

# Intersection Points

The Newsletter of the Research Council on  
Mathematics Learning

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The Research Council on Mathematics Learning seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.

Visit us on the Web at: [web.unlv.edu/RCML](http://web.unlv.edu/RCML)

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## PRESIDENT'S COLUMN



### What's Your Research Power Level?

by Mary Swarhout

As we near the end of another academic year, I find myself feeling a great sense of accomplishment for all that has been done. For me this year,

there was teaching, including a new course, an extreme amount of service, and regretfully, an acknowledgment that less was accomplished on my research agenda than planned. I began to reflect on my research during a recent power outage in our town. A strong spring storm and very high winds caused several trees weakened by the recent drought conditions to come crashing into the electricity infrastructure. The outage left me in the semi-dark for about 24 hours – without the usual noise from the many things that run on electricity - and provided an opportunity to be

quiet and reflective. So, where is my power level for research? Where is your power level for research?

How does the research area slide from the list of priorities and get lost or delayed in the meetings and other items on our overall work loads? The answers will vary – heavy committee workload, new course preparations, or more possibly, a loss of focus on research, a losing of your research agenda. It may be that you have never stopped to create a fully formed research agenda – a difficult task as you rush from one fire to the next! Just get the dissertation done – then off to your new faculty position with new courses to teach and service to do, then you are tenured and gaining more service responsibilities and now what is next for your research?

How do you think about research? Do you know what you need to do your research? If I met you on campus and gave you two minutes to share your research focus – could you do it? If I were your chair or the senior tenured faculty member in your department – could you share your one, two, or even three year plan for your research work? I will admit that right now, I am unable to do that. Changing that is at the top of my work list for the next several months – helped by some summer support from my college dean. But, from my mathematics education journey, I know that building a research agenda doesn't rely on monetary support.

Here are some resources and ideas that I used as part of a Prezi presentation, several years ago during the 2011 Mathematics Education Research in Texas (MERiT) research conference (accessible at the link provided below).

One area found to be impactful on my research work was dealing with environmental factors – like the amount of clutter I am faced with in my office. This is a distractor for me – and provides a reason to delay my research work. Yes, I will read that article on concept maps after I get this pile of things organized – and after checking email – and after dealing with the student questions and the memo needed for the curriculum committee, and..... and so it goes! So, take a look at my office now – attacking my environment starts next week so that I can move to creating my research agenda – version 2014. This realization was a part of taking time to look at and think about this question – part of a series of checklists provided in a “Setting A Research Agenda” workbook (document cited below). What environmental factors are influencing your productivity?

Another helpful sequence of questions or activities is provided in the same workbook document and visualized in the Prezi – beginning with a simple research statement you can complete. Here it is: *I want to investigate A, by doing B, in order to*

*learn C.* You and I get to choose the A, the B, and the C. This is the start of moving to a paragraph that describes and presents our research agenda, then to a more complete treatise of several pages. With new technology available – how will you keep this agenda? And the research notes and questions and other “what ifs” that cross your mind and thinking as you work, read, gather data, figure out the analysis details and present the results and conclusions?

Why take time to think and reflect about a research agenda? As someone that did navigate the tenure process successfully – I know that a part of that success was due to sharing with colleagues what my research was about and helping them see my plan for continued engagement in my research area. Additionally, for those currently working toward tenure, spending some time to put your agenda down in black and white will be a great start on your application for the RCML Memorial Scholarship Award! Can you share with the review panel the research you are engaged in and how you see your work moving forward? The application asks for more than what have you been doing lately – and encourages you to think about where your current work is positioned within

your larger research agenda and how it connects to the mission of RCML.

So, consider this your invitation to join me in research reflection. I encourage you to take some time to stop and think about your interests and how you see them reflected in your research work. Take some moments while your students take their final exams in the next few weeks – or shut your office door and take some time to review what you need to do your work, and how you are going to proceed! Recharge your research agenda – increase that power level and get plugged in to the fun and challenge of mathematics education research! I look forward to hearing your A-B-C statement and the sharing of your results at the 2015 annual conference in Las Vegas.

