

Intersection Points

The Newsletter of the Research Council on Mathematics Learning

January 2017

Volume 41 No. 3

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: www.rcml-math.org

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President's Column



Juliana Utley
RCML President

As I began to think about what to write for my last President's Column, I started reflecting on RCML and the impact it has had on my professional life and that of many others. I recall

my first presentation at RCML during my last semester as a doctoral student presenting data from my dissertation. It was one of the several times the RCML conference has been in

Oklahoma City. Jayne Fleener was conference chair and I recall Grayson Wheatley was a keynote speaker. It was a reunion of sorts for many of his former doctoral students. Later in the conference, I realized that several veteran members of RCML were in the audience at my talk – Bea Babbitt, Sheryl Maxwell, Ginny Usnick, Pat Jordan, and Alan Zollman. I learned during this presentation that RCML can be a very friendly place for graduate students and that our veteran members are always looking out for doctoral students presenting. How many of you can think back to your first time to present at RCML? Are your memories as a first-time presenter at RCML as vivid as your first time presenting at other conferences?

RCML is truly like an extended family. First, think about how many colleagues and research connections you have made with other RCML members. For more veteran members, these may have spanned a career or be a new connection with a young member that has similar research interests. Each year, for many of us, it feels like we get to visit family that we may have not have seen in a year. Second, think about how many of our members continue to attend the conference each year after retirement. How many times at each conference have you noticed a long-time

member surrounded by younger members and learning about RCML or having great conversations? These long-time members continue to provide mentorship to new and veteran members each and every year. We all appreciate their continued active membership.

RCML is a welcoming organization that nurtures and helps younger faculty and graduate to find ways to serve. I feel honored to have served in a variety of capacities in RCML and encourage every member to find their place to serve. I encourage all faculty to bring their graduate students to RCML conferences and help build the next generation of leaders for RCML.

Don't forget to be on the lookout for our first journal published with Taylor and Francis with its new cover. Please consider submitting your manuscript for publication in *Investigations in Mathematics Learning (IML)*.

I look forward to seeing everyone in Fort Worth in February 2017. Don't forget to make your hotel reservation early to insure you have a room at the conference hotel.

RCML Elections

Voting for several positions continues through midnight January 12, 2017: **Secretary, Conference Committee Members (2 positions), and Publications Committee Members (2 positions)**. RCML members should vote online at www.rcml-math.org

RCML ISO Future Program and Conference Chairs

As part of the conference planning process we are in search of future Conference and Program chairs. Please contact Kansas Conrady (Kansas.conrady@ou.edu) if you are interested or would like additional information. The program chair is responsible for all things related to the development of the program including the solicitation, evaluation, and notification of proposal acceptance along with inviting speakers.

This person does not necessarily need to be local to the conference location. The conference chair is responsible for all local arrangements including arrangements for the facilities, lodging, food, audio-visual needs, as well as arrangements for commercial and professional support of the conference.

The 44th Annual Conference of the Research Council on Mathematics Learning (RCML)

Fort Worth, TX

Historic Hilton
Downtown Fort Worth

March 2-4, 2017



Conference Information

[Click here to register](#)

Registration

Regular conference registration \$200
Student conference registration \$150
Guest registration (for those not presenting or attending conference sessions) \$150
Register before January 20 to avoid an additional \$50 fee

Presenters must register by January 20, 2017. If not registered at that time, the proposal will not appear in the conference program and the paper will not appear in the conference proceedings.

Volunteer Information

Interested in getting involved by donating an hour of your time during the conference? We are looking for a few volunteers. Contact Kathy or Kansas for additional information.

Hotel and Transportation

[Click here for hotel and transportation](#)

Hotel Rates

[Click here for hotel reservations](#)

Reserve your room before January 30
\$149 for single or double
Group code for phone reservations is RCML

Transportation Options

[Click here for additional information](#)

There are a variety of options to travel from the DFW International Airport to our hotel. Most major airlines will fly into DFW, however please note that Southwest flies into Love Field instead of DFW. Please let us know if you need assistance with travel plans from Love.

