



Intersection Points

The Newsletter of the Research Council on
Mathematics Learning

October 2014

Volume 39, No.2

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

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PRESIDENT'S COLUMN



What I Learned On My Summer Vacation

Early in 2014 I found myself wondering what I wanted to investigate next about mathematics teaching and learning -

asking what was next on my research agenda. I felt like I had lost my focus – even as I was involved in research work with colleagues and engaged in work with inservice and preservice teachers – all good things and providing enjoyable interactions from school classrooms into my own university-level classroom. But, what was I interested in exploring, studying, reading about, and thinking about related to mathematics education? I was really not sure how to proceed, not sure of what actions I could take to get my research life back in balance.

But, then came a great opportunity from my college dean – a chance to receive what he is calling a career advancement

award - a grant for associate professors to support your work for a summer - a summer sabbatical! No classes to teach, just time to get your research agenda in order or to get a start on investigating your area of interest - even providing support for the materials that will help in your work. So, I applied and was invigorated by taking time to think and reflect as I formed my responses to the sections of the form. By preparing the request for funding, I started to see a plan to allow creation of my research plan, my map for moving forward.

What was I interested in doing?

Getting back to concept maps and catching up on the research literature in mathematics related to concept maps. Did you know that Dr. Jean Schmittau, a longtime RCML member and our former journal editor, is an author of several chapters in the book, *Concept Mapping in Mathematics: Research into Practice*? A wonderful thing to have time to read interesting studies and summaries that are of interest to your research! Along with reading and revisiting works related to concept maps, additional questions occurred to me. What role was new technology playing in the creation and editing of concept maps? Was there a place for concept maps in my instruction with students in my undergraduate classes? Was there a place for concept maps in my planning for instruction? My assessment plan? My conclusion is that the answer to these questions is a YES! Now, the task is in narrowing down to my next research question or questions of interest and getting that project started. I have a start for a study with several colleagues around logarithms for the spring semester – one set of evidence we will collect will be student-created maps!

So, what was great about my summer vacation? Being paid to read research studies, to play with mapping apps, to try new software, to think and then think - ah, yes, the thinking! How are your research

plans coming along? Do you need some time to contemplate where you are and where your true research heart lies?

Here are some suggestions for getting and keeping that research program going:

- Attend the RCML annual conference - come to Las Vegas in 2015 and join in hearing others share their work, share yours, and find others that share your interest and passion for mathematics education at all levels
- Put research time on your calendar EVERY week. This past week a colleague made some good points about being able to accomplish writing tasks even if you only have 30 minutes! [Actually, she suggested making an appointment for car service – sitting in the waiting area (with free Wi-Fi) away from distractions could be a very good thing!]
- Read something in the field - like an article in your recent issue of *Investigations*! Taking time to see something in the work of others can be inspiring and informative to your teaching and your research activities.
- Start a research notebook or file to outline your thinking, record questions of interest that arise as you work, and to use as a place to reflect. Whether electronic or good 'ol paper and pencil – reflection is good for your research soul!

I hope that you are having a great start to your academic year – and I am looking forward to sharing some more of what I learned on my summer vacation during my session in Las Vegas. Hope to see you there!

Continuing to join you in the RCML mission,

Mary

TREASURER'S REPORT

by
Kerri Richardson

As of October 1, 2014, we have the following amounts on hand in our organization

General Account	\$	15,212.64
Publications Account	\$	20,487.01
PayPal Balance	\$	<u>3,427.48</u>
Total RCML Accounts	\$	39,127.13

RCML Conference 2015



February 26 — 28, 2015
Alexis Park All Suite Resort, Las Vegas, Nevada



The 42nd Annual Conference is set for Las Vegas — Come and participate in over 100 presentations, and make sure what mathematics happens in Vegas does not stay in Vegas!

Featured speakers at RCML Vegas 2015 include:

The Founder's Lecture presented by Daniel Brahier, author of *Teaching Secondary and Middle School Mathematics* and co-author of the recently released National Council of Teachers of Mathematics *Principles to Action: Ensuring Mathematics Success for All* (<http://www.nctm.org/PrinciplestoActions/>).

The Wilson Memorial Lecture presented by Alex Dixon, an inspirational speaker and subject of the book *A Stroke of Luck: A Girl's Second Chance on Life* (<http://www.astrokeofluck.net/book/>).

Join us just minutes away from the famous University of Nevada, Las Vegas (to the east) and the infamous Las Vegas Strip (to the west) to continue RCML's mission of stimulating, generating, coordinating, and disseminating research efforts designed to understand and/or influence factors that affect mathematics learning. RCML Vegas 2015 promises to be inspiring and rejuvenating!

