

IRENE TAN KHENG LIANG CONFERENCE GRANT



An Institute of



MS CHEN KEXIN

Doctor of Philosophy
(Mathematics and Mathematics Education)

With the support from the Irene Tan Kheng Liang Conference Grant, Ms Chen Kexin, Doctor of Philosophy student from the Mathematics and Mathematics Education Department, participated in the 48th Annual Conference of the Mathematics Education Research Group of Australasia at the Western Sydney University from 6 to 10 July 2026.



Presenting research is not about showing as much data or as many findings as possible, but about making thoughtful decisions about what story to tell and what evidence best supports that story.

Hi Kexin, welcome back! As part of your participation, you presented part of your ongoing doctoral research. Can you share more about the focus of your presentation?

My presentation focused on teacher noticing in mathematics classrooms where digital technologies are integrated into teaching and learning. While teacher noticing has been widely studied in mathematics education, less is known about how it unfolds in technology-enhanced classrooms.

What are you investigating through this doctoral study?

In my study, I investigate what and how in-service mathematics teachers notice in these classrooms, with particular attention to how their mathematical knowledge for teaching, personal orientations, instructional goals, and interactions with technology may shape their noticing.

Why is this an important area to study now?

In recent years, there has been a growing trend of mathematics teachers using technology to support classroom teaching and learning, and mathematics classrooms have become increasingly technology-enhanced. We can also see a strong policy push towards digital education in many countries. For example, China has recently promoted an “AI + Education” action plan that encourages the integration of AI into education, while Singapore’s EdTech Masterplan 2030 also highlights the role of technology and AI in enhancing teaching and learning. This makes technology-enhanced mathematics classrooms an important setting for studying teacher noticing. While digital technologies have the potential to support mathematics teaching and learning, research has also shown that technology-enhanced classrooms can be more complex than typical ones, creating new challenges for teachers in noticing students’ mathematical thinking.

What was your biggest takeaway from preparing and delivering the presentation?

My greatest takeaway was that presenting research is not about showing as much data or as many findings as possible, but about making thoughtful decisions about what story to tell and what evidence best supports that story. Preparing the presentation helped me think more carefully about the central idea of my research, and how to communicate it to audiences who may not be familiar with all aspects of my study.

What advice would you give to other students presenting at a conference for the first time?

I would suggest remembering that the purpose of a conference presentation is not simply to deliver a perfect presentation, but to communicate your research and exchange ideas with others. Having a clear storyline can help the audience follow your thinking and understand the main idea of your study, but it is equally important to leave space for discussion. Questions, feedback, and suggestions from other researchers can help you see your work from different perspectives and may even lead to new ideas for developing the study further.

Who would you like to acknowledge for supporting your conference participation and doctoral journey?

I would like to sincerely acknowledge the Irene Tan Liang Kheng Conference Grant for supporting my participation in MERGA 2026. The grant made it possible for me to attend the conference in Sydney, present part of my doctoral research, and engage with researchers from the mathematics education community. I would also like to express my sincere appreciation to my supervisors, Prof Choy Ban Heng and Prof Ang Keng Cheng, for their continuous guidance, encouragement, and valuable feedback throughout my doctoral research and in preparing for this conference presentation. I am equally thankful to the Mathematics and Mathematics Education Department for providing a supportive academic environment and opportunities for research and professional development.



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