Parking at HHDFW

Valet parking is available for \$15 plus tax per day and \$25 plus tax for overnight guests.

44th Annual RCML Conference People to Contact

Kathy Horak Smith
Conference Chair
ksmith@tarleton.edu

Melanie Fields
Program Chair
Melanie.fields@tamuc.edu

Eileen Faulkenberry
Program Co-chair
efaulkenberry@tarleton.edu

Kansas Conrady
VP for Conferences
Kansas.conrady@ou.edu

CONFERENCE EVENTS AT A GLANCE

Thursday, March 2	Friday, March 3	Saturday, March 4
3:30 – 8:30 PM Registration open	6:00 AM – 8:00 AM Breakfast buffet	6:00 AM – 8:00 AM Breakfast buffet
4:30 – 5:30 PM Research Poster Session	7:30 AM – 4:30 PM Registration open	7:30 AM – 12:00 PM Registration open
5:30 – 6:30 PM The Wilson Lecture	8:00 – 11:50 AM Breakout Sessions	8:00 – 11:50 AM Breakout Sessions
6:30 – 8:30 PM Welcome Reception	12:00 – 1:20 PM Business Luncheon	12:00 – 1:00 PM Research Reflection Luncheon
Dinner on your own	1:30 – 4:20 PM Breakout Sessions	
	4:30 – 5:30 PM Founders Lecture	
	Dinner on your own	

Additional Information

Dinner on your own

Step out of the hotel door and you can take a taxi to Magnolia Street, Cowtown, or the 7th Street District to find one of the many favorite local eateries. We are working on a list of the best and will have a list of recommendations from locals as we get closer to your arrival, but we can assure you that you will not go hungry.

Let us know if you are looking for someone to join you for dinner and we will get you connected!

Average Weather

Based on climate data averages, you can expect a high temperature in the mid-sixties and a low in the lower-forties. North Texas weather can be a bit unpredictable so please make sure to check closer to conference time.

Facebook Page

[Click here to visit the Facebook event page](#)

We have created a Facebook event page to help share information. Please feel free to share the event with others and use it to make arrangements. Maybe you are looking for a roommate? Want to share a ride? Go to dinner? Coming in early or staying late? Share here and connect with others.

Hotel Amenities

[Hotel amenities can be found here](#)

Complimentary Wi-Fi will be available in the meeting rooms

2017 RCML Memorial Scholarship Award

Historical Foundation

The RCML Memorial Scholarship Award, in honor and memory of the organization's longtime members, was established to provide non-tenured faculty financial support to attend the RCML annual conference. Each year one non-tenured faculty member employed in a tenure track position at a college or university, will received \$1,200 to offset the cost of attending the annual RCML conference.

Previous recipients:

- 2014 - Summer Bateiha - Western Kentucky University,
in memory of Jean Schmittau, SUNY-Binghamton University
- 2015 - Jonathan Bostic - Bowling Green State University,
in memory of David Davison, Montana State University
- 2016 - Rachel Bachman - Weber State University,
in memory of Robert Ashlock, Covenant College
- Sarah Pratt - University of North Texas,
in memory of Marjorie A. Speer, University of Nevada, Las Vegas

2017 Recipient

With pleasure, the RCML Memorial Scholarship Committee (comprised of Alan Zollman (chair), Lynn Columba-Piervallo, and Travis Olson) has awarded a scholarship this year to **Rachel Bates**. She will be given \$1,200 to offset costs of attending the RCML Conference and presenting their unique research. Rachel Bates' award is given in honor of long-time member **Dr. James Heddens**, Kent State University. request was shared with Dr. William (Bill) Speer, University of Nevada Las Vegas, regarding a brief biography about Dr. Heddens. Dr. Speer wished to share the following on behalf of Dr. Heddens' legacy.

