



SIG/Research in Mathematics Education
American Educational Research Association
<http://www.sigrme.org>

Fall 2010 Newsletter

SIG/RME Executive Board

Co-Chairs

Arthur B. Powell
Rutgers University
2009-2011

Jinfa Cai
University of Delaware
2010-2012

Treasurer

Tonya Gau Bartell
University of Delaware
2010 - 2012

Communications

Despina Stylianou
The City University of New York
2009-2011

Electronics

Indigo Esmonde
OISE, University of Toronto
2009-2011

Awards

Joanne Lobato
San Diego State University
2010 - 2012

Events

Jeffrey Shih
University of Nevada, Las Vegas
2009-2011

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SIG/RME Election

The time for the SIG/RME officer elections is approaching. The biographies of the candidates appear below. SIG/RME members will receive instructions for the new voting procedure in an email. Information will also be posted on the SIG/RME website (www.sigrme.org).

Officer Candidate Biographies

Co-Chair Position Description

During the first year of service, the co-chair is responsible for: liaising with the NCTM Research Committee, reviewing proposals for the NCTM Research Pre-session, determining speakers for the AERA annual business meeting invited address, and the NCTM Pre-session opening and closing addresses.

During the second year of service, the co-chair is responsible for: general administration of the SIG/RME, ensuring bylaws are followed, and liaising between the SIG and AERA. The co-chair will preside over all meetings of the executive board and at the SIG annual business meeting. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

Candidates for Co-Chair

Eric Knuth is a Professor at the University of Wisconsin-Madison. He is an active member of the mathematics education research community, currently serving as a member of the NCTM Research Committee (2008-2011) and as the book editor for *JRME* (2008-), and previously served as a member of the SIG/RME Executive Board (2004-2006) and as AERA Division C (Mathematics) co-chair (2005). He also serves on the advisory boards for several federally-funded research projects and was a member of the writing team for the recently released NCTM report, *Linking Research and Practice*.

His research concerns the meaningful engagement of students in mathematical practices such as justifying/proving and algebraic reasoning, and students' development of increasingly more sophisticated ways of engaging in these practices. He is currently or has been a principal investigator or co-principal investigator on several multi-year, federally-funded grants, including *Understanding and Cultivating the Development of Students' Competencies in Justifying and Proving* (NSF CAREER, 2001-2006), *Understanding and Cultivating the Transition from Arithmetic Reasoning to Algebraic Reasoning* (IERI, 2001-2006), *Enhancing Learning with Visual Scaffolding* (IES, 2006-2009), *Understanding and Cultivating the Connections between Students' Natural Ways of Reasoning and Mathematical Ways of Reasoning* (NSF REESE, 2008-2011), and *Developing Algebra-Ready Students for Middle School: Exploring the*

Impacts of Early Algebra (NSF DRK-12, 2009-2012). His work has been published in the *Journal for Research in Mathematics Education*, *Journal of Mathematics Teacher Education*, *Cognition and Instruction*, *Mathematics Teacher*, and *Mathematics Teaching in the Middle School*, among others. For more information about his work, see <http://www.education.wisc.edu/ci/mathEd>.

Danny Bernard Martin is Chair of Curriculum and Instruction and Associate Professor of Mathematics at the University of Illinois at Chicago. He teaches content and methods courses in the undergraduate elementary education program as well as courses in the Ph.D. program in Curriculum and Instruction. Prior to coming to UIC, he was Instructor and Professor in the Department of Mathematics at Contra Costa College for 14 years, serving as Chair for three years. He was a National Academy of Education/Spencer Foundation Postdoctoral Fellow from 1998-2000.

Dr. Martin's research has focused primarily on understanding the salience of race and identity in African American learners' mathematical experiences, taking into account sociohistorical and sociostructural forces, community forces, school forces, and individual agency. He is also interested in mathematics education policy. He has received funding from the National Science Foundation and the Spencer Foundation. Dr. Martin is author of the book *Mathematics Success and Failure Among African Youth* (2000, Erlbaum) and editor of *Mathematics Teaching, Learning, and Liberation in the Lives of Black Children* (2009, Routledge). He has presented his work at the NCTM Research Pre-session, PME-NA, AERA, and the Mathematics Education and Society International Conference.

In service to the field, Dr. Martin is currently a member of both the Editorial Panel for JRME and the Editorial Panel for the JRME Special Issue on Equity. He also serves on the Advisory Board for the Journal of Urban Mathematics Education (JUME) and is North Central representative for the Benjamin Banneker Association (BBA).

