

AERA SIGRME NEWSLETTER FALL 2019

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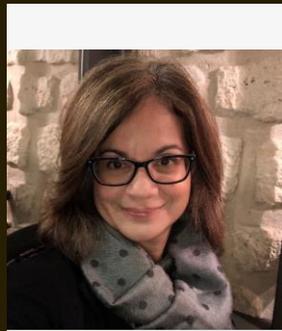
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Luis Leyva



Nicole M. Joseph



Dasha Gerasimova



Darrell Earnest



Naomi Jessup



Lorraine Males



Lori Burch

SIG-RME OFFICER ELECTIONS

The time for the SIG-RME officer elections is approaching. This year we are electing positions for **Co-Chair, Secretary/Treasurer, and Awards**. Terms will run from April 2020– April 2022. The duties of officers are summarized below. **The election will open early January 2020 and close early February**. The AERA Central office will notify candidates of the election results late February 2020. Election results will be announced in the February issue of Highlights and our SIG-RME spring newsletter.

OFFICER CANDIDATE BIOGRAPHIES

Co-Chair Position Description

The co-chair serves for two years, first as the junior and then senior co-chair. The senior co-chair presides over meetings of the executive board and at the membership during the SIG annual business meeting. In addition, each co-chair has specific duties related to conference organization. During the first year of service, the co-chair's primary responsibility involves liaising with the NCTM Research Committee to plan the NCTM Research Conference, including determining speakers for the opening and plenary addresses. During the second year of service, the co-chair's responsibilities include: general admin. of the SIG-RME, serving as the program chair for the SIG-RME sessions for the AERA annual meeting, and liaising between the SIG and AERA.

Nicole Bannister is an Associate Professor in the Department of Teaching and Learning and the School of Mathematics and Statistical Sciences at Clemson University. She earned her Ph.D. in learning sciences from the University of Washington in 2009. Nicole studies and supports mathematics teachers to learn practices that draw on students' assumed strengths and challenge deficit-based thinking. She theorizes her work socially, specifically focusing on communities of practice as robust settings for learning and frame analysis methods for analyzing teacher understandings of the student experience over time. Her work, which contributed the first known empirical example of within-group teacher learning using social theories of learning, has been published in the *Journal of the Learning Sciences*, *Journal for Research in Mathematics Education*, *Journal for Technology and Teacher Education*, *Mathematics Teaching in the Middle School*, and elsewhere. Her current research projects expand these results to studies of individual learning, rural locales, university settings, and geometry contexts. She received special recognition in 2014 as an *AMTE Service, Teaching, and Research (STaR) Fellow*, and presently serves as a co-PI on *MORE: Mathematics - Opportunities in Research and Education*, a collaborative cross-university project funded by both the National Security Agency and the National Science Foundation.

Dan Battey is an Associate Professor in Mathematics Education in the Graduate School of Education at Rutgers, the State University of New Jersey. He was previously faculty at Arizona State University and a postdoctoral fellow at UCLA in the Center for Teaching and Learning, Diversity in Mathematics Education (DiME). Dan's research focuses on integrating equity in professional development, documenting racism, and teacher student relationships in urban mathematics classrooms. He has recently been working on understanding mathematics education as a racialized space through researching relational interactions in classrooms. His work has been published in *Harvard Educational Review*, *Journal of Teacher Education*, *Teachers College Record*, *Educational Studies in Mathematics*, *Curriculum Inquiry*, *Urban Education*, and *Journal for Research in Mathematics* among others. Dan currently serves on the editorial panel for *Journal for Research in Mathematics*, the *Journal of Mathematics Behavior*, and the *Journal of Urban Mathematics Education*. He has received grants from NSF and the Spencer Foundation. He currently has an NSF grant entitled COURAGE, that examines racialized and gendered experiences of historically marginalized students in undergraduate mathematics education. Dan has served on the steering committee for PME-NA (2010-2012) and previously served in SIG-RME as the Electronics Board member (2011-2013).

Treasurer Position Description

The Treasurer has two primary duties: (1) Keeping the financial accounts updated and (2) Authorizing and Coordinating payment for various expenses. Important examples of expenses include: SIG business meeting at AERA, SIG/RME speaker at NCTM, Early Career and Senior Scholar Awards, STaR fellows, as well as processing reimbursements for SIG related expenses, as needed. The treasurer writes a brief annual financial report for the newsletter and for the SIG business meeting.