Dear RCML community,

Yesterday I recieved a note asking if I would take a moment to comment on Jim Heddens' life and impact on mathematics education and RCML. This request initially sat unanswered – not because I had no interest – certainly not. More because I didn't know how to properly convey my deep respect and thank you for Jim Heddens' influence and impact on all our lives. He has touched all that are reading this - although “touched” is such an inadequate word for the role he has played – unless “touched” is a synonym for “dramatically altered in a most positive way.”

Each of us has many signposts in our lives that are capable of leading us down one path or another. Some go unnoticed but others stand out from the pack. My initial intersection with Jim shaped the rest of my life. I came to Kent State University in the summer of 1973 to attend a National Science Foundation institute run by Dr. Kenneth Cummins. I recall sitting in the residence hall one evening when Jim came by looking for “any warm body” that might be interested in a doctoral fellowship with his Mathematics Education team. Of course, he had the style and sophistication to not put it that way. Instead, he made me feel that this was the life-changing opportunity that I didn't know I was looking for – turns out, it was.

The next three years were spent with the sobering realization that I was studying under the tutelage of a genius and widely respected leader in mathematics education. I tried not to waste it. Jim provided me with a wealth of experiences – too many to fully delineate here but they did include the chance to be “in on the ground floor” with the national organization he founded, the Research Council on Diagnostic and Prescriptive Mathematics, now RCML.

Finally, Jim truly honored and “certified” me when he asked me 40 years ago to join him as a partner in revising *Today's Mathematics*. I began as a contributor to the fifth edition and then a partner on the sixth through twelfth editions – a book with a publication span of nearly 50 years in publication

– almost unheard of in the textbook industry. This book is an important part of the Heddens’ professional legacy and I feel most honored to have had a connection to it and to him.

Respectfully, and with deep appreciation,
Bill Speer

Rachel Bates, Redlands Community College RCML Memorial Scholarship Thank you



Dear RCML community,

I would like to thank the Research Council on Mathematics Learning (RCML) for awarding me the 2017 Memorial Scholarship in honor of Dr. James W. Heddens. I am deeply humbled and honored by this award. The news of this award arrives at a time when professional development funding is being reduced or eliminated and educators of all levels struggle financially to remain in the profession. This scholarship will support me to attend and present at the 2017 RCML annual conference in Ft. Worth. I will present my research on teacher education, quantitative literacy education and the mathematics education of teachers as a means of preparing them as future quantitative literacy educators. Additionally, this study highlights that the mathematics education of teachers must become a central concern to mathematicians and collegiate mathematics departments.

I am in my fifth year at Redlands Community College where I have recently been appointed Department Chair of Mathematics. Anyone who has had the privilege of teaching at a community college can tell you that this appointment simply extends the already long list of faculty responsibilities. I remain committed to my discipline and the pure passion I have for mathematics education. The experiences that I have garnered through RCML conferences have influenced and shaped how I approach all my courses, and most importantly how I interact with my students. My research interests in the fields of mathematics pedagogy in higher education, quantitative reasoning and teaching mathematics for social justice continue to grow in part because of the collaborative efforts of organizations like RCML.

The last five years of attending and participating in RCML have been full of wonderful experiences. I have had opportunities to learn and grow through multiple professional communities and to met with colleagues from across the nation. I am truly thankful for how RCML has helped me as a new researcher, and mathematics educator. I am honored to receive this award and look forward to the 43rd annual RCML conference in Fort Worth.

