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*Not just conversing but dialogically engaging with each other*

On the one hand, mathematicians and MathEd researchers are genuinely interested in mathematics teaching and learning. On the other hand, the cohorts practice distinct academic discourses, which often leads to substantial gaps in their communication. In this presentation, I will propose that mathematicians and MathEd researchers can communicate with the aim of understanding what the other is saying rather than reaching a consensus. I will use my recent research collaboration with a topologist to illustrate what such an engagement may look like and what it can offer to the communicating partners from the perspectives of educational research and instructional practices.