Kelley Buchheister is an Assistant Professor of Early Childhood Education in the department of Child, Youth, and Family Studies at the University of Nebraska-Lincoln. Dr. Buchheister's scholarship focuses on enhancing children's thinking and reasoning in early mathematics and integrated STEM experiences. She has published in a variety of research and practitioner-focused journals. In 2019, her co-authored publications in *Teaching Children Mathematics* and *Mathematics Teaching in the Middle School*, which described classroom teachers' implementation of equitable mathematics practices, were each selected as featured articles and nationally publicized Twitter Chats by NCTM. Buchheister's current work includes collaborations across universities and small businesses, resulting in funded STEM projects from the National Institute of Health and the US Department of Education. Each project focuses on young children's (PreK – Grade 2) development of mathematical reasoning and STEM content knowledge through high-quality interactions in outdoor environments or innovative products. Recent work also included funding from the University of Nebraska Foundation Layman Seed award, which examines the initial impact of a professional learning model on preschool coaches' pedagogical noticing in early mathematics. Additionally, Kelley earned a NCTM Mathematics Education Trust grant investigating prospective teachers' implementation of purposeful questions in early coding experiences. Buchheister's manuscript disseminating initial findings from that project earned her the National Technology Leadership Initiative Fellowship from AMTE in 2019. Dr. Buchheister is dedicated to developing teachers' understanding of the cultural contexts of learning and constructing appropriately challenging, inclusive environments that enrich every child's problem solving, representation, and communication in both formal and informal settings.

Martha Makowski is an Assistant Professor of Mathematics at The University of Alabama in the College of Arts and Sciences. She received her doctorate in Curriculum and Instruction from the University of Illinois at Urbana-Champaign in 2017, receiving a Scott Dissertation Completion Fellowship in her final year. Her research interests include the ways in which the curriculum and instruction in college mathematics classes restrict students' ability to achieve their career goals, particularly at the developmental level. As part of this, she also examines the ways in which gender socialization influences the mathematics trajectories of students through school. She has used both quantitative and qualitative methods to explore these questions at the secondary and postsecondary level. Her work has been published in the *American Educational Research Journal* and *AERA Open*. She is also a member of the 2018 STaR (Service, Teaching and Research) cohort. She enjoys keeping track of things and is known among her colleagues for her organizational prowess.

Awards Position Description

The Awards Board Member is responsible for managing the process for soliciting nominations for awards and serving on the committee to decide on award recipients. The Awards Board Member is responsible for coordinating the award events at NCTM and the SIG/RME at AERA.

Frances K. Harper is an Assistant Professor of Mathematics Education in the Department of Theory and Practice in Teacher Education at the University of Tennessee, Knoxville. She earned a Ph.D. in mathematics education with a certification in urban education from Michigan State University in 2017. Her research focuses on how social interactions among teachers, students, and other educational stakeholders perpetuate and disrupt power dynamics that

marginalize students on the basis of race and/or gender in PK-12 mathematics. She currently serves as the principal investigator of an internally funded project to initiate and sustain partnerships among schools, prospective elementary teachers, and Black and Brown families to bridge community-based and school-based mathematics. Her research has been published in the *Journal for Research in Mathematics Education*, *Teaching Children Mathematics*, and *Occasional Paper Series*. Frances's commitment to the field includes serving as a reviewer of journals including *Journal of Mathematical Behavior*, *Journal of Research in Mathematics Education*, and *Journal of Mathematics Teacher Education* and for conferences including AERA, PME-NA, and AMTE. Over the years, Frances has been actively involved in AERA, including participating in the Division K doctoral student pre-session and presenting papers such as *Limiting pre-service teachers' English use to reveal the role of language in mathematics learning* and *Teaching mathematics for social justice in action: Promises and problems of practice*. Frances gained experience coordinating conference events as the graduate student representative and local organizing committee member for PME-NA 2014-2016.