Sincerely,
Rachel Bates



Publication Pulse

Gabriel Matney -- VP for RCML Publications

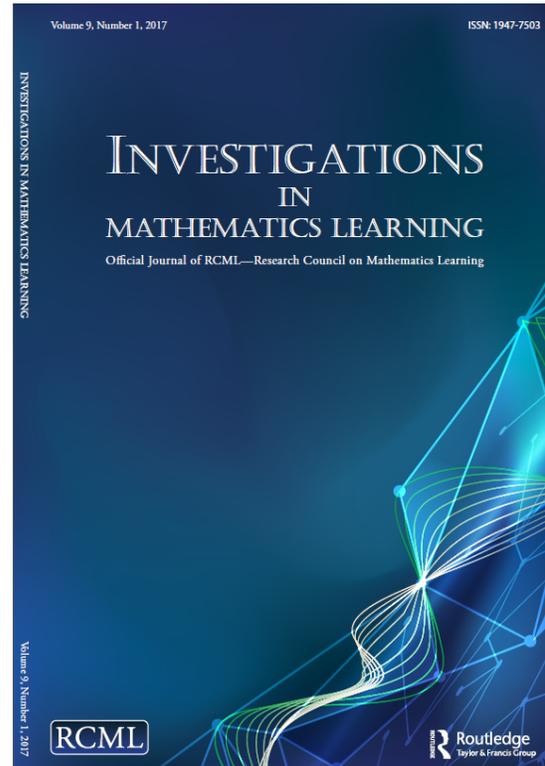
INVESTIGATIONS IN MATHEMATICS LEARNING

We are in high anticipation of the launch of Volume 9 issue 1 coming this February of 2017. Volume 9 will have four issues instead of 3 with one of those issues being a special issue on validation in mathematics education. The inaugural issue of *Investigations in Mathematics Learning (IML)* comes with a new look. We worked with the design team of Taylor and Francis to come up with the new front cover design. We set out to design a cover that was striking yet somewhat simple, unique yet not plain. There was also a desire to keep an element that would clearly unite the first eight volumes with the future volumes under Taylor and Francis. Along this line, you will note that the title continues to have the traditional font for INVESTIGATIONS IN MATHEMATICS LEARNING that has always been used.

New Publication Cycle and Member Dues

IML will come out with a new issue each quarter of the calendar year. So, beginning with volume 9, we will have four issues being delivered around the first part of February, May, August, and November. A portion of each member's dues goes to support the production, printing, and shipping of the journal to their doorstep.

As I mentioned in the last newsletter, for those of you who love your print copies of *IML*, you will need to pay your RCML dues prior to the start of the year. With *IML*'s new publication cycle, the onus of getting all the print copies to add to your collection is dependent on you renewing your membership on time. **In order to receive all of Volume 9 in a lovely bound print copy you must make sure your RCML 2017 dues are paid before January 1 of 2017.** Taylor and Francis will begin printing the first issue of Volume 9 the first part of January. At that time, we will send them the list of members who paid by January 1, 2017. Taylor and Francis will not be able to reset the production lines and print off a single copy every time a member joins after January 1st. If a member does join late, they will receive all the remaining print copies for that volume and they will of course have the same unfettered access to all the *IML* articles electronically. Although members could always simply print the e-copy of the issue to read, those kinds of print copies do not fit as nicely on the shelf. So for those members who really care about their **print copy of journal**, please renew your membership by January 1, 2017.



If your college/university does not receive our journal, then many times suggesting they subscribe to it is all it takes. The price is very reasonable. If your library has any questions about subscriptions please have them contact me at gmatney@bgsu.edu or contact Taylor and Francis at customer.service@taylorandfrancis.com and their customer service will be happy to help you facilitate the subscription of IML.

Submit a Manuscript to IML

For those working on research manuscripts we encourage you to submit your manuscript to *IML*. We need RCML members to submit their manuscripts to *IML*. It's easy to do on our website, <https://rcml.memberclicks.net/investigations>. Just click on the "Submit to the Journal" button. Drew Polly, the Editor of our journal, has been working with reviewers to get a 4-8 week turnaround time on the review process. We hope that you will consider writing a manuscript for the upcoming issues of INVESTIGATIONS IN MATHEMATICS LEARNING. The table of contents of past issues is available at <http://www.rcml-math.org/iml>.



