

INVESTIGATIONS IN MATHEMATICS LEARNING

Special Issue Call for Manuscripts:

Social Justice and Equity in Mathematics Teaching and Learning

Guest Editors: S. Megan Che, Carlos Nicolas Gomez, & Dennis Kombe

As the public school student population in the United States becomes majority-minority, socially just mathematics teaching and learning becomes ever more crucial. This IML special issue seeks to expand and deepen our understandings of how socially just and equitable pedagogies connect directly with student school mathematics experiences. To articulate our current perspective, the editorial team for this special issue conceives of social justice more as a particular way of being/becoming rather than a static entity. As a necessarily incomplete conceptualization, for us, being/becoming socially just entails:

- Expansiveness (being open to newness, being curious, being vulnerable to change)
- Plurality (emphatic valuing of diversity and a grounded understanding of why diversity matters)
- Multiplicity (seeking multiple perspectives, advocating for outcomes beneficial for multiple parties)
- Reflexivity (continual questioning and perturbing of one's position in society)

Additionally, a necessary precondition for being socially just is equity, which we see as a state of being in which every person, particularly those who have been historically marginalized, has access to what they require in order to meaningfully engage in these processes of forming socially just contexts.

We invite paper proposals for this special issue that relate to a range of active, dynamic questions around equity and social justice, which could include but are not limited to:

- Becoming critically self-reflexive mathematics educators and researchers,
- Preparing mathematics teacher advocates,
- Critical perspectives of mathematics teaching and learning,
- Student positioning in mathematics teaching and learning (e.g. academic tracking, English Language Learners, students of color), and
- Generative mathematics teaching and learning environments.

The editorial team welcomes paper proposals from a variety of methodologies and frames, including but not limited to QuantCrit, Critical Race Theory, Queer Theory, and Feminist Theories.

Submission Instructions

The submission deadline for paper proposals is September 15, 2019. Authors should submit proposals to the guest editorial team at imlsocialjusticeissue@gmail.com; please use the subject Paper Proposal.

Paper proposals should be submitted as pdf files and are limited to at most five double spaced pages, including references, in 12 point font and APA style. Paper proposals should include brief discussions of the problems/questions, relevant theoretical frames, methods, and insights. Authors will receive editor feedback on paper proposals prior to submitting full papers for blind review.

All IML manuscripts are reviewed by a double-blind peer-review process. Full papers for this Social Justice Special Issue of IML should be up to 20 pages (double-spaced), not including references.

The editorial team for this special issue of IML is S. Megan Che (editor) and Carlos Nicolas Gomez and Dennis Kombe (associate editors). Questions regarding this special issue should be sent to the editorial team at imlsocialjusticeissue@gmail.com. Drew Polly (investigationseditor@gmail.com), editor in chief of *Investigations in Mathematics Learning*, will support the editorial team and oversee the publishing process of this special issue.

Timeline:

Paper Proposals Due:	September 15, 2019
Editor Feedback on Paper Proposals:	October 15, 2019
Full Articles Due:	December 15, 2019
Blind Reviews Returned to Authors:	February 15, 2020
Author Revisions Due to Editors:	March 15, 2020
Editor Feedback on Revisions to Authors:	April 15, 2020
Final Versions of Articles Due to Editors:	May 1, 2020