

CERME 12: Thematic Working Group 10 **Social, Cultural and Political Aspects of Mathematics Education**

Leader: Laura Black (UK), laura.black@manchester.ac.uk

Co-leaders: Anette Bagger (Sweden), Anna Chronaki (Greece & Sweden), Nina Bohlmann (Germany), Sabrina Bobsin Salazar (Brazil)

Scope and focus of the Working Group

Working group 10 is interested in discussing mathematics education within the realms of *the cultural, the social and the political*. WG10 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. WG10 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. .

Papers and poster proposals should use the CERME template, and conform to the guidelines at www.cerme12.it CERME 12 uses an electronic submission system www.conftool.pro/cerme12 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. The group leaders will decide about the acceptance of posters.

Important dates

- **15th July 2021:** Deadline for [Early Bird Procedure](#)
- **15th September 2021:** Deadline for submission of papers and posters.
- **4th November 2021:** Preliminary decisions on papers.
- **12^h November 2021:** Preliminary decisions on posters.
- **2nd - 6th February 2022:** CERME 12 takes place.
- See www.cerme12.it/deadlines/ for other important dates