Membership report

Kerri Richardson

Greetings from your RCML Membership Coordinator! As of December 2016, we currently have **197** members. One hundred fifty six of those members are regular members and 41 are student members. Thank you! The method for becoming a member or renewing membership is through the RCML web site: <http://www.rcml-math.org/>. Please consider recruiting your colleagues to become members of RCML. If you wish to view the status of your membership or update your contact information, please login to the web site and access your member page. If anyone joining or renewing wishes to pay using a check, the check should be made payable to **RCML** and mailed to the RCML Treasurer, Dr. Kerri Richardson, UNCG-TEHE Dept., PO Box 26170 SOEB, Greensboro, NC, 27402. Membership dues are currently set at \$40 for full members, \$34 for students, and \$55 for international members. Please read and take note from Gabriel's *Publication Pulse* article. For 2017 calendar year, all renewing members only need to pay \$18. Payment was due on **January 1, 2017** for the calendar year **2017**. Included with membership is one year's subscription to *Investigations in Mathematics Learning*, with issues being distributed every quarter: Spring, Summer, Fall, and Winter. Thank you for maintaining your membership with RCML!



Navigating the assessment landscape: Reflecting on my experiences



Douglas Whitaker, whitakerdo@uwstout.edu
University of Wisconsin Stout

Like many other mathematics education researchers, education and educational systems have been a central part of my life and will continue to be so for the foreseeable future. I have been reflecting on my experiences in education recently as I transitioned from graduate student to assistant professor. An outcome from this reflection is a view of assessment as the defining characteristic of educational systems and a means to unify the different aspects of my professional life.

Assessment is ubiquitous in education, but the specific assessments that are used are innumerable and differ greatly from one another. Some people outside of education may have a conception of assessment as a formal, written exam taken in silence by an individual. The current assessment landscape is rich and complex. Teachers are expected to use a variety of assessments ranging from informal classroom discussions to assignments submitted for a grade to large-scale (e.g. state or national level) exams in both formative and summative ways. While each of these assessments have potential as summative and formative measures (William, 2011), students engaged in those assessments do not necessarily recognize the complexities and varieties of assessments used by teachers. I draw this conclusion from many of my freshmen pre-

service teachers who express that assessments are formal, summative events such as exams. Ensuring that these pre-service teachers are competent with using and interpreting assessments *for* learning and assessments *of* learning (William, 2011) by the time they graduate is no small task. I am sure others perceive the same pressure to prepare pre-service teachers to use assessment appropriately.

The edTPA represents another way that assessment is inescapable in education. In my new position as a mathematics teacher educator in Wisconsin, pre-service teachers are required to pass the edTPA to gain initial licensure. Many different uses and types of assessment are germane to the discussion of the edTPA. (a) It is a summative assessment with formative roots. (b) It requires students to submit a portfolio containing different types of performance evidence. (c) It is used by some states as a high-stakes gatekeeper to the teaching profession. The implementation of such a performance assessment will require some teacher education programs to adapt to ensure their pre-service teachers are adequately prepared to receive a passing score (Ledwell & Oyler, 2016). Part of this response may include the creation and modification of local assessments that are better aligned with the edTPA. Both the implementation of the edTPA and teacher preparation programs' responses raise many questions in assessment that our community of mathematics educators should explore.

The development of instruments and their validation for specific uses is a key component of my research agenda. One of the reasons for this is a need for high-quality instruments appropriate for a variety of uses in different contexts. A second reason is that I was drawn to education because I love mathematics and statistics. Researching assessments allows me to be quantitative in a different way than teaching does – while still being rooted in

education. A pleasant side effect of researching instruments and assessments is that there are many ways that graduate students – or even undergraduates – can meaningfully participate in the research process.

