

CERME 14: Thematic Working Group 10
Social, Cultural and Political Aspects of Mathematics Education

Leader: Timo Dexel (Germany); dexel@uni-wuppertal.de

Co-leaders: Laura Black (United Kingdom), Mariam Makramalla (Egypt), Juuso Nieminen (Hong Kong), Sabrina Bobsin Salazar (Brazil), Daniela Steflitsch (Austria)

Scope and focus of the Working Group

TWG 10 centres discussions of mathematics education within the realms of the cultural, the social and the political. TWG10 builds on the premise that mathematics education is always more than an encounter between an individual and a mathematical object in a classroom setting. Instead, it views such encounters as shaped and produced by wider cultural and societal contexts that are inherently social and political. At the same time, such encounters are also viewed as contributing and constituting the contexts in which they are embedded in ways that reproduce, challenge or disrupt power relations. TWG10 is characterized by an effort to reflect its own double-role in analysing, shaping and reconfiguring mathematics education practices. The group is specifically interested in research that investigates how diversity and difference affect the possibilities, opportunities, obstacles, privileges and disadvantages associated with mathematics education. This includes issues of gender, race and ethnicity, language, socio-economic status, social class, disability, inclusion/exclusion, life opportunities, aspirations, worldviews and ideologies, school systems, governance structures, space, and settings. Additionally, diversity and difference may occur in relation to who is doing the research and who is being researched, posing methodological issues of an ethical, ontological and aesthetic nature. Diversity and difference are therefore perceived in a broad sense and refer to various ways of doing mathematics education research within the realms of the cultural, the social and the political. As all these multiple diversities and differences 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 as well as methodological and epistemological perspectives that organise such research. These can be theoretical, empirical or developmental papers. We welcome inter-disciplinary perspectives including socio-cultural and discursive psychology, anthropology, linguistics, sociology, political sciences, economy, philosophy and art-based research. We welcome contributions related (but not strictly limited) to following topics:

- Mathematics at the boundary of institutional/non-institutional settings
- Reflections on the intersections of mathematics, mathematics education and social justice or marginalisation
- Social, political, economic, environmental crises in connection to mathematics education
- Teachers' and students' understandings of marginalisation and diversity
- Pedagogies that recognise students' and teachers' diverse experiences, needs and perspectives
- Inclusive mathematics education

We also particularly welcome contributions presenting young researchers' approaches and studies.

Papers and poster proposals *must use the CERME template*, and conform to the guidelines at <https://www.cerme14.it/>. CERME 14 uses an electronic submission system <https://www.conftool.pro/cerme14/>. 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 author papers to this TWG. *All co-authors* can be asked to review up to two papers. The group leaders will decide about the acceptance of posters.

Important dates

- See <https://www.cerme14.it/> for important dates