Conference Chairs: Travis Olson, Jeffrey Shih, & William Speer (travis.olson@unlv.edu, jshih@unlv.nevada.edu, william.speer@unlv.edu)
Program Chair: Christa Jackson (jacksonc@iastate.edu)

All conference information can be found at <http://web.unlv.edu/RCML/conference2015.html>

RCML Memorial Scholarship

Are you new to your career as a mathematics education faculty member? In a tenure-track position? A current member of RCML? Have you attended a previous RCML annual conference? Are you accepted as a speaker for the 2015 conference in Las Vegas? If you answered yes to all these questions – you should apply for the \$1200 travel scholarship supported by the membership of RCML! The required forms and documentation are provided at the organization website [<http://web.unlv.edu/RCML/MemorialScholarship.html>] including the evaluation rubric to be used by the members of the scholarship committee in reviewing applications. The deadline to electronically submit your materials is November 1, 2014.

In establishing this award, the board has decided that each year this early career scholarship will be given in honor or in memory to a longtime member of RCML. The 2015 award will be given in memory of Dr. David Davidson, remembered as a wonderful mentor and friend to mathematics education colleagues. David had his education roots in Australia – and so shared his ideas and insights with a delightful accent – and was a faculty member at Montana State University Billings at the time of his death in December 2011. In memory and honor of the work he did as a board member for RCML – and his many other contributions to our field of mathematics education, his legacy will be honored through the 2015 RCML Memorial Scholarship Award. We look forward to honoring both David Davidson and the 2015 recipient during the Friday luncheon at the annual conference in Las Vegas, Nevada.



Open Doors to Dairy Queen through Modeling with Mathematics



by Jonathan Bostic
Assistant Professor
Bowling Green State University

Modeling excites me – not the sort of modeling you see in Milan or New York during Fashion Week, or the modeling that characterizes the “I do, we do, you do” sort of instruction. The *modeling* that excites me helps learners “apply the mathematics they know to solve problems arising in everyday life, society, and the workplace” (Common Core State Standards Initiative [CCSSI], 2010, p.7). Modeling with mathematics gives individuals experiences in reasoning abstractly and quantitatively as tools to help them understand their world (National Council of Teachers of Mathematics, 2009). That means modeling with mathematics can help a student understand why Pandora always seems to play a song from his/her favorite band at least once every four hours; it can help a family lower their grocery bills by making smarter choices at the store; it can help you determine the best flight to attend RCML’s annual meeting. In short, modeling with mathematics helps solve real problems arising from everyday life.

Modeling is also found in the Next Generation Science Standards Practices (Next Generation Science Standards, 2013). Given the interdisciplinary nature of modeling, it can be difficult for anyone to understand what it is much less what it looks like as part of instruction. Given this challenge, let’s consider how one teacher came to understand modeling with mathematics, developed and implemented a modeling-focused task, became confident in enacting this kind of instruction, and what the mathematics education community can learn from her experiences.

Ms. Bosetti is a past professional development participant in one of our yearlong grant-funded professional development programs at Bowling Green State University for middle and high-school teachers. After the program, she shared an example from her classroom experience with me that highlighted the importance of modeling-focused tasks and the struggles she faced in the bringing it into her K-12 classroom. One summer day Ms. Bosetti went to a local Dairy Queen for blizzards and other ice cream confections and she ran into some of her former students. While students ate their blizzards, one student said “I wonder which blizzard size is the ‘best buy’?” Later that fall, Ms. Bosetti asked her seventh-grade students to explore this problem in small groups and present their findings to the “Dairy Queen Dilemma”. Students made assumptions, used various representations during problem solving as models of the situation, and reflected on

ways to improve their models. They reached the conclusion that the medium and large sized blizzards had similar values, but this raised more questions such as whether calorie counts mattered? A little while later in that same 40-minute class period, another student asked about the best buy for fountain sodas at a convenience store. This task illustrated the significance of modeling and promoted students' mathematical behaviors. It addressed key ratio and proportion standards, engaged students in doing mathematics collaboratively, and ignited further mathematical curiosity.

However, becoming comfortable with constructing such a task was not so simple for Ms. Bosetti. She shared with our evaluation team and me how she initially struggled to make sense of modeling with mathematics as a standard to incorporate into instruction. Her undergraduate and graduate-level mathematics and mathematics education courses failed to provide her with rich opportunities to engage in modeling. Ms. Bosetti continued by saying how she developed a more robust understanding of what it implied and ways she could design her instruction to address it, like she did in the Dairy Queen task. One of the ways she developed this understanding was spending time working with other mathematics teachers who were also engaged in the same tasks that were designed to highlight this mathematical behavior. This collaboration and shared thinking about modeling through the Bowling Green State University professional development fostered Ms. Bosetti's growth. "Teaching was already fun for me but now it's even more fun! Students are excited and engaged in learning math. I don't worry about [explicitly] teaching math when I do modeling problems like the Dairy Queen Dilemma because students are *doing mathematics* [emphasis added]." Shared modeling-focused experiences with other

educators armed Ms. Bosetti with new ideas about modeling with mathematics and teaching mathematics through problem solving (see Bostic, 2012/2013; Hiebert & Wearne, 2003; Lambdin, 2003). As a result Ms. Bosetti felt more confident to design and enact mathematics instruction that supported deep connections for lifelong mathematics learning.