Electronics Board Member Position Description

The Electronics Board Member shall be responsible for maintaining the SIG/RME website, including posting announcements and updating news and lists such as job postings. The Electronic Board Member also coordinates aspects of the SIG/RME Officer Election such as soliciting nominations and assembling the election slates. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

Candidates for Electronics Board Member

Cheng-Yao Lin is Associate Professor of Mathematics Education at Southern Illinois University Carbondale. He is interested in the integration of technology

into mathematics education, the preparation of pre-service teachers and cross-cultural research on pre-service teachers' knowledge of fractions. He has published in many peer-reviewed journals for research in mathematics education.

Dr. Lin has served in many official positions in professional organizations - Program Chairperson of the 21st -26th Annual Conferences on Teaching Mathematics [ICTM/ Southern Section], SIUC, Carbondale. IL; Membership Committee of the School Science and Mathematics Association (2006-2009); Session chair for Research in Mathematics Education on the program of the 2008 AERA Meeting in New York City; Discussant on the program of the 2008 AERA Meeting in New York City; Session chair of Research in Mathematics Education on the program of the 2007 AERA Meeting in Chicago; and Discussant on the program of the 2007 AERA Meeting in Chicago, Illinois.

Dr. Lin has been serving as a reviewer for different professional journals, including the *Eurasia Journal of Mathematics, Science & Technology Education*, the *Journal of the Korea Society of Mathematical Education Series D: Research in Mathematical Education*, the *International Journal of Technology in Mathematics Education*, *School Science and Mathematics Journal*, the *Educational Researcher* [AERA] and *Mathematics Teaching in the Middle School*. In addition, Dr. Lin has been a frequent reviewer of proposals for the AERA Annual Conferences since 2005.

Dan Battey is an assistant professor of mathematics education in the department of Learning and Teaching at Rutgers, The State University of New Jersey. Previously, he was faculty at Arizona State University for 4 years and a postdoctoral fellow at UCLA in the Center for Teaching and Learning, Diversity in Mathematics Education (DiME). He specializes in researching mathematics professional development and equity issues in urban schools. In particular, his work focuses on finding ways to open up learning opportunities for urban elementary teachers to change the quality of mathematics instruction that students of color receive. In 2007, Dr. Battey along with Dr. Barry Sloane, were awarded a \$1.25 million grant by NSF over five years. The project is researching mathematics professional development across the multilevel relationships of teacher knowledge, change in classroom practice, and effects on student learning for one urban elementary district. His work has been published in *JRME*, *Teacher Education Quarterly*, *Journal of Teacher Education*, *Teachers College Record*, as well as two chapters in the *Second Handbook of Research on Mathematics Teaching and Learning*.

Dr. Battey has presented his work and reviews for AERA, NCTM, and PME-NA. He also reviews for *Teacher's College Record*, *American Educational Research Journal*, *Journal of the Learning Sciences*, *Journal of Mathematics Teacher Education*, *Journal of Urban Mathematics Education*, and *Journal of Teacher*

Education. He teaches elementary mathematics methods as well as doctoral courses in mathematics education on teacher learning, equity issues, and theoretical perspectives.

Communications Board Member Position Description

The Communications Board Member is responsible for coordinating communication among the board and members of SIG/RME. S/he is primarily responsible for preparing and distributing the SIG/RME newsletter. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

Candidates for Communications Board Member

Mary Q. Foote is an Assistant Professor of Mathematics Education in the Department of Elementary and Early Childhood Education at Queens College of the City University of New York. She received her PhD at the University of Wisconsin, Madison where she studied with Tom Carpenter. Her research interests focus on equity issues in mathematics education. She is particularly interested in cultural and community knowledge and practices and how they might inform mathematics teaching practice. Foote is currently a co-PI on a multi-university, NSF-funded research project called TeachMath. The project focuses on improving instruction in mathematics methods courses for preservice teachers with a particular focus on integrating children's multiple mathematical knowledge bases (mathematics, children's mathematical thinking, and children's home and community-based funds of knowledge) in elementary and middle school instruction. In addition to the research in the mathematics methods courses, a small group of case study participants will be followed as they student teach and during the first two years of teaching.