Joining you in the mission of RCML,

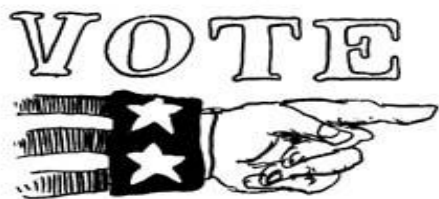
Mary

Setting a Research Agenda  
Presentation for MERiT Conference,  
October 7, 2011.

<http://prezi.com/4fspk25piqfs/setting-a-research-agenda/>

Setting A Research Agenda  
Notebook. Accessed at:  
<http://mcs.open.ac.uk/mp8/agenda%20workbook.pdf>

# ELECTION: Call for Nominations



Please consider running for office! Self-nominate or nominate someone else for the RCML elections in 2014.

[Open positions](#) include:

Secretary  
Conference Committee (two positions)

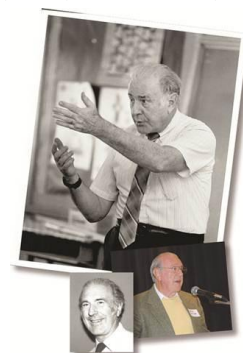
## RCML Memorial Scholarship Award 2015

The RCML Memorial Scholarship Award, in honor and memory of the organization's longtime members who are living or deceased, was established in 2013 to provide **non-tenured faculty** financial support to attend the RCML annual conference. Each year **one** non-tenured faculty member at a college/university employed in a tenure track position, will received \$1,200 to offset the cost of attending the annual RCML conference. The first recipient, Summer Bateiha, received the money to attend the February 2014 RCML Conference in San Antonio, TX. That Scholarship Award was in honor of Dr. Jean Schmittau, former editor of the RCML Journal, *Investigations in Mathematics Learning*, (2008 – current) and its predecessor *Focus on Learning Problems in Mathematics* (1978-2008).

The RCML Memorial Scholarship for 2015 will honor David Davison, who was initially a member of RCDPM, *The Research Council of Diagnostic and Prescriptive Mathematics*, joining the organization in 1987. Dr. Davison was a worldly man with his educational roots in Australia. He worked at Montana State University - Billings for 32 years and was a mentor and father figure to many at the university's faculty members. The Montana Board of Regents granted him Professor Emeritus status in spring 2010

Dr. Davison earned his B.A. degree in Mathematics in 1958 and his B.Ed. degree in Educational Measurement in 1961 from the University of Melbourne, Australia, and his Ed.M. (1973) and Ph.D. (1974) degrees in Mathematics Education from the University of Illinois at Urbana-Champaign. During his tenure at the Montana State University Dr. Davison co-authored eight textbooks in mathematics, published more than 50 papers in mathematics and teacher education journals, made more than 100 presentations at national and international meetings, and received over \$500,000 in external grants. His educational passion and reach extended beyond the classroom.

Dr. Davison earned his B.A. degree in Mathematics in 1958 and his B.Ed. degree in Educational Measurement in 1961 from the University of Melbourne, Australia, and his Ed.M. (1973) and Ph.D. (1974) degrees in Mathematics Education from the University of Illinois at Urbana-Champaign. Dr. Davison remained active at the university on a post-retirement teaching until his death in 2011. He held several differing RCML officer positions during the years.



*Dr. David Davison*  
1936-  
2011

Application information for candidates as well as the assessment rubric can be found at <http://web.unlv.edu/RCML> under Memorial Scholarship.

# Report on the 41<sup>st</sup> Annual Conference of the Research Council on Mathematics Learning

By Eileen Faulkenberry

February 27 – March 1, 2014  
San Antonio, TX

The 41<sup>st</sup> Annual RCML Conference was held at the Historic Menger Hotel in San Antonio, Texas, February 27-March 1, 2014. We had 125 paid registrants with 122 attendees. We had 90 sessions presented during break out sessions Friday and Saturday. In addition, the Founders' Lecture was presented by Dr. Jon Engelhardt; the Wilson Memorial Lecture was presented by Dr. James Epperson; and the closing address was presented by Dr. Suzanne Mitchell.