I served as a reviewer for the special issue of *Investigations in Mathematics Learning* focusing on validity. A special issue on validity is rooted in exploring mathematics learning and it is timely, thus positioning RCML and the journal as a resource for others. At each RCML meeting that I attend, assessments have been described and used to gain a better understanding of mathematical learning. Even though we, as researchers and teachers, have a deep understanding of assessment, it is easy to lose sight of the fact that our students may not recognize the assessment techniques used in classes as assessment unless they experience summative assessments of learning. Classes for pre-service teachers should make the reasons for assessment and means to do so explicit so that they might learn new approaches. One way to do this is to raise assessment practices during class to their attention. However, I generally do not discuss these aspects of assessment in my general mathematics courses. This makes me wonder: By not doing this, do my students feel that I am always imposing assessments on them? Does it matter that my students do not recognize assessment when it is not done through an exam? Should I engage my mathematics students in conversations about purposes and types of assessments, like I do during my classes for pre-service teachers? I do not have answers yet, but I intend to stay involved with RCML because it is a safe space to keep reflecting and to be challenged about assessment practices.



The aim of Connection Points is to share connections between RCML experiences (e.g., annual meeting, *Intersection Points* [newsletter], and *Investigations on Mathematics Learning* [journal]) on a topic germane to readership. We seek proposals for the May and October 2017 newsletters. Individuals are encouraged to contact Jonathan Bostic (bosticj@bgsu.edu) with queries and/or potential manuscripts. All manuscripts for the newsletter are editor-reviewed.

Ledwell, K., & Oyler, C. (2016). Unstandardized Responses to a “Standardized” Test The edTPA as Gatekeeper and Curriculum Change Agent. *Journal of Teacher Education*, 67(2), 120–134.

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 3–14.
<https://doi.org/10.1016/j.stueduc.2011.03.001>

Signal and Noise

Jonathan D. Bostic



We continue this section with the January 2017 newsletter. The purpose of this feature is to get to know scholars more deeply and build relationships that span the tests of time, distance, and background.

“Signal and Noise” is a reference to statistical data. Each datum in a data set provides valuable information. It is up to the statistician to recognize the presence of other information (i.e., noise) and to detect the unique structure (i.e., signal) found within a data set. Noise is not a negative aspect but rather a natural and welcome feature of the complex world in which we live. With that in mind, readers are invited to learn more about a senior RCML member as well as an early career RCML member.

Jonathan Bostic interviewed members at the 2016 annual meeting of RCML in Orlando, FL and members agreed to share their story in the newsletter. For the third edition of “Signal and Noise”, Dr. Kay Wohlhuter (University of Minnesota Duluth) is our featured senior member and Mrs. Jenny Peters (Oklahoma State University) is our featured early career member.

Interview with Kay Wohlhuter

Kay is a professor from the University of Minnesota Duluth.



Jonathan: I’m here with Kay Wohlhuter from University of Minnesota Duluth. First question Kay: How long have you been a member?

Kay: 20 years.

Jonathan: Oh wow! So what positions have you held in those twenty years?

Kay: I was on the conference committee, vice president of conferences, and president.

Jonathan: So twenty years ago, why did you decide to become a member?

Kay: My colleagues were Melfrid and Judy Olson. They invited me to become a part of this organization back when they were at Western Illinois University. That was my first higher education job.

Jonathan: Now, twenty years later, why do you maintain it?

Kay: It's the camaraderie over the years. The support as a research group, I like the informal opportunities, the support, but also the richness of the research that happens here. I love how the organization has people who are nationally known and have been doing wonderful things for years and years and years. Then, there are people who are just starting out who bring new ideas and get me thinking. Finally, I like the smaller settings of the RCML annual meeting.

Jonathan: Thank you! Well that sounds like RCML. What intrigued you enough so that you returned again to RCML's annual meeting in Orlando (2016)?

Kay: The opportunity to touch base with part of *my family* (emphasis added). I know that at RCML meetings I am going to interact with people who have known me for quite awhile. That gets me excited and thinking about different topics in mathematics education, but then, that challenge of thinking about different math education topics has always come from people I meet for the first time. So RCML always holds an important and helpful networking opportunity.

Jonathan: What about RCML excites you for the upcoming year?

Kay: I think RCML has become such a part of my professional life that I don't think about it separately from my personal life, necessarily. I know that I'm going to submit a proposal for the annual meeting in Fort Worth (2017). I think because of being involved in RCML has perennially challenged me to think about what I should be doing so I can contribute to math education.

