

Call for Chapters for APME 2018

Annual Perspectives in Mathematics Education (APME) 2018: Rehumanizing Mathematics for Students who are Black, Indigenous, and/or Latin@/x¹

Deadline: March 1, 2017

The 2018 Annual Perspectives in Mathematics Education (APME) volume, *Rehumanizing Mathematics for Students who are Black, Indigenous, and/or Latin@/x* will showcase efforts to ensure mathematics teaching and learning is a humane experience for students who historically have been marginalized in mathematics. In response to the heightened focus on equity-based school reforms that seek to help students play the game of mathematics (e.g., addressing access and achievement) without also interrogating how such reforms may ignore the need to change the game of mathematics (e.g., address students' identities and power dynamics inside and outside of schools), this volume will provide research-based illustrations of teachers' and researchers' individual or collaborative initiatives to promote a more humane mathematics education. We believe that a student should be able to feel whole as a person—to draw upon all of their cultural and linguistic resources—while participating in school mathematics.

A focus on students who are Latin@/x, Black, and/or indigenous reflects the view that mathematics education cannot truly improve until it adequately addresses the very students who the system has most failed. This focus also highlights the fact that teaching and learning are not universal endeavors; the identities of teachers and students, as well as the contexts in which they work, all matter. So, a focus on “mathematics for all,” or a focus that simply seeks to help indigenous, Latin@/x, and/or Black students do well by mainstream standards is insufficient to move us forward.

This volume begins with the assumption that people throughout the world already do mathematics in everyday ways that are humane. Yet, schooling often creates structures, policies, and rituals that can be dehumanizing. The volume will feature evidence-based examples of theorizing and practicing a humanized mathematics with students who are indigenous, Black, and/or Latin@/x.

In order to model a more humane process and to create greater community in mathematics education, this volume is based on a set of guiding principles: an open-review process whereby authors and reviewers will know who each other are; a goal of not just identifying dehumanizing practices, but offering rehumanizing ones; and

¹ We use the term Latin@/x to indicate solidarity with those who identify as lesbian, gay, bisexual, transgender, questioning, or queer. Both Latin@ and Latinx represent a decentering of the patriarchal nature of the Spanish language whereby groups of males and females are normally referred to with the “o” (male) ending. Our choice to use these terms reflects a rejection of the gender binary, our understanding of gender fluidity, and our respect for how people choose to name themselves.

privileging the voices of teachers, students, and communities. We are especially interested in chapters that: focus on the experiences of girls who are often overlooked; attend to the spectrum of learning in grades PreK-20; are authored or co-authored by teachers; and showcase the work of veteran or more experienced teachers.

The editorial panel seeks chapters that showcase mathematics teachers' efforts to ensure a humanized mathematics experience for students who are Latin@/x, indigenous, and/or Black, taking into consideration the voices of those students. Chapter manuscripts should make strong links between research and practice. Each chapter should appeal to a broad audience, which may include mathematics educators in a variety of capacities, such as teachers, teacher leaders, administrators, professional development leaders, mathematics teacher educators, and researchers. Suggested topics for the 2018 APME include, but are not limited to the following:

□ *Theories of **Rehumanizing Mathematics*** that move beyond critique and offer new perspectives on how to move forward as a profession, including—

- An explication of why equity-based reform initiatives like “growth mindset” and “grit” are problematic, highlighting the value of asset-based language and practices that could be used in their place
- How our efforts towards alternative/quality pedagogies (e.g., teaching mathematics for social justice) can unknowingly be reduced to a simplified version or a single task that undermines their intentions, as well as how to address those dangers
- A clarification of what we mean by equity and mathematics as related to rehumanization (e.g., What are equity agendas? Who can participate in those agendas? How would we know we are achieving an agenda of rehumanizing mathematics?)
- Our history of humanizing education for particular communities, including rich histories of creating our own institutions
- A guiding framework or set of principles used by teachers to rehumanize their mathematics classrooms

□ *Conceptions of **Teaching and Teacher Identity*** that maintain a tight connection between who teachers are and their practice, including—

- Teacher identities as they relate to their practice with particular students
- Examples of teachers who push back on school policies that are not humane
- Examples of teachers who respond to well-meaning professional development that is not aligned with students' best interests
- Examples of how teachers help students make powerful decisions for themselves through mathematics
- Teaching and learning in indigenous communities; ways of knowing and learning/teaching from their own views
- Specific pedagogical practices in school and out-of-school settings (e.g., Afrocentric schools)