Dr. Engelhardt's presentation, entitled *Understanding and Helping Children with Learning Problems in Mathematics: Reflections on My Clinical Work in Mathematics Education*, gave a brief history of RCML, discussed Dr. Engelhardt's evolution as a mathematics educator, and compared the learning process to building a brick wall with the understanding of mathematical processes as the mortar holding the bricks.

Dr. Epperson's presentation, *The Complexities of Mathematics Learning: Burning Tents, Specious Algorithms, and Problems with Problems*, examined the different ways mathematicians and mathematics educators approach the complexities associated with the learning of mathematics.

Dr. Mitchell's presentation, *Mathematics Leadership in a Common Core World*, examined the characteristics of a leader and shared strategies we can implement to become better leaders. Her presentation integrated the latest position papers of the National Council of Supervisors of Mathematics (NCSM) and shared current research on Common Core Curriculum State Standards for school mathematics.

The break out sessions included sessions on a variety of topics including technology, manipulatives, professional development, teacher beliefs, teacher knowledge, preservice teacher preparation, and assessment. Each proposal to speak was peer reviewed by a panel of three reviewers selected from a pool of conference committee members and additional volunteers in order to provide high quality sessions. A huge "Thank You!" goes to each of the reviewers: Keith Adolphson, Michelle Baker, Nancy Cerezo, Kansas Conrady, Bob Drake, Diana Early, Thomas Faulkenberry, Melanie Fields, Angela Krebs, Karl Kruczek, Travis Olson, Jenny Peters, Kathleen Otto, Julie Sutton, Tracy Thompson, and Julie Williams.

A debt of gratitude is extended to Dr. Keith Emmert for preparing the layout of the program booklet; the Tarleton State University Mathematics Department for registration supplies; Tarleton Educators for the Advancement of Mathematics (TEAM) for printing the program booklets; the University of Houston – Clear Lake for donating registration supplies; and ETA Hand2Mind for donating the participant bags.

# RCML Conference Proceedings

The conference proceedings for the 41<sup>st</sup> Annual Meeting of the Research Council on Mathematics Learning (2014) were edited by Gabe Matney and co-edited by Megan Che. The conference proceedings can be accessed via the RCML website. We would like to thank all the reviewers for their time and willingness to serve RCML. Watch for information regarding submission of papers for the proceedings for the 42<sup>nd</sup> Annual Meeting of the Research Council on Mathematics Learning (2015).

## Conference Highlights



**Jon Engelhardt**, Dean, School of Education, Baylor University provided the Founders Lecture on Friday afternoon. His talk was entitled, “Understanding and Helping Children with Learning Problems in Mathematics.”

Description: As founder of one of the earliest university-based mathematics clinics and an early figure in RCML, much of Dr. Engelhardt’s thinking has been influenced by that early work. His talk addressed a variety of ideas he has found useful in understanding children’s mathematics learning (or not) and how mathematics educators might help children learn, especially those experiencing difficulty.



**James Epperson**, UT-Arlington, provided the Wilson Lecture on Friday evening. His talk was entitled, “The Complexities of Mathematics Learning: Burning Tents, Specious Algorithms, and Problems with Problems.”

Description: In his talk, Dr. Epperson asked the audience to think about how they situate themselves as mathematicians and mathematics educators. He investigated some fun examples that highlighted issues in metacognition, problem-solving, developing mathematical habits of mind, and understanding students’ thinking.





**Suzanne Mitchell**, National Council of Supervisors of Mathematics, provided the final talk of the conference on Saturday afternoon. Her talk was entitled, “Mathematics Leadership in a Common Core World.”

Description: This session integrated the newest NCSM position papers that exemplify current research to support NCSM’s vision and progress. In addition, It’s Time: Themes and Imperatives for Mathematics Education – A Mathematics

Leadership framework was discussed.