Foote recently edited book that is a collection of research reports on studies of professional development that had a dual focus on equity and mathematics. In addition she has published several book chapters and articles in such journals as *Teacher Education Quarterly* and *Urban Education and Society*. Along with several others, she has organized a working group at PME-NA, now in its second year, to provide a space for scholars interested in equity issues in mathematics education to

Joi Spencer is assistant professor in the School of Leadership and Education Sciences at University of San Diego, having earned a B.A. and M.A. at Stanford University and a doctorate in education at UCLA. She received an AERA dissertation year fellowship for her doctoral thesis, which documented the mathematics learning opportunities of African American students in two urban middle schools in Southern California. While a doctoral student, Spencer was a fellow of the NSF's Diversity in Mathematics Education (DiME) Center for Teaching and Learning. Dr. Spencer recently ended a 2-year study of the

development of academic and mathematics identity of African American and Latino students during their crucial middle school years.

Dr. Spencer's research interests include mathematics equity, teaching mathematics for understanding, African American achievement and identity, effective schools for African American students, and improving the methodologies used to understand these issues. Dr. Spencer is excited about the opportunity of serving the mathematics education community as the Communications Board Member. She has experience as the Western Regional Representative for the Benjamin Banneker Association, and on the CRMSE (Center for Research in Mathematics Education) Board- Mathematics Education and Economics. She has experience with producing newsletters and edited her award winning high school newspaper. In addition, Dr. Spencer is looking forward to broadening the SIG RME newsletter readership by outreaching to members of the Benjamin Banneker Association, the many teacher-researchers that she works with, and SIGs with overlapping goals such as Research Focus on Black Education, and Urban Learning and Teaching.

Events Board Member Position Description

The Events Board Member works with the Chair to arrange the Research Pre-session meeting at the NCTM Annual meeting and the SIG/RME Annual Business at the AERA meeting. S/he is responsible for taking notes during those meetings. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

Candidates for Events Board Member

Yeping Li is a Professor of Mathematics Education in the Department of Teaching, Learning, and Culture at Texas A&M University. His research focuses on mathematics curriculum, teacher education, and classroom instruction. He has brought an international perspective with his research, with a special attention to educational policies and practices in East Asia. He has received funding to support his research from various funding agencies, such as NSF and the Spencer Foundation. His work has been published extensively in many journals internationally, including journals in English such as *Journal for Research in Mathematics Education*, *Journal of Mathematical Behavior*, *Journal of Mathematics Teacher Education*, *International Journal of Science and Mathematics Education*, *ZDM*, and *Educational Psychology*, as well as journals in Chinese and Korean. In addition, Dr. Li is a co-editor of one book and five journal special issues. He now has another two books in press.

Dr. Li has been serving as an Associate Editor for *School Science and Mathematics*, and a guest editor for several other journals including *International Journal of Educational Research* and *ZDM-The International Journal on Mathematics Education*. He has been invited to give many talks internationally and has served as a consultant for several projects and institutions.

Dr. Li has frequently organized and chaired many group sessions at various national and international professional conferences, such as AERA, NCTM Research Pre-session, PME, PME-NA, ICME-10 in 2004 and ICME-11 in 2008. Moreover, he has organized various seminar series with broad participations from different disciplines both on campus and internationally.

Ann R. Edwards is an Assistant Professor of Mathematics Education in the Department of Curriculum and Instruction at the University of Maryland. She earned her Ph.D. from the University of California at Berkeley and was a fellow in the Diversity in Mathematics Education Center for Learning and Teaching. Her research focuses on teacher learning in mathematics teacher education and professional development, especially in urban schools and policy contexts, such as detracking, in which issues of equity are highly salient. She is particularly interested in the design and use of representations of practice to support mathematics teacher learning in such contexts. Dr. Edwards is also conducting research on the roles of personal and professional identity in mathematics teacher practice in collaboration with the Urban Case Studies of Algebra I Teachers project in the Mid-Atlantic Center for Teaching and Learning. Dr. Edwards formerly taught middle and high school and undergraduate mathematics, and at UMD teaches a range of courses, including elementary math methods and masters and doctoral courses on mathematical thinking and learning. Her work has been published or is forthcoming in *JRME*, *ZDM*, and edited books, and she has contributed an invited chapter, Mathematics Learning, to the forthcoming *Handbook of Research on Learning and Instruction*. She has presented at AERA, NCTM, PME-NA, ICLS, and the Research on Undergraduate Mathematics Conference. She serves as a reviewer for journals (e.g., JLS, AERJ) and for conferences (e.g., AERA, NCTM, PME-NA), and was as a review board member for AERA Division C3.