- Examples of teacher evaluation that move beyond value-added models and capture humane teaching
- A description, discussion or reflection on implementation of a particular teaching strategy that is rooted in a social justice perspective
- Examples and uses of authentic assessments that capture rehumanizing practices and include the point of view of students

□ Examinations of ***Language and Linguistic Backgrounds*** in the development of policies and planning/evaluation of mathematics instruction, including—

- Positioning students’ native (or first) language and cultural backgrounds as intellectual resources for learning mathematics (e.g., emergent bilinguals at all stages of language development engaging in challenging problem solving; building upon traditional ecological knowledge; etc.)
- A critique of policy initiatives that impact what happens in mathematics classrooms for students who are emergent bilinguals and ways to advocate for students
- Advocating for emergent bilinguals’ placements based on their mathematics knowledge and not on their English language development
- Using court case rulings to inform undocumented students and their families of their rights to education
- Valuing the use of code-switching, translanguaging, and language dialects to make meaning of mathematical concepts

□ A focus on ***Family and Community*** in the conceptualization and implementation of more humane mathematics education, including—

- Teachers and schools incorporating family and community voices in their policies and practices (e.g., doing this with families and communities)
- Teachers’ efforts to address internalized dehumanization practices within communities
- Collaborations and partnerships with families and communities that bring in resources to school
- Finding ways to value and appreciate the work and roles within which people engage in their communities (e.g., mathematical practices in careers and homes)
- Grow-Your-Own mathematics teacher education efforts

□ Conceptions of ***Student Learning and Identity Development*** in ways that honor a tight connection between who students are and their learning, including—

- Addressing students’ identities, experiences, and ways in which they learn mathematics
- Examining how teachers support student identity development
- Examining and including students’ voices and perspectives on the definitions of a humanizing mathematics education

- Examples of teaching that does not require or expect students to leave their identities, including personal challenges and tragedies, at the classroom door
- Student identity and student learning with a focus on intersectionalities (e.g., gender, race, ethnicity, class)
- Out-of-school opportunities for students to build positive mathematics identities

□ ***Structures and Frameworks for Supporting More Humane Mathematics Teachers*** with an eye towards expanding the community of people doing this work, including—

- How our efforts towards alternative/quality pedagogies (e.g., teaching mathematics for social justice) can unknowingly be reduced to a simplified version or a single task that undermines their intentions, as well as how to address those dangers
- Examination of the language used in policies and the interpretations that get implemented (e.g., “combat pay,” “hazard pay”)
- How language from policy documents positions teachers and students as having deficits and how to reframe the ways we think about supporting teachers
- Unintended consequences from well-meaning professional development (e.g., CGI, learning trajectories, universalistic approaches) and new tools that could be used in their place
- Examples of teacher education that prepares teachers to understand the experiences of particular students and their cultural and linguistic resources
- Professional development initiatives that prepare teachers to humanize their classrooms
- Frameworks and tools for teacher education that address the goals of rehumanizing mathematics

Details for Submission

Interest in submitting a chapter to this APME volume should be indicated by submitting an Intention to Submit form to both Imani Goffney imanigoffney@umd.edu and Rochelle Gutiérrez rgl@illinois.edu by March 1, 2017.

The full chapter manuscript is to be submitted electronically by May 1, 2017, to the same email addresses. **Late or partial manuscripts cannot be considered.** All chapter submissions will be open peer-reviewed, and authors will receive feedback within eight (8) weeks.

Details regarding submission requirements will be sent once your Intention to Submit form is received. Generally speaking, the submitted manuscript will require the following:

- Use of standard word processing software, such as Microsoft Word, with a font size of 12 (preferably Times New Roman)
- An abstract of 200 words or less. You may wish to refer to your Intention to Submit form and edit what you have already provided as a possible abstract.

- Double spacing of all material, including abstract, quoted matter, lists, tables, notes, references, and bibliographies. Manuscripts should not exceed 3,500 words (14 pages), including the references.
- A cover sheet with manuscript title and name(s) of author(s) in the order of authorship and including affiliations. The lead author should provide full contact information. Because initial decisions on submitted manuscripts will be made during the summer, lead authors should ensure some appropriate means of contact, or designate another individual to receive information.
- List of all references cited in the manuscript at the end of the manuscript, using the Chicago Manual of Style, 16th edition. NCTM uses the humanities style, which gives the full names of all authors and editors.