

## **CERME 13: Thematic Working Group 10** **Social, Cultural and Political Aspects of Mathematics Education**

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

TWG 10 is interested in discussing 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, 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. Previous topics discussed in the group include:

- Mathematics at the boundary of institutional/non-institutional settings
- Teaching critical thinking regarding social inequalities in mathematics education
- COVID 19 pandemic and inequalities in mathematics education
- Teachers' and students' understandings of marginalisation and diversity

Papers and poster proposals should use the CERME template, and conform to the guidelines at <https://cerme13.renyi.hu/>. CERME 13 uses an electronic submission system <https://www.conftool.pro/cerme13/>. 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**

- **15 February 2023:** Deadline for submission of papers and posters.
- **5 April 2023:** Preliminary decisions on papers and posters.
- **10-14 July 2023:** CERME 13 takes place.
- See <https://cerme13.renyi.hu/deadlines> for other important dates