## PHOTOS FROM THE CONFERENCE







# RCML Business Meeting Minutes

February 28, 2014  
San Antonio, Texas

Mary Swarthout, RCML President, began the meeting at 12:30 p.m. by welcoming all new members and other attendees. She specifically recognized Bill Speer who has attended all 41 conferences. Other key individuals recognized were

- Jon Englehardt, part of RCML's historical connection. He is scheduled to present the Founders Lecture at the RCML Conference
- James Epperson is the Wilson Lecturer who is schedule to present at 5:30 pm
- Susan Mitchell, NCSM representative, will speak at the luncheon on Saturday. RCML now has a reciprocity agreement with NCSM, with a designated RCML table at their NCSM conference. Members of RCML appreciate her working with them.
- STARR fellows, part of the RCML's broader connection, were recognized.

## Elections:

Kay Wolhuter, past president, discussed the recent elections by introducing the new officers:

- President-Elect - - Juliana Utley
- Treasurer – Kerri Richardson
- VP of Conferences - - Eileen Faulkenberry
- Conference Committee - - Sean Yee and Jonathan Bostick

## Minutes:

The minutes of the last RCML Business Meeting had been posted for the past 14 hours. M. Swarthout asked for corrections or comments. Melfried Olson made a motion to accept the minutes as written and displayed. Pat Jordan seconded the motion. There was no discussion. The minutes were approved.

## Treasurer's Report:

Jean McGehee presented the RCML expense report for 2013. The regular account had deposits of \$15,259.29. RCML spent \$24,143.61 in 2013. The PayPal line includes transfers and fees. This year (2014) the expenses and deposits are about the same as the previous year.

Last year (2013) we encumbered a slight loss but RCML is approximately \$3,000 ahead with a balance of \$44,019.91. The last year the conference cost about \$18,000. It seems as though PayPal is working well. RCML needs people who pay online to make certain they fill out the form also, not just send in the registration fees. M. Swarthout asked for a motion to accept the treasurer's report. Bob Drake made a motion to accept the report. Bernard Ricca seconded the motion. There was no discussion. The motion carried.

## Membership:

M. Swarthout reported that currently 72 people paid their RCML 2014 membership: She emphasized two items:

- 1) Welcomed anyone who paid for RCML as a non-member. Those individuals are now 2014 members, and
- 2) Clarified membership year versus conference fees. Membership in RCML is based on a calendar year, January through December. Consequently dues are due in January. For 2014 the RCML dues is \$40, with \$34 going to support the journal.

Some individuals who registered in November 2013 were members of RCML (2013), but now are at the conference in the year 2014, so perhaps are not current (2014) members. M. Swarthout encouraged people to please renew their membership for 2014. She indicated that J. McGehee will accept checks and so will Kerri Richardson as the incoming treasurer. M. Swarthout told the group that they could ask her and she would tell them if they had paid for a current membership (2014). She also asked the members to encourage others at their institutions to keep their membership current. M. Swarthout stated that this would help RCML to continue to grow as it has been over the last few years, particularly supporting the Journal, *Investigations in Mathematics Learning*. The membership of RCML should provide funds for one issue of the journal. The approximate cost per issue is \$3,400.

## VP for Publications:

Sheryl Maxwell explained to the members that if they had received a journal this past week, then they were RCML members in 2013. If a person does not receive a journal in September, then he/she is not a current 2014 member. Journals issues are published three times per year. . . Fall, Winter, and Spring. RCML receive requests from worldwide institutions as well as second parties, EBSCO, SWETS, Teldan, inc. etc. RCML sends journal issues to customers in Brazil, Australia, New Zealand, Germany, Canada, etc. S. Maxwell mails these journal issues to customers to help guarantee arrival of the issue. Each time about 280 journal issues are printed. The membership of RCML (131 members in 2013) finances one issue. Consequently with only 72 members in 2014, the RCML Executive Board members are concerned. Over 100 members are needed to keep the journal finances out of the red.

Vicki Schell, Editor of *Investigations in Mathematics Learning*, thanked everyone for their patience with the delayed mailing of several of the Volume 6 issues. She explained there was trouble with the printer and processing the issues. She also thanked all of the reviewers and referees. She encouraged members to sign up to become referees and to send manuscripts. RCML accepts a wide range of articles. Its acceptance rate is about 38%, with those resubmitted at about 85% acceptance level.

