

CERME 11: Thematic Working Group 10

Diversity and Mathematics Education: Social, Cultural and Political Challenges

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Scope and focus of the Thematic Working Group

TWG10 is interested in discussing mathematics education within the realms of *culture, society and the political*. WG 10 builds on the premise that mathematics education is always more than the encounter between an individual and a mathematical object. Such encounters are embedded within a wider context than just classroom settings. On the one hand they are shaped by the social, cultural and political contexts in which they take place. On the other hand, being social, cultural and political encounters themselves, they reflexively contribute to constituting the wider context in which they are embedded. Research in this group is characterized by an effort to reflect its own double-role in not only analyzing but also shaping the possibilities of seeing and inventing mathematics education practices.

The group is specifically interested in discussing research that addresses how *diversity* affects possibilities in mathematics education. Diversity can be expressed in terms such as gender, ethnicity, language, socio-economic status, social class, disability, life opportunities, aspirations, worldviews and ideologies, school systems, governance structures, etc. Diversity also refers to the variety of sites where mathematics education takes place—schools, homes, workplaces, after-school organisations etc. Finally, diversity occurs in relationship to who is doing the research and who is being researched, posing methodological issues of an ethical nature. Diversity thus also refers to the wide variety of doing mathematics education research within the realms of culture, society and the political. As all these multiple diversities intersect, a reflective approach is expected in reporting on implications of any research.

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. We welcome research using inter-disciplinary perspectives including fields such as socio-cultural and discursive psychology, anthropology, linguistics, sociology, political sciences, economy, philosophy and fine art. Any proposal must succeed to make explicit how it systematically connects to the social, cultural, or political frame of reference.

Papers and poster proposals should use the CERME template, and conform to the guidelines at the [guidelines website](#). CERME 11 uses a [submission website](#). The authors submit the initial version of their paper on the website (uploading it both as a .doc and a .pdf file, and providing the required information, in particular the TWG number).

Reviews and decisions

Each paper will be peer-reviewed by two persons from among those who submit papers to this TWG. Please expect to be asked to review up to two papers yourself. The group leaders will decide about the acceptance of posters.

Important dates

- **15th July 2018:** Early bird submission (please refer to the [early bird website](#))
- **15th September 2018:** Initial submission by authors in the submission system.
- **3rd November 2018:** Initial decisions on papers and posters sent.
- **24th November 2018:** The authors submit a revised version if needed.
- **5th December 2018:** Final decisions sent.
- **12th December 2018:** Final version uploaded.
- **13th January 2019:** Papers available on CERME 11 website.