

## **CERME 9: Thematic Working Group 10**

### **Diversity and Mathematics Education: Social, Cultural and Political Challenges**

#### **Leaders**

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#### **Scope and focus of the Working Group**

Working group 10 is interested in discussing mathematics education within the realms of culture, society and the political. It is assumed that mathematics education refers to more than the encounter between an individual and a mathematical object. Moreover, it refers to a wider context than exclusively classroom settings. The process of coming to know mathematics occurs within a culture that both influences and is influenced by the workings of mathematics education. In the group, it is assumed that research is an active participant in shaping the possibilities of seeing and inventing practice.

The group is specifically interested in discussing research that addresses how diversity affects possibilities in mathematics education. Diversity might be expressed in terms such as gender, ethnicity, language, socio-economic status, disability, qualification, life opportunities, aspirations and career possibilities, etc. Contexts are diverse in terms of the variety of sites where mathematics education takes place, and the differences in the organization and structure of practice in such contexts—schools, homes, workplaces, after-school organisations etc. Contexts also include the political structures where policies are formed that both draw on and make use of mathematics education research. Diversity also occurs in relationship to who is doing the research and who is being researched, posing methodological issues of an ethical nature. These multiple diversities intersect, and in so doing pose challenges to intended and actual learning and teaching practices in their multiple forms, as well as to their improvements.

#### **Call for papers and poster proposals**

The papers and posters submitted to the group are expected to address social, cultural or political aspects of mathematics education and its research. These can be theoretical, methodological, empirical or developmental papers providing that didactical approaches are explicitly located within a social, cultural, or political frame of reference. We welcome research using inter-disciplinary perspectives including fields such as socio-cultural and discursive psychology, education, anthropology, linguistics, sociology, political sciences, economy, and philosophy.

Papers and poster proposals should use the CERME word template, and conform to the guidelines at <http://www.cerme9.org/guidelines/guidelines-for-authors/>. To submit it, you need to email your paper as a WORD document to [lisa.bjorklund@mnd.su.se](mailto:lisa.bjorklund@mnd.su.se), AND at the same time to the conference secretariat at [submission@cerme9.org](mailto:submission@cerme9.org). If possible please also send a pdf version in addition to the WORD document.

#### **Reviews and decisions**

Each paper will be peer-reviewed by two persons from among those who submit papers to this Thematic Working Group. Please expect to be asked to review up to three papers yourself. It may be necessary for you to revise your paper before final acceptance. The group leaders will decide about the acceptance of posters.

#### **Important dates**

September 15, 2014: Deadline for submission of papers  
October 1, 2014: Deadline for submission of poster proposals  
November 25, 2014: Deadline for reviewers to submit their reviews  
December 5, 2014: Decisions about paper or poster acceptance  
December 20, 2014: Reduced fee registration deadline  
January 10, 2015: Deadline for revisions of papers  
January 20, 2015: Papers for presentation at the congress available on the CERME website