

From *Advanced Mathematical Thinking* to *University Mathematics Education*: A story of emancipation and enrichment

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Between CERME1 and CERME9 there have been approximately 250 papers with their focus directly, or a little less so, on the teaching and learning of mathematics at university level, starting from about a dozen in CERME1 and rising to several dozens in CERME9. ERME recognised the increasing significance of this emerging field with the launch of Working Group 14 (*Advanced Mathematical Thinking*) in CERME4 in 2003 which evolved into Thematic Working Group 14 (*University Mathematics Education*) in CERME7 in 2011. In this lecture I will draw on my experience as researcher in this field, and as participant in both groups (and inaugural leader of the latter), to identify epistemological – theoretical, substantive and methodological – trends in the transition from the one to the other. I aim that the story I tell will be one of gradual emancipation from a relatively limited initial focus on cognitive aspects of the student learning experience in university mathematics to the grander vista of issues – also inclusive of pedagogical, institutional, affective and social issues – that studies presented at CERME nowadays address. I also aim that the story I tell is one of enrichment as the depth and diversity of said vista has been accomplished also through thoughtful appropriation of results from those earlier studies.