference website
- June 03-05, 2026: Conference takes place
- June 30, 2026: Uploading the final version of the papers to be included in the proceedings
- September 2026: Conference proceedings published on HAL

### Members of the IPC

**Chair:** Paola Iannone (United Kingdom) link with TWG 21 and TWG 14

### Co-Chairs:

Csaba Csapodi (Hungary)	link with TWG05 and TWG14
Christina Drücke-Noe (Germany)	link with TWG 21 since CERME 10
Eirini Geraniou (United Kingdom /Greece)	link with TWG 16 at CERME 9/10/11/12 and TWG 15 at CERME 13/14, member of the ERME board
Filip Moons (the Netherlands /Belgium)	link with TWG 21 at CERME 12/13/14
Francesca Morselli (Italy)	link with TWG 21 at CERME 11/12/13/14
Shai Olsher (Israel)	link with TWG 22 at CERME 11/12/13/14
Katrin Klingbeil (YR, Germany)	link with TWG 21 at CERME 12 and TWG 3 at CERME 13/14, member of Poster Award Committee

## **Members of the LOC**

Csaba Csapodi (Hungary) link with TWG05 and TWG14

Eszter Kónya (University of Debrecen), member of the LOC of CERME13, co-leader of TWG02 at CERME14, participant at CERME3, 9, 10, 12, 13 and 14.

Ildikó Bereczki (Eötvös Loránd University, Budapest), early career researcher.

## **4. Plenary speakers**

### **Prof Kristina Reiss**

TUM School of Social Sciences and Technology  
Technical University of Munich – DE

### **Prof Jenni Ingram**

The University of Oxford, Oxford - UK

## **5. Support for young researchers**

We aim to support young researchers by offering:

- One pre-conference meeting coordinated by members of the IPC (online) in early December. During this meeting we will discuss submitting a contribution to the conference, how to act on reviews and how to be a constructive reviewer. More details about the day and a registration form will appear on the FAME2 website in mid-November.
- One session for young researchers during the conference, coordinated by Filip Moons and Katrin Klingbeil, in which issues common to PhD students and young researchers will be addressed.

## **7. Proceedings, Publication and Dissemination**

The FAME conference will accept three types of submissions:

- **Posters** – which will be displayed at the conference during a dedicated session and will be included in the proceedings with a paper of 2 pages length.

- **Workshop proposals** - will be included in the proceedings with a paper of 2 pages length.
- **Short papers** – these will be 4 pages long, will be included in the proceedings and discussed at the conference.
- **Full length papers**, 8 pages papers which will be included in the proceedings and discussed at the conference.

The papers will follow the FAME2 template, and each contribution will be peer reviewed as it is customary for the CERME conferences. Members of the IPC will review the poster submissions. The peer reviewed digital proceedings will be posted on the HAL Archive (<https://hal.archives-ouvertes.fr/>).

As an outcome of the conference – which plans to be highly participatory - the IPC will explore the possibility to publish an edited volume in the ERME series published by Routledge on assessment and feedback of mathematics.