NCTM Research Pre-Session Information

The Research Pre-session is sponsored by the NCTM Research Committee and the Special Interest Group on Research in Mathematics Education of the American Educational Research Association.

The NCTM Research Pre-session serves multiple purposes. First, it annually brings researchers together to examine and discuss current issues in mathematics education. Second, it is a chance for researchers to receive feedback on their work and to benefit from exposure to alternative points of view. Third, the Research Pre-session is an opportunity to capitalize on the collective wisdom available when researchers and practitioners come together to discuss mathematics education and research. Finally, the Research Pre-session affords beginning scholars opportunities to interact and network with veteran researchers in the field.

There were 241 proposals submitted for the Research Pre-session, including 116 for Interactive Paper Sessions, 34 for Research Symposia, 39 for Work Sessions, and 52 for Poster Sessions. Of these 161 proposals were accepted, including 56 for Interactive Paper Sessions, 24 for Research Symposia, 24 for Work Sessions, and 57 for Poster Sessions (some sessions were reclassified by the program committee). The final program for the NCTM Research Pre-session will be available February 2011 through NCTM's website at <http://nctm.org>.

Pre-registration for the Research Pre-session is also available electronically through NCTM's website at <http://nctm.org>. On-site registration will also be available. For more information on registration costs, please consult the NCTM website.

The **opening session** is Monday, April 11th at 7:00 p.m. Magdalene Lampert will be the speaker for the opening session. There will be **concurrent sessions** from 8:30 a.m. to 6:00 p.m. on Tuesday, April 12th, and from 8:30 a.m. to 4:30 p.m. on Wednesday, April 13th.

A **plenary session** on Wednesday morning, April 13th, will highlight the theme of Professional Learning. Paul Cobb will be the speaker.

Sessions including interactive papers, research symposia, and work sessions will be scheduled, allowing members of the National Council of Supervisors of Mathematics (NCSM) and other practitioners interested in research to attend. These sessions will focus on the interface between practice and research.

AERA Information

The 2011 AERA Annual Meeting will be held Friday, April 8, through Tuesday, April 12, 2011, in New Orleans Louisiana. The theme is *Inciting the Social Imagination: Education Research for the Public Good*. No further information is available at this time regarding the SIG/RME sessions.

Follow up on last year's presentation at the SIG Business Meeting

At the SIG RME Business Meeting at AERA on May 1, 2010 a performance ethnography entitled *Where ever you go, there you are: Bringing experiences of race, class, language, gender, and culture to research in mathematics education* by Mary Q. Foote (Queens College, CUNY) and Tonya Gau Bartell (University of Delaware) was presented. That performance was videotaped and DVDs are available for SIG RME members who might wish to have a copy to use for educational purposes in university classes or in professional development contexts. Please note that no commercial use can be made of the DVD. A small

fee of \$5.00 will be charged for the video in order to cover costs of reproduction, packing, and shipping. If you are interested in obtaining a copy, please send a \$5.00 check made out to Mary Q. Foote and send to:

Mary Q. Foote, PhD
PH 054W
Queens College
65-30 Kissena Blvd.
Flushing, NY 11367

Please be sure to include with your request a mailing address to which the DVD can be sent.

SIG/RME Website

Please check our website at <http://www.sigrme.org> for information related to SIG/RME announcements, positions available, upcoming conferences, and much more. The Annual Membership Directory can also be accessed through the website. (The user ID is **math**, and the password is **sigrme**.)

If you have any information you think should be posted on the SIG/RME website, please contact Indigo Esmonde at indigo.esmonde@utoronto.ca.

A new SIG/RME Annual Membership Directory is now available on the SIG/RME website. Please check your contact information in the current directory by checking the electronic directory on the SIG/RME website.

If any changes need to be made to your contact information, please notify Tonya Gau Bartell at tbartell@udel.edu.

Call for Early Career Publication Award Nominations

In 2001, the Special Interest Group for Research in Mathematics Education established the "SIG/RME Early Career Publication Award". The first award was presented in 2002. The most recent award was presented to Dr. Andreas Stylianides.

The purpose of the Early Career Publication Award is to recognize an outstanding mathematics education research publication by an individual within five years of receiving her/his doctoral degree. The award includes a stipend of \$500 and a plaque, announcement in the SIG/RME newsletter and on the SIG/RME website, as well as at the AERA annual SIG/RME business meeting and recognition at the annual NCTM Research Pre-session.