Jonathan: You've been doing this for twenty years. What advice do you have for newer RCML members in regards to the organization, meetings, journal, etc?

Kay: My advice would be to challenge yourself. You have to put work in, like put in a proposal. Follow up with members. Come to the conference on Thursday. As RCML members arrive, start to do some of the more informal activities. Take the opportunity to see and chat with different people throughout the whole meeting, Thursday through Saturday. Volunteer for a committee. Both the publications and the conference committees are a good way to get started and involved. You will meet other people. RCML is also looking for people willing to host conferences and that is a way to serve and support RCML.

Jonathan: Great advice Kay. Now, I want you to think back across those twenty years, describe a memorable moment at an RCML annual meeting and tell us what made it memorable.

Kay: It was the first time I met David Davison. He was always so thoughtful and as a new RCML member, I was intimidated. Not because of him, but because I just thought of myself as a new person. There was one of the sessions exploring symmetry, motion, and movement. We were all standing up in the room. The presenter said – in one of those big rooms with every attendee there - turn to the person next to you and you are going to create a cube or some other object with your hands. I turned my head and it was David Davison. In my head I was thinking, oh my goodness, he's my partner! But because we started having conversations during that presentation, I realized something. He's thoughtful and doing great research; but, he was also encouraging and welcoming to others. It took that informal setting for me to see that. We had great conversation afterwards and every year afterward. I looked forward to seeing him every year to

reconnect. Again, I think it's that informal part. The informal parts of RCML meetings that that allowed me, as a new person, to say, "Okay I can have conversations with everybody here." I felt comfortable being me.

Jonathan: So if I had to take something away, it's don't be intimidated

Kay: Yes. Go up to people you read and want to meet. Just say hi and introduce yourself. The RCML community is a warm, welcoming group of individuals.

I also appreciate the history of the organization and the roots going through it. The connection among members is always interesting. I think my last comment is a reminder to all of us to continue to invite people - reach out to others - share the story about what brought you to RCML and make others part of your history.

Jonathan: That's quite touching to hear Kay. Thanks for those thoughts. Here is the last question! RCML has historically has meetings in warm weather climates. As you know, former RCML president, it is written in our bylaws. Where would you like RCML to hold a meeting?

Kay: Where do I want to go? I mean Hawaii does come to mind even though I know that much travel is hard. That would be like my *dream* (emphasis added). I've heard people doing some conferences on the Alabama coastline too.

Jonathan: So I am going to take that as a 2 responses for 1 question! I feel we need to put Hawaii out there and remind folks that maybe it's time to consider Hawaii for an annual meeting. Kay is there anything else you want to share with the RCML membership that has not come up during our chat?

Kay: I think you have to come here and experience the group and realize what a supportive family situation it is. Equally important to RCML is the phenomenal research happening by members of this organization. I always have a tough decision reviewing sessions' descriptions and deciding which session to attend. The people who are in charge of programs have always created good programs that contain interesting research that propels the mathematics education field forward

Interview with Jenny Peters

Jenny is a doctoral student at Oklahoma State University. She is working on her Ph.D. in Education with a focus in professional education studies and mathematics. She is excited to defend her dissertation proposal during the spring of 2017.

Jonathan: I am here with Jenny Peters from Oklahoma State University. First question, how long have you been an RCML member?

Jenny: About two years.

Jonathan: Why did you decide to become an RCML member two years ago?

Jenny: I was volun-*told* (emphasis added) to do it. (laughter) Being honest, I was told to join RCML in response to my desire to get more involved with more experiences connecting and communicating with my peers and talking about research.



Jonathan: By whom?

Jenny: By my dissertation advisor Dr. Utley. Dr. Utley knew that I would enjoy the atmosphere and camaraderie at RCML. She knew I just needed to do it. She knows me well enough to know that I would do it if she volun-told me. She has been foundational in her advice to me. Especially with her guidance and her directives for my research and career. Dr. Utley is like a mother figure to me. I was really close to my mom. Dr. Utley is the best dissertation advisor I could have hoped for and I hope I make her proud, like I made my mom proud.

