

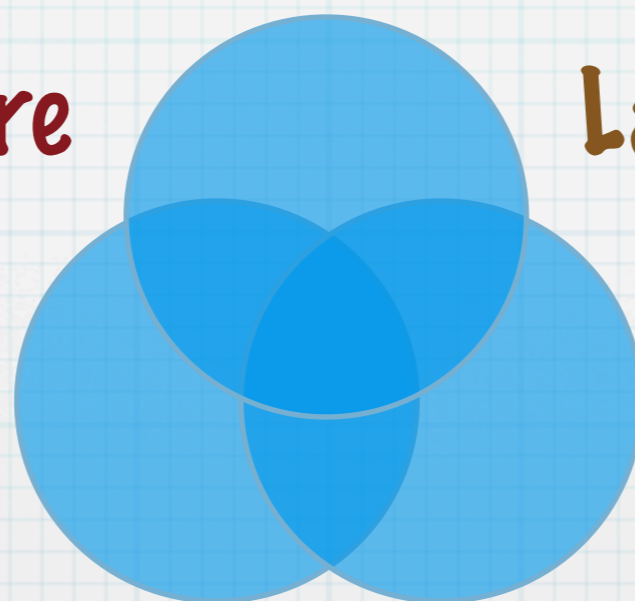


CEMELA Seminar

The Fundamentals

Culture

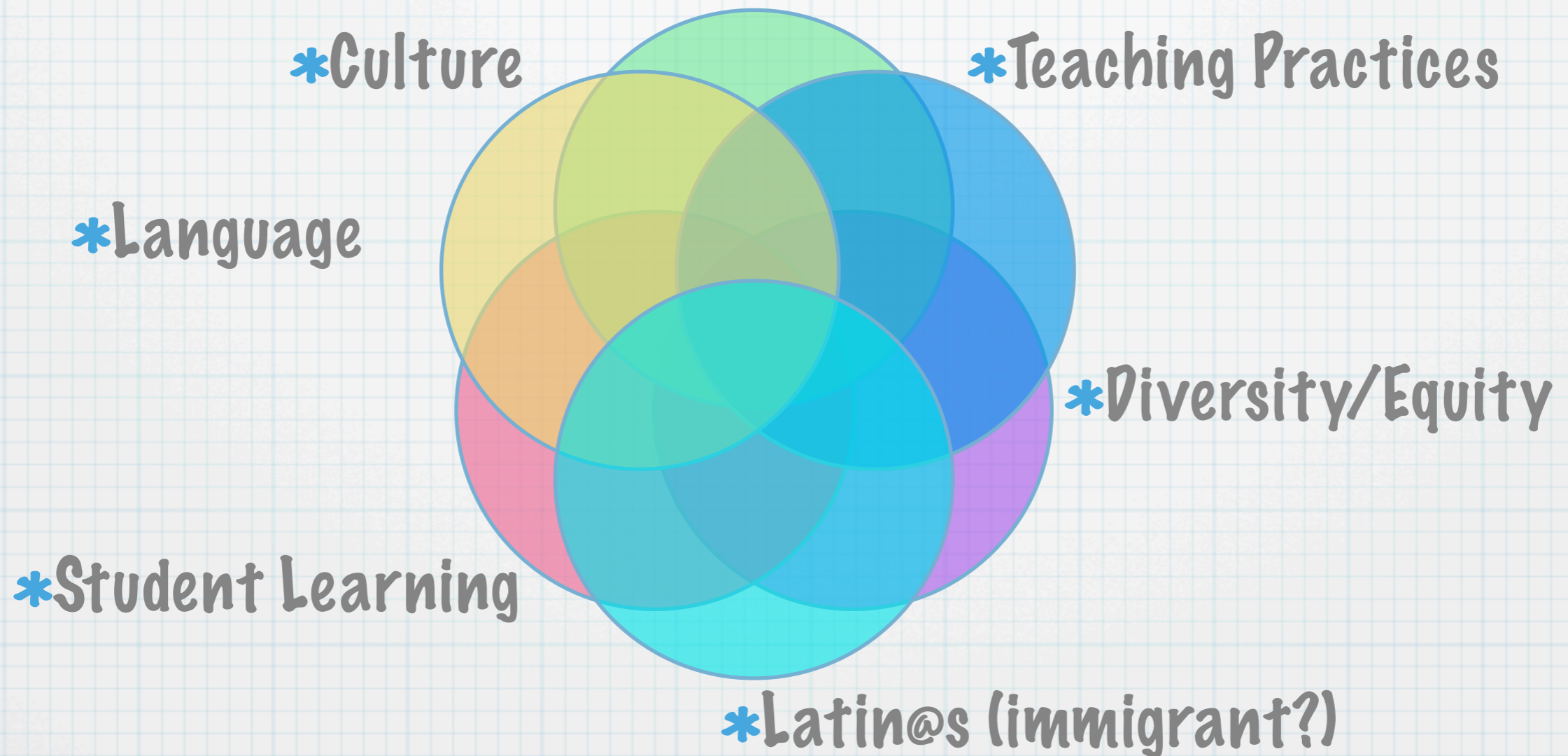
Language



Mathematics



In and Out of Mathematics Education



* **Randolph A. Philipp (2007) referring to A.G. Thompson's 1992 Handbook Chapter:**

* **"the importance for researchers studying mathematics teachers to make explicit to themselves and to others the perspectives they hold about teaching, learning, and the nature of mathematics, because these perspectives greatly affect researchers' approaches to and interpretations of their work" (p.258).**

4 Foundations

- * **Scholars in our niche**
 - * Identify and examine works
 - * Constructs, frameworks, methods
- * **Theoretical Lenses/Frameworks**
 - * Identify, examine, and explore our use
 - * What do they highlight/obscure?
 - * **TENSIONS!**

4 Foundations cont.

* Essential Constructs

- * Identify, examine, and explore our use

- * Identity, culture, participation, Latin@, community, equity, classical/critical, etc.

* Multiple Perspectives

- * Of constructs, frameworks, data

- * Understand, consider, offer, promote

Transition

- * Individual research situated within broader CEMELA research agenda
- * Shared vision --> Collective action
- Definition -- must start here!
 - ▶ Research design/analysis strategies
 - ▶ Products
 - ▶ Impact

DIME vs. CEMELA

- * DIME:

- * Focus on diversity

- * Emphasis on identity

- * CEMELA:

- * Focus on practices?

- * Family, community, classroom, etc.

What now?

- * What are our goals and objectives?
- * What are possible products?
 - * DiME-style paper?
 - * Lit review of last 5 years in our niche?
- * What can we accomplish in seminar?
- * Connections to greater CEMELA?