The publication being nominated for the SIG/RME Early Career Publication Award may be based on the dissertation work of the nominee or other recent research the nominee has conducted. The nominee should be either the single author or the first author (in the case of a jointly authored publication). Note that only a peer-reviewed research publication is eligible for nomination; the award will not be given for a dissertation. The nominee should have received her/his doctoral degree in mathematics education no more than 6 years prior to the nomination deadline.

Nominations should include (and are restricted to) the following items.

1. A letter nominating the author of an early career publication. Please include the name of the author, the date he/she received the doctoral degree, and the name of the institution that conferred the degree. The nominator should also include reasons that the paper should be considered as an example of an outstanding mathematics education research publication. Self nominations will be accepted.

If the publication is based on the author's dissertation, please include the name of the dissertation director and complete bibliographic information about the dissertation (including the dissertation abstract's number).

2. A copy of the paper, including complete bibliographic information.
3. A copy of the Table of Contents of the journal or other peer-reviewed research publication in which the paper appeared.

Nominations will be considered by a committee consisting of the Events, Awards, and Electronic Board Members of SIG/RME. The decisions of that committee will be final. Please send nomination materials **no later than January 15, 2011** to Joanne Lobato. **Electronic submissions to <lobato@math.sdsu.edu> are preferred.** Alternatively, you may submit **two copies** of the above items to:

Joanne Lobato
Center for Research in Mathematics and Science Education (CRMSE)
San Diego State University
6475 Alvarado Road, Suite 206
San Diego, CA 92120

Call for Senior Scholar Award Nominations

The Special Interest Group for Research in Mathematics Education (SIG/RME) of AERA invites nominations for the Senior Scholar Award, to be presented at

AERA 2011. This award recognizes and celebrates the programmatic research of a senior scholar within the field of mathematics education. The SIG/RME will present the award to an individual who is active in mathematics education research at the time the award is granted and who is nominated by members of the community as an exemplar in regard to the following two basic criteria. The nominee has

- designed and carried out programmatic research that has been grounded empirically and has contributed to the theoretical development of the field;
- developed the research capacity of the field, as attested to by the existence of a “school of thought” or intellectual heritage whose constructs and results are used regularly by others.

One or more of the following criteria can strengthen the nomination. The nominee has also made

- major contributions to the broader field of educational research,
- a major impact to the practice of mathematics education at large.

Scholars worldwide can be nominated for this award and membership in AERA or SIG/RME is not required of the nominees. Self nominations are not accepted.

Nominations must include the following.

A letter of nomination e-mailed to the senior steering committee member proposing the name of the nominee and describing the grounds on which the nominee meets the requirements for the award. Three criteria should be addressed in the letter:

1. A brief (no more than 250-word) description of the program of research carried out by the nominee;
2. A list of significant publications representing the contributions described, and;
3. A list of scholars who have been significantly affected by the work of the nominee. The list of scholars may include, but need not be limited to, doctoral students who worked with the nominee. Include current contact information for the list of scholars.

Please email your nomination materials **no later than February 6, 2011** to Joanne Lobato at <lobato@math.sdsu.edu>

If you are unable to email the materials, please send **2 copies** to Joanne at the following address:

Joanne Lobato
Center for Research in Mathematics and Science Education (CRMSE)

San Diego State University
6475 Alvarado Road, Suite 206
San Diego, CA 92120

An awards committee composed of the senior co-chair, one retired scholar in mathematics education, the previous award winner, and two active members of SIG/RME will review the nominations. The awardee will deliver the SIG/RME invited address at AERA 2011.

More information on the award, criteria and nomination procedures can be found at the SIG/RME's website: <http://www.sigrme.org>.

NSF Announcement – Applications for NSF Program Director Position

Program Director (Rotator Position), Division of Research on Learning (DRL), Directorate for Education and Human Resources

The Division of Research on Learning in Formal and Informal Settings (DRL) announces a nationwide search for temporary Program Directors at the National Science Foundation (NSF). DRL invests in projects to improve the effectiveness of STEM learning for people of all ages. Its mission includes promoting innovative research, development, and evaluation of learning and teaching across all science, technology, engineering, and mathematics (STEM) disciplines by advancing cutting-edge knowledge and practices in both formal and informal learning settings. DRL also promotes the broadening and deepening of capacity and impact in the educational sciences by encouraging the participation of scientists, engineers, and educators from the range of disciplines represented at NSF.