S. Maxwell explained that part of her job was to edit the initial type-set journal issue received from the printer. In the past, Dr. Jean Schmittau, the previous editor, had a very dedicated GA who worked on the journals. That individual, Rachel Bachman was present as a first time attendee to the 2014 RCML Conference. S. Maxwell introduced Rachel, stating that she had done an excellent job while working on the processing and production of past *Investigation* issues. S. Maxwell explained that editing and re-editing were time-consuming processes; she and Vicki are trying to simply the process in order to reduce the wait time. She tells the printer how many copies to print making certain to receive 10 extra journal

issues to give to new customers. Consequently, she ordered 30 extra journal issues for first time attendees at this RCML conference. By attending this conference, each new person will receive 2 of the 3 Volume 6 issues, while 2013 RCML members will receive all three issues. With a 2014 RCML membership, a person will receive three Volume 7 *Investigations* issues starting in September 2014. An additional part of the VP for Publications job is to help edit the newsletter, called *Intersection Points*. Dan Brahier, RCML member present at the 2014 Conference named the newsletter. Summer Bateiha is the current editor of the newsletter. Both were acknowledged at the conference.

#### VP of Conferences:

Bob Drake stated next year's conference (2015) would be held in Las Vegas, NV. Since the conference may be attended by many people, he encouraged everyone to plan ahead. Jeff Shih and Travis Olson are coordinating the conference. Next year's conference (2015) will also be held during the final weekend in February 2015. Plans are underway to locate convenient hotel. The 2016 RCML Conference will hopefully be held in Orlando, FL. Nancy Cerezo is working on finding a hotel. The new VP of Conferences, Eileen Faulkenberry, is looking for a location in 2017 and beyond. The criterion for a location is that it needs to attract people.

#### Proceedings:

Gabriel Matney and Megan Che helped to create the Proceedings for the 2014 RCML Conference. G. Matney thanked the RCML Executive Board for giving him the opportunity to serve the organization as the editor. Stacy Reeder was his mentor previously; Megan Che was the co-editor. He thanked both of them. He indicated that many RCML reviewed for the proceedings with his graduate student providing additional help. He explained that the bags given to attendees had flash drives that contained the Proceedings. There were 25 Accept or Accept with Revisions manuscripts which means there was a 39% acceptance rate. Publication in the proceedings is good for people going up for tenure and promotion. He also encouraged those that had not been accepted to submit the revised manuscript for publication in the RCML Journal, *Investigations in Mathematics Learning*, getting valuable feedback from the reviewers. Tom Faulkenberry made the comment that if you publish in proceedings, then Google Scholar will find you. M. Swarthout thanked G. Matney for his work and producing documents that can be found in Google Scholar. M. Swarthout gave G. Matney a pen and pencil set which contained the RCML logo and name. M. Che was introduced as a co-editor and received a certificate of appreciation. Also, M. Che is now the new editor for the 2015 Proceedings.

#### President-Elect:

Juliana Utley is responsible for the nominations of the up-coming 2015 RCML elections. She announced that RCML needs to elect a secretary and two more conference committee members. She encouraged RCML members to sign up or to nominate someone else. She also stated that if you nominate someone, you should confirm the nomination with the person first. There are forms on the luncheon tables.

Recognitions:

M. Swarthout recognized the work of several individuals who are completing their work and leaving the RCML Executive Board. Awards were given to:

- Nancy Cerezo and Keith Adolphson- - Outgoing Conference Committee Members
- Bob Drake - - VP of Conferences
- Jean McGehee - - Treasurer. She helped to set up PayPal and too RCML to new heights
- Kay Wolhuter - - Past-President. Thanks for her leadership and mentorship

Recipient of Memorial Scholarship Award:

Last year the RCML Executive Board established a memorial scholarship fund. This was designed for new non-tenured faculty needing travel funds to attend the RCML Conference. M. Swarthout thanked the scholarship committee:

Sheryl Maxwell, Chair; Bill Speer, and Alan Zollman.