Cathery Yeh is an Assistant Professor in the College of Educational Studies at Chapman University, CA. Her research focuses on the nature of teacher and student identity and engagement during school-based mathematics activities, and the ways in which authority and competence are constructed during classroom interactions. Cathery is especially interested in teachers' efforts to challenge narrow, exclusionary discourses of competence and capturing counter-narratives of pedagogies that disrupt language, gender, and dis/ability hierarchies. She is the lead author of the NCTM book *Reimagining the Mathematics Classroom* and has published in a range of journals, including the *Journal of Urban Mathematics Education*, *ZDM Mathematics Education*, *Journal of Mathematics Teacher Education* and practitioner journals. She has more than 20 years of experience in the field of mathematics education starting with over ten years in elementary, dual-language classrooms in the Los Angeles urban core and abroad in China, Chile, Peru, and Costa Rica. As a classroom teacher, Dr. Yeh visited over 300 student homes and integrated students' lived experiences, knowledge, and identities into the curriculum. She previously served on the editorial board for *Teaching Children Mathematics* and has served on committees for NCTM and TODOS. She is excited at the possibility of serving on the SIG-RME Board.



2020 AERA Annual Meeting Information

2020 AERA Annual Meeting Information

April 17 – April 21, 2020

San Francisco, California

<http://www.aera.net/Events-Meetings/Annual-Meeting>

The 2020 AERA Annual Meeting will be held Friday, April 17 - Tuesday, April 21, 2020, in San Francisco, California. The theme is **“The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate”**

As stated in the call for proposals: *“Come join a collaborative educational conversation in San Francisco in 2020 as AERA education researchers and*

organizational stakeholders put research in the service of the educational good. The city provides a powerful setting to revisit the pressing educational problems that have persisted from our organizational separation into the present.”



SIG-RME Submission and Review Stats for the 2020 Annual Meeting:

Our SIG received **182 proposals**, and we are grateful to the many reviewers (listed below) who stepped up to help review these proposals. The SIG-RME program simply could not happen without the work of our reviewers to select the best proposals from our strong pool of submissions! *Thank you!*

20 session proposals submitted
 162 individual paper (or poster) proposals submitted
 653 reviews completed
 75 reviewers (about 1/5 of whom were graduate students)
 11 submitted sessions accepted
 15 papers accepted for 3 paper sessions
 50 papers accepted for 11 roundtable sessions
 24 submissions accepted as posters

Acceptance rate: 55% (55% for submitted symposia, 55% for other submissions)

In addition to the accepted sessions, we will again have our business meeting (time and place to be announced). Additional networking opportunities will be planned for our mathematics education graduate students and early-career scholars. More details will be provided as information becomes available.

A Huge Thank You to Our 2018 AERA Reviewers!!!

Alqahtani, Muteb	Jansen, Amanda	Platas, Linda Michele
Anantharajan, Madhuvanti	Johanning, Debra I.	Raygoza, Mary Candac
Anderson, Ann	Kalinec Craig, Crystal A.	Roane, Warren M.
Beiting-Parrish, Magdalen Ann	Kang, Bona	Roberts, Sarah Ann
Brenner, Mary E.	Karamarkovich, Sarah Marina	Safi, Farshid
Burch, Lori	King, Nicholas	Sears, Ruthmae
Cheng, Qiang (Andy)	Kitchen, Richard	Seat, Jennifer M
Choppin, Jeffrey M.	Kobiela, Marta Anna	Seeratan, Kavita L.
Dietiker, Leslie	Kwon, Minsung	Shumway, Jessica F.
Dobie, Tracy	Lefcourt, Tamara R.	Smith, John P.

Dominguez, Higinio
 Dosalmas, Angela
 Drake, Corey
 Erebholo, Francis
 Franke, Megan L.
 Gerasimova, Daria
 Gonzalez, Gloriana
 Guerra Lombardi, Paula Patrica
 Hand, Victoria M.
 Harper, Frances K
 Headley, Marcia Gail
 Herbst, Patricio G.
 Hohensee, Charles
 Holliman, Natalie Latrice

Lewis, Katherine
 Leyva, Luis Antonio
 Li, Qian
 Liljedahl, Peter
 Litke, Erica
 Lloyd, Gwendolyn
 Louie, Nicole
 Lubienski, Sarah Theule
 Mack, Nancy K.
 Makowski, Martha
 Martin, Danny B.
 Md-Yunus, Sham` ah
 Moschkovich, Judit N.
 Myers, Kayla
 Orrill, Chandra H.
 Pearce, Rebecca Lynn

Spencer, Joi A.
 Stinson, David W.
 Stroud, Rena
 Tchoshanov, Mourat
 Trakulphadetkrai, Natthap
 Vincent
 Vela, Katherine Nicole
 Wager, Anita A.
 Wang, Ke
 Weiland, Travis
 Wilhelm, Anne Garrison
 Williams, Ashley M.
 Yao, Xiangquan
 Yeo, Sheunghyun
 Zazkis, Rina