DRL is probably the largest single source of funding for research and development projects to improve curricula, teaching, and learning in mathematics PreK-16. In order for the mathematics education community to optimize its benefit from the DRL funding program opportunities, it is important to have program officers at NSF who understand the needs of the field, can formulate requests for proposals that address those needs, and can guide the merit review process leading to funding of top quality work. This is an exciting time to be part of the NSF and to promote high quality research in mathematics education.

Since the NSF utilizes a staffing policy that engages a substantial number of its program officers on one- or two-year assignments from their permanent positions in universities and other research and development institutions, there is a continuing need to identify and recruit new talent for the work here. Successful candidates will be expected to work with other Program Directors in the division in managing some of the following funding programs: Research and Evaluation on Education in Science and Engineering (REESE) and Discovery Research K-12 (DRK-12), in addition to Faculty Early Career Development (CAREER). There are also

opportunities to work on other programs. NSF is an intellectually stimulating place to work, with a variety of opportunities for attending talks and meetings related to cutting-edge research and policy. There are also opportunities to work closely with other Program Directors across clusters, divisions, and directorates on cross-cutting programs of importance to the mission of the Foundation. For more information about DRL, please visit www.nsf.gov/pubs/2010/drl10001/drl10001.jsp.

If you are interested in applying for a position, or learning more about the opportunities and challenges at DRL, please contact Pat Wilson (pwilson@nsf.gov), Norman Webb (nwebb@nsf.gov) or Jinfa Cai (jcai@nsf.gov).

NSF Solicitations for FY 2011

The funding programs for Discovery Research K-12 (DR K-12) and Research and Evaluation on Education in Science and Engineering (REESE) have been revised for the fiscal year 2011 competitions. In addition, the Division is offering a new solicitation with the program title Transforming STEM Learning (TSL). Those solicitations are now posted on the NSF web site. We will appreciate your help in making the new solicitations widely known.

The **DR K-12** program (solicitation 10-610) seeks to enable significant advances in preK-12 student and teacher learning of the STEM disciplines through development, study, and implementation of resources, models, and technologies for use by students, teachers, and policymakers. The solicitation has been revised in order to clarify several aspects of the call for proposals. It includes a new challenge for development and testing of innovative instructional materials and a revised section on evaluation that clarifies expectations. It also explains the new requirement for submitting *Letters of Intent* and the regulations about supplemental documents that can be submitted as part of a proposal.

The **REESE** program (solicitation 10-586) seeks to advance research at the frontiers of STEM learning, education, and evaluation, and to provide the foundational knowledge necessary to improve STEM teaching and learning at all educational levels and in all settings. The solicitation has been revised to clarify strands of research supported. A new strand on Implementation Research has been added. Additional material clarifies expectations for research design and methodology and technical requirements for collaborations and format in all proposals.

The new cross-cutting **TSL** solicitation (10-602) combines interests and resources of separate programs in DRL to explore the opportunities and challenges implied by innovative visions of the future for STEM learning. The TSL program invites interdisciplinary teams of STEM content specialists, experts in relevant technologies, STEM formal and informal education specialists, researchers with expertise in the learning sciences, and specialists in education research and evaluation methods to

submit proposals for research projects that (1) Study efficacy of existing prototypes for innovations like virtual schools, special STEM schools, and educational programs that combine opportunities of formal and informal learning resources in their communities; or (2) Design and conduct exploratory development of new potentially transformative models for STEM learning environments. The cross-cutting proposals will draw from work in the four primary DRL programs: Discovery Research K-12 (DR K-12), Informal Science Education (ISE), Research and Evaluation on Education in Science and Engineering (REESE), and Innovative Technology Experiences for Students and Teachers (ITEST). However, proposals submitted in response to this solicitation must have a scope that extends well beyond any of those programs individually.

MEMBERSHIP DUES & CONTACT INFORMATION

A few years ago, a change occurred in our membership policy as dictated by AERA. You may now renew your SIG/RME membership when you renew your AERA membership. This way, your SIG/RME dues are processed by AERA, and your membership dates are always the same.

AERA has changed its membership procedures. All SIG-RME members must also be active members of AERA. (In other words, it is no longer possible to be a member of SIG-RME and not a member of AERA.)

If your mailing address or other contact information is incorrect, please update your contact information through the AERA website.