The committee awarded the first (2014) scholarship award to Summer Bateiha. M. Swarthout stated that the \$1,200 was given to Summer in honor of Jean Schmittau. The RCML Executive Board has decided since the certificate is generic, it will honor each year, a member or former member of RCML. RCML members thank Jean Schmittau for helping us gain ownership of our official journal and for being an excellent editor for many years (1989-2012).

M. Swarthout told the group that the scholarship will be awarded next year. The revised forms including the rubric will be posted on the RCML website. The criterion is that you must have attended at least one RCML Conference and be a non-tenured individual in a tenure track position at a University/College. Look for the information in April. The deadline for the application is in November.

Old Business: None

New Business:

Beatty Eaton, a member, is battling cancer and needs prayers and thoughts. She appreciated the fellowship and warmth of this organization.

Sarah Pratt announced that if you registered and did not see the tower task and want to work on it, there are extra copies.

Bob Drake motioned to adjourn the 2014 RCML Business Meeting. Colleen Eddy seconded the motion. Motion carried.

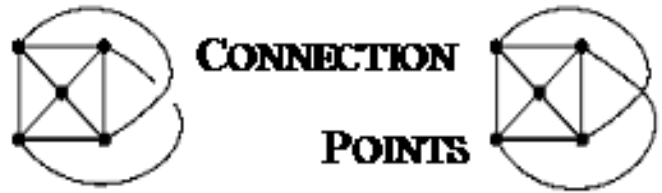
Respectfully submitted

*Darlinda Cassel*





by Sarah Pratt, Ph.D.  
Assistant Professor in the  
Department of Teacher  
Education and Administration at  
the University of North Texas



Education continues to be a political topic that receives much attention, mostly negative attention. Policy mandates are created by governing bodies to dictate measures of accountability for students and teachers. In the current environment of *Race to the Top* and high-stakes testing, questions around what it means to educate are overshadowed by how to improve test scores.

In the meantime universities continue to offer teacher preparation programs in which faculty often envision their graduates as change agents, models of reformed pedagogy, and promoters of equity and diversity. However, realities in current schools, in which the pre-service teachers are placed during required field experiences and student teaching, continue to overshadow these ideals offered in university courses. To add to the concerns around this highly charged environment, teacher education programs are now being roped into similar assessments by having their ratings based on the results of standardized testing of students in their graduates' classrooms. In this heightened climate of "No Child Left Untested," how can complex conversations occur around ideas of what it means to educate?

Furthermore, as teachers gain experience in their occupation, their accountability measures are focused on limited data that does little to improve their instructional practices and does a lot to negatively imagine

their professional obligations. Social media abounds today with accounts of individuals who are leaving the field of teaching because they can no longer do their job, the job is not what they had imagined it would be, or they are being inaccurately assessed based on fallible testing measures.

At the heart of education is the imperative that students should learn. What is learned, how it is learned, at what rate it is learned - these are all debated continuously. However, if the focus truly is on students acquiring knowledge, then the role of teachers is to professionally engage with students in achieving this goal, and the role of teacher educators is to professionally engage with teachers about how to best meet this goal in their localized experiences.

Linda Darling-Hammond (2014) brings forward a perspective on teacher evaluation that promotes a process that can positively impact instruction, and that the assessments used should provide helpful information for teachers to work toward improving what occurs in their classrooms. As I read her article, I imagined a recursive process of feedback in which teachers collaboratively engage in considerations of their teaching, an ongoing strategy that allows a space for conversations, all centered around how to assist students in learning. This called to my attention the work of my colleagues, Colleen Eddy and Pamela Harrell and their development of a formative assessment observation instrument called *AssessToday*. This instrument is intentionally designed to provide teachers immediate feedback as to

their success in using formative assessment strategies so as to nurture student learning and self-efficacy. The information provided by the observer is not intended to be a static, one-time evaluation but rather a catalyst that initiates conversations around specific constructs related to formative assessment and that is continually utilized so as to provide specific feedback for the teacher to improve their effectiveness in formatively assessing students. The *AssessToday* instrument is just one example, but I believe it provides an opportunity to use teacher evaluation for the purpose of improving instruction, just as Darling-Hammond (2014) has suggested. Rather than teachers being subjected to a one-time evaluation by a principal or a "value added" score that relies on the test data of one day during the year, this type of evaluation is focused on a

professional way of aspiring to achieve the goal I believe we all wish to see: improved student learning. Let us all work together for the benefit of students to learn in meaningful and robust ways. Let's join the conversation of policy makers and stakeholders to provide positive means of teacher evaluation that is actually beneficial to the educational system.

