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Nota di contenuto	Part 1: theorising and measuring affect -- Introduction to the work of MAVI 25; Chiara Andrà and Francesca Martignone -- Collective chapter C; Maike Vollstedt, Ralf Erens, Andreas Eichler, and Vesife Hatisaru -- Collective chapter B; Andrea Maffia, Jens-Oliver Krummenauer, and Boris Girnat -- Part 2: understanding students' beliefs; Understanding beliefs, capturing beliefs and changing beliefs: theory and methods; Guenter Toerner, Andreas Eichler and Ralf Erens -- Comparing and contrasting personal meaning and value; Neruja Suriakuraman, Maike Vollstedt & Markku S. Hannula -- "[he] Has impaired vision due to overworking": students' views about mathematicians; Vesife Hatisaru -- Pupils' beliefs about mathematical content thinking represented in photos from everyday life all over the world; Sabrina Blum -- How to design an activity that influences middle school students' beliefs about mathematics as a discipline; Maria Kirstine Oestergaard -- Part 3: teachers' beliefs -- Introduction to teachers' beliefs and change; Chiara Andrà and Domenico Brunetto -- How large scale tests impact on teacher practice: an exploratory study on teachers' attitudes; Federica Ferretti, Slivia Funghi and Francesca Martignone -- A clustering method

for multiple-answer questions on pre-service primary teachers' views of mathematics; Federica Ferretti, Alice Lemmo, Andrea Maffia, Simone Rossi Tisbeni -- Primary school teachers' awareness of Learning opportunities related to statistical variation; Jens Oliver Krummenauer and Sebastian Kuntze -- Beliefs of teachers concerning teaching and learning with Digital technology in upper secondary level in mathematics; Joyce Peters-Dasdemir and Barbel Barzel -- Professional development of teacher educators, strategies for spreading innovations and connected beliefs; Ralf Erens -- Part 4: a focus on transition(s) -- Introduction on transition issues; Chiara Andrà -- A multidimensional model of mathematics self-efficacy to analyse first-year students' mathematical self-assessment, performance, and beliefs change; Boris Girnat -- Does the relationship between mathematics achievement and students' self-concept change from primary to secondary school?; Elisa Caponera, Laura Palmerio, Stefania Pozio -- A massive phenomenon from a qualitative perspective; commentary by Francesca Gregorio -- A non-affective perspective; commentary by Francesca Martignone and Pier Luigi Ferrari -- The perspective of a tutor (and a teacher); commentary by Paola Landra -- Anonymous or not?; commentary by Chiara Andrà, Domenico Brunetto and Alessia Pini -- Part 5: cultural and multicultural perspectives -- Collective chapter A; Stefania Pozio, Maria Kirstine Østergaard, Sabrina Blum and Federica Ferretti -- Invited chapter on cultural beliefs; Silvia Funghi -- Experiences of empowerment in mathematics; Chiara Andrà and Domenico Brunetto. .

Sommario/riassunto

This book presents a literature review of and a state-of-the-art glimpse into current research on affect-related aspects of teaching and learning in and beyond mathematics classrooms. Then, research presented at the MAVI 25 Conference, which took place in Intra (Italy) in June 2019, is grouped in thematic strands that capture cutting-edge issues related to affective components of learning and teaching mathematics. The concluding chapter summarises the main messages and sketches future directions for research on affect in mathematics education. The book is intended for researchers in mathematics education and especially graduate students and PhD candidates who are interested in emotions, attitudes, motivations, beliefs, needs and values in mathematics education.