CEMELA, a Center for Learning and Teaching funded by the National Science Foundation, is an interdisciplinary, multi-university consortium focused on the research and practice of the teaching and learning of mathematics with Latino students in the United States.

CEMELA brings together experts in mathematics education, mathematics, language, and culture to work collaboratively on improving the mathematics education of low-income Latino students. CEMELA aims to understand the interplay of mathematics education and the unique language, social and political issues that affect Latino communities. CEMELA’s holistic approach involves various parties interested in the education of children: parents, school administrators, teachers, and university faculty.

CEMELA will be relevant not only to Latinos but also to other groups of linguistically and culturally diverse students through the development of theory and practice for how to turn language and cultural diversity into educational assets for the mathematics education of all students.

CEMELA’s Goal

To advance the field of mathematics education by:
- Developing an integrated model that connects mathematics teaching and learning to the cultural, social, and linguistic contexts of Latino students.
- Increasing the number of mathematics educators with this integrated knowledge to ultimately improve the mathematics education of working class Latinos.

CEMELA is about

- Leadership development in mathematics education
- Research on the interplay of mathematics teaching and learning, culture, and language
- Professional development and teacher preparation

Prospective Graduate Students

Please JOIN US! You will find information about graduate programs at your institution of choice:

The University of Arizona www.arizona.edu
University of California, Santa Cruz www.ucsc.edu
University of Illinois at Chicago www.uic.edu
The University of New Mexico www.unm.edu

...or check the CEMELA website http://cemela.math.arizona.edu

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AS A CEMELA FELLOW, YOU WILL:

- Engage in a graduate program of study and research in mathematics education that addresses issues of language and culture, particularly as they relate to the teaching and learning of mathematics for Latino students.
- Participate in “CEMELA Schools,” which will bring together CEMELA Fellows from the four partnering universities, CEMELA faculty, and other scholars for an intensive, highly interactive learning experience.
- Teach or assist in mathematics teacher education courses at the preservice and inservice levels.
- Conduct research in the various CEMELA settings with students, teachers, preservice teachers, and parents.
- Have the opportunity to attend and present at national conferences.

CEMELA PARTNERS

CEMELA encompasses diverse geographical contexts (bordertowns, urban, migrant agricultural, and rural) that capture the corresponding diversity of educational and cultural experiences among Latinos.

...in ARIZONA The University of Arizona; Sunnyside Unified School District; and Tucson Unified School District.

...in CALIFORNIA University of California, Santa Cruz; North Monterey County Unified School District; and Pajaro Valley Unified School District.

...in ILLINOIS University of Illinois at Chicago and Chicago Public Schools.

...in NEW MEXICO The University of New Mexico; Albuquerque Public Schools; Socorro Consolidated Schools; and Bernalillo Public Schools.

The University of Arizona

Marta Civil  civil@math.arizona.edu
www.math.arizona.edu/~civil
Research areas: Mathematics education with an emphasis on equity, parental/family engagement; culture and mathematics; and teacher education (knowledge and beliefs).

Virginia Horak  horak@math.arizona.edu
www.math.arizona.edu/~horak
Research areas: Mathematics teacher cognition and resilience; and lesson study to facilitate mathematics teachers’ professional growth.

Luis Moll  moll@u.arizona.edu
www.ed.arizona.edu/moll
Research areas: Connections among culture, psychology, and education, especially related to Latino children; how literacy takes place in the broader context of household and community life; and biliteracy development in children.

University of California, Santa Cruz

Judit Moschkovich  jmoschko@ucsc.edu
www.education.ucsc.edu/faculty/jmoschko
Research areas: Mathematics learning and teaching; student conceptions of linear functions; bilingual mathematics learners; English language learners; discourse in mathematics classrooms; and everyday mathematical practices.

Kip Tellez  ktelez@ucsc.edu
http://people.ucsc.edu/~ktelez/
Research areas: The intersection of teacher education policy and practice and second language learning and teaching.

University of Illinois at Chicago

Lena Licón Khisty  ilkhisty@uic.edu
www.uic.edu/edu/college/faculty/biopages/KHISTY.HTM
Research areas: The role of context; Spanish and second language factors, and activity in mathematics; interaction, meaning development, and critical discourse processes; and teacher action research and learning communities for school reform.

Aria Razfar  arazfar@uic.edu
www.uic.edu/edu/college/faculty/biopages/RAZFAR.HTM
Research areas: Literacy(ies), biliteracy(ies/bilingualism, math as sociocultural practice, social organization of learning, out of school learning, sociocultural theory (CHAT), play, language ideologies, discourse, action research, teacher practice.

University of New Mexico

Sylvia Celedón-Pattichis  sceledon@unm.edu
www.unm.edu/~sceledon
Research areas: Linguistic and cultural influences on the teaching and learning of mathematics, especially with students learning English as a second language; and assessment and placement of English language learners in mathematics.

Richard Kitchen  kitchen@unm.edu
www.unm.edu/~kitchen
Research areas: Diversity and equity in mathematics education; assessment; professional development of mathematics teachers; and the sociocultural/political context of mathematics education.

POST DOCTORAL OPPORTUNITIES & GRADUATE STUDENT FINANCIAL SUPPORT

CEMELA is currently recruiting post doctoral fellows and graduate students interested in earning their Ph.D. in Mathematics Education with an emphasis on the cultural, linguistic and social contexts of Latino students.

Post doctoral opportunities will be announced as they become available at each of the four sites. Prospective graduate students should apply for admission to the program of their choice. Students interested in financial support from CEMELA should contact the Principal Investigator of interest or the central CEMELA office; (520) 626-7606, cemela@math.arizona.edu.