Martha Euphemia Lofton Haynes was an American mathematician and educator. She was the first African-American woman to gain a PhD in mathematics, from the Catholic University of America in 1943

2020 AWARD FOR INTERDISCIPLINARY EXCELLENCE IN MATH EDUCATION

The purpose of this award is to recognize work of lasting significance and impact in advancing mathematics education as an interdisciplinary field, linking mathematics, educational studies and practice. In particular, the award recognizes major contributions to new knowledge and scholarship, and as well, exemplary contributions in promoting interdisciplinary collaboration in mathematics education. For further information about the award, see <https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-019-0162-7>

This annual award includes a commemorative plaque and a cash prize (US\$3000). A recipient will be selected annually and will be invited to present a keynote address, with all travel expenses covered, at a workshop dedicated to advancing mathematics education. Moreover, subject to the availability of the recipient, a housing allowance and a US\$5000 stipend will also be offered to the recipient to spend two weeks in residence at Texas A&M University interacting with students and faculty in seminars and informal mentoring sessions.

Deadline:

Texas A&M University invites nominations for the Award of Excellence in Mathematics Education annually. [For the 2020 award, the nomination deadline is January 1, 2020.](#)

Criteria:

Candidacy for the Award is open to anyone with a record of outstanding contributions in the fields of education, mathematics, and mathematics education, whose work has had a broad impact on crosscutting scholarship and/or interdisciplinary collaboration in mathematics education. Individuals of all nationalities and institutional affiliations are eligible to be nominated.

Required Materials (in English):

- A letter of no more than three pages describing the nominee's professional experience, accomplishments, and qualifications for the award
- A brief curriculum vitae of the nominee that highlights the nominee's contributions to advancing mathematics education as an interdisciplinary field, linking mathematics, educational studies and practice.

[Submit Nomination Materials to: tlaconward@tamu.edu](mailto:tlaconward@tamu.edu)



SIGRME WEBSITE & MEMBERSHIP

Please check our website at <http://www.sigrme.org> and our [Facebook page](#) for information related to SIG-RME announcements, positions available, upcoming conferences, and much more. If you have any information you think should be posted on the SIG-RME website, please contact Naomi Jessup at njessup@gsu.edu.

The SIG-RME Annual Membership Directory is available on the AERA website (www.aera.net). Once you login to your AERA account, you can find the directory under "Member Resources."

Membership Dues and Contact Information

The number of AERA sessions allotted to our SIG each year is based, in part, on the number of SIG-RME members. [Please remember to renew your SIG-RME membership when you renew your AERA membership.](#) If your mailing address or other contact information is incorrect, please update your contact information through the AERA website.



SIGRME CONNECTOR: CREATING OPPORTUNITIES TO CONNECT

Looking to connect with other researchers for collaborative research or to create a conference symposium proposal? Join the SIG-RME Connector (SIG-RME Members Only) to post your research interests and connect with other researchers who share your interests. <https://goo.gl/forms/mecDVn3SiNResbzk2>

What is the SIGRME Connector?

The SIGRME Connector is a Google Sheet that contains information about our members who are interested in connecting with their peers for a variety of

purposes, including research collaborations, writing groups, etc. Although it is targeted for graduate students and early career researchers, any SIGRME member can join. The Google Sheet is available in a read-only mode for participating members.

How do I add myself to the SIGRME Connector?

To be added to the Google Sheet, please complete this survey: <https://goo.gl/forms/mecDVn3SiNResbzk2>. Please note that the information you provide will be available for other members who complete the survey (unless explicitly noted otherwise).

How do I remove myself from the SIGRME Connector?

To be removed from the Google Sheet, please use the same survey. The permanent link for the survey is available on the SIG-RME website: <http://sigrme.org/area-links/>.

How do I access the SIGRME Connector?

Once you complete the survey, the SIGRME Connector Google Sheet will be shared with you via the email you provide. Please allow several days for processing.

How do I use the SIG-RME Connector?

You can search the database by research interests and purpose of networking to find graduate students or early career researchers with whom you would like to connect. Next, use the contact information provided to connect with your peers!

What if I have more questions, would like to provide feedback, or share a concern?

Please contact the SIG-RME Graduate Student Representatives at sigrmegraduaterep@gmail.com.