### References

- Darling-Hammond, L. (2014). One piece of the whole: Teacher evaluation as part of a comprehensive system for teaching and learning. *American Educator*, 38(1), pp. 4-13, 44.
- Eddy, C., & Harrell, P. (2013). *AssessToday*. Copyright 2013 by Colleen M. Eddy and Pamela E. Harrell

## The PULSE of INVESTIGATIONS

Sheryl A. Maxwell  
VP for RCML Publications  
April 2014

What a pleasant encounter to see so many new members at the recent RCML Conference in San Antonio! We are pleased to introduce our journal, **INVESTIGATIONS** IN MATHEMATICS LEARNING, to more professionals. The Volume 6, Number 3 issue of our official RCML Journal has been mailed to all subscribers and members of RCML. With your continued membership in RCML, you will receive a steady stream of issues.

Please check to see if you have renewed your membership to the RCML organization for 2014. If you were unable to attend the annual meeting, you may have forgotten that your membership is tied to you receiving **INVESTIGATIONS** in a timely manner. The new RCML Treasurer, Dr. Kerri Richardson, will accept your check via US Mail at University of North Carolina-Greensboro, P. O. Box 26170, 311-A Curry Building, Greensboro, NC 27402. A copy of the membership application is located on the back cover of each journal issue, or can be found at <http://web.unlv.edu/RCML/> Upon receipt of payment, Kerri will process the information and let me know of your renewal. When you pay for membership in 2014, this will entitle you to receive **INVESTIGATIONS** for the Academic Year 2014-2015 with issues mailed to you starting in Fall 2014. As a member you will receive the three issues of Volume 7: Fall 2014, Winter 2014-15, and Spring 2015.

Check with your college and/or university to see that they are receiving the official RCML journal, **INVESTIGATIONS** IN MATHEMATICS LEARNING, so others can be introduced to it. If your college/university does not receive our journal, here is the information that you can share with them.

An **Institutional** subscription to **INVESTIGATIONS** IN MATHEMATICS LEARNING is \$80.00 per Academic Year for an institution located in the United States and \$100.00 per Academic Year for an institution located outside the United States. The remittance is due in July of the previous Academic Year. Currently, RCML has institutional subscriptions from colleges/universities throughout the United States and even mail 31 journals to institutions in other parts of the world.

Send payment to:

**INVESTIGATIONS** IN MATHEMATICS LEARNING  
c/o Dr. Sheryl Maxwell, RCML VP for Publications  
289 Crestmont Cove,  
Cordova, TN 38018-6904

This information is repeated on the inside cover of each issue in case you misplace this newsletter.

We hope that you will consider writing a manuscript for the upcoming issues of **INVESTIGATIONS** IN MATHEMATICS LEARNING. You can contact the editor at [rcmleditor@cox.net](mailto:rcmleditor@cox.net) and even submit your manuscript electronically as an attachment. The table of contents of past issues is available at <http://web.unlv.edu/RCML>, our RCML website.

## 2014 MEMBERSHIP

Membership payment was due on **1 January** for the calendar year **2014**. You can submit your 2014 membership form and pay through PayPal or use the provided information to mail your check to Kerri Richardson at <http://web.unlv.edu/RCML/memberform.html>. Please take time to complete the membership form to ensure we have your up-to-date email and mailing addresses for newsletters and journal mailings. Note that membership dues have increased, regular membership is **\$40** and student membership is **\$34** for the 2014 calendar year.

Please note that the conference registration fee was **\$160**. If you attended the conference and paid for membership, you should have paid a total of **\$200**.

## RCML 2014 Officers

### **President, 2013-2015**

Mary Swarthout  
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### **Webmaster**

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