Jonathan: That's a really touching sentiment Jenny. Thanks for sharing that about Dr. Utley. So what intrigued you to come back this year?

Jenny: I submitted a proposal to the 2016 annual meeting and it was accepted. I was encouraged to do some research and bring it to RCML, so that's kind of...

Jonathan: A good place to put your work?

Jenny: You got it. Well, I'll just go back to my talk this morning. I really wanted to continue thinking with so many like-minded people in one setting. It's a really good feeling. I see it as a really good resource. So I wanted really good feedback and so I had a list of questions for those that were in my talk this morning specifically, about what they thought about some of the things and so I got some really good feedback and some really good directions to take my research further.

Jonathan: Why have you maintained your membership?

Jenny: Well primarily to make connections and build relationships, and to help me with my research. Right now I am in the dissertation pre-proposal phase. Right now I am really trying to get more feedback on that. I am interested in continuing service in RCML and maybe serving on committees.

Jonathan: Awesome! What about RCML excites you about the upcoming year?

Jenny: The fact that it is in Fort Worth. I am super excited about having it somewhere close. I used to live in Fort Worth; I grew up there. So it is kind of going back home for me. It'll be fun.

Jonathan: So if you could talk with a veteran RCML member, what question would you like to ask him/her?

Jenny: Oh, I want to know about their experiences, specifically their research.... Here's my question: What have you seen in your research that's related to my area of study? " I am elbow deep in a exploring perceptions of the nature of mathematics and how those perceptions contribute to behaviors while studying math. My sample population of choice is pre-service teachers because they are college students and those are the individuals I'm most passionate about helping with my research.

Jonathan: I want you to reflect on the RCML meetings you have attended. Would you describe a memorable moment at an RCML annual meeting, including why it was memorable?

Jenny: I've had so many and they're not memories yet. They've just happened! Dr. Zollman had me write my research questions for my dissertation on a napkin. I proceeded to doubt myself in every single way possible. He had me write down my research questions on the fly. I haven't really had a chance to think about my particular research questions, so it was kind of like a pop quiz.

Jonathan: Did you pass the quiz?

Jenny: I think so. Lets see what happens.

Jonathan: Alright, last question Jenny. RCML historically has meetings in warm weather climates. It is actually written in the bylaws. Where would you like to hold a RCML meeting?

Jenny: Well, we are going to be in Fort Worth, so I would like to do it at Billy Bob's. Well, not an actual session but an informal get-together after the presentations.

Jonathan: Billy Bob's? And what makes Billy Bob's special for those of us that do not know?

Jenny: Well it's fun to people watch there. It's fun to watch people get out there and cut a rug. I used to dance before I met my husband and he doesn't like to dance so I used to go out and do the all the two-step dances. I had so much fun!

Jonathan: I'll make sure that gets to Kansas and the membership. Is there anything else you would like to share with the membership at RCML that hasn't already come up?

Jenny: I've had a great time at the annual meetings. It has been an awesome experience. I have felt very welcomed. I've felt very much like being part of a family. It has been a really good experience, even my first time attending. I will be coming back again to Ft. Worth and other meetings after it.



Treasurer's Report

Kerri Richardson

As of December 19, 2016, we have the following amounts on hand in our organization:

General Account = \$25,724.57

Publications Account = \$19,207.83

Total RCML Accounts = \$44,932.40

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RCML 2016 Committee Members

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Sean Yee (2014-2017)
Bill McGalliard (2015-2018)
Hope Marchionda (2015-2018)
Ryan Fox (2016-2019)
Cynthia Orona (2016-2019)

Publications Committee

Alan Zollman (ex-officio)
Rachel Bachman (2015-2018)
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Keith Adolphson (2016-2019)
Sarah Ives (2016-2019)