Unfortunately, many teachers of mathematics may be leaving their post-secondary schooling with a similar lack of modeling exposure like Ms. Bosetti. After working with Ms. Bosetti for two years, I made the connection that a vital component of a university mathematics educator's job is to engage inservice and preservice teachers in tasks that help them to experience modeling with mathematics. Professional development empowered Ms. Bosetti to confidently design and enact mathematics instruction that included modeling tasks. These sorts of worthwhile tasks ought to be experienced within a nurturing learning environment, and sufficient time should be allowed for teachers to discuss their strategies and solutions to these unique problems. Modeling opens doors to mathematical connections between classroom mathematics learning and the world, even if it is as close as the local Dairy Queen.

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MEMBERSHIP REPORT

Greetings from your newly appointed Membership Coordinator. As of October 2014, the membership of RCML has increased from 130 in 2013-2014 to **152!** This includes both renewed and new memberships. Positive growth in membership numbers increases the support we can provide our journal, *Investigations in Mathematics Learning*. Your membership dues contributed \$4,627.00 to date for costs associated with publication of the three issues in the current volume. Thank you!

Remember that it will soon be time to renew your membership. Membership spans the calendar year, January 1 to December 31. One benefit of membership is an entire volume of *Investigations*. Issues are published and mailed to all members in the subsequent academic year.

You may have noticed that the 2015 RCML Conference web site has a new platform for submitting proposals. Conference registration will also be using this new platform. The RCML officers are working on using this site for the new membership renewal system as well, which will allow for a more seamless integration of the application form and payment. Details will be emailed to all members soon and posted on the RCML web site.

In the meantime if you have not yet renewed your membership, you may go to the member form that is posted on the RCML web site: <http://web.unlv.edu/RCML/memberform.html> After you submit the form online, you have the option of paying through PayPal or mailing a check. If you choose to send a payment in the mail, 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.

If you have any questions about the status of your membership or wish to update your contact information, please email Dr. Sarah Pratt: rcmlmembercoordinator@gmail.com. Thank you for being a part of RCML – and look for renewal messages to come your way soon!

MEMBERSHIP FOR 2015

Membership dues are \$40 for full members, \$34 for students, and \$55 for international members. Payment is due on **January 1st** for the calendar year **2015**. Details about how to renew your membership will be made available soon. Check back on the RCML web site for updates.

Preparing for Elections

Annual elections are held in the fall. Current 2014 members will receive an e-mail message that will contain information that will allow both on-line and mail-in participation in the election. Voting will end on December 1, 2014. This year we elect a Secretary and two positions on the Conference Committee. The candidate information is provided for your use as you prepare to mark your ballot.

Secretary

Name: Angela S. Krebs

Institution: University of Michigan-Dearborn

Name: Angela Krebs

Institution: University of Michigan - Dearborn

Why do you want to be considered for this office?

I have found RCML to be a very encouraging organization for mathematics educators. The professional and personal relationships formed have supported my career. I would like to continue to aid the work of other mathematics educators.

Why do you believe are the challenges for RCML for the next two years?

I think that membership continues to be a concern. While it is a goal to increase membership, it is important to maintain the intimacy and personal support at the annual meeting.

If you were elected to this office, how would you seek to overcome these challenges?

I think it is important to include additional sessions at the conferences for new members. I would also encourage returning members to seek out first time attendees.

Describe your participation in RCML.

I have regularly participated by attending the annual meeting and presenting. I served for three years on the conference committee.

Name: **Sarah Smitherman Pratt**

Institution: **University of North Texas**

Why do you want to be considered for this office? I have become more involved in the organization of RCML by serving as the Membership Coordinator. I am committed to continuing to work with the leadership. I greatly enjoy the many facets of RCML, from the conference to the journal to developing collegial relationships with so many great mathematics education researchers across the country. I believe I bring a positive attitude and a strong work ethic that will benefit RCML.

What do you believe are the challenges for RCML for the next two years? I believe that one challenge that RCML will need to address is the shift to more online-based resources. This is difficult to achieve but leaders are already taking necessary steps, such as creating acceptance of online payments for membership and conference registration. I am aware of what is currently being developed and can easily make the transition to assist in this process.

If you were elected to this office, how would you seek to overcome these challenges? If I am elected, I will participate in the process of working with the other leaders to facilitate in the transition. I will also take an active role by developing the online forms that would pertain to my position and manage the information that is received.

Describe your participation in RCML. I have attended RCML annual meetings for several years. In February 2014 I was appointed as Membership Coordinator and have been working closely with the VP Publications as well as the other members of the Board to update all records and communicate directly with members. I am excited about the opportunity for poster sessions at the next conference and have encouraged my doctoral students to submit a proposal at RCML. I am working to publicize RCML in my network of researchers to assist in increasing membership.

Describe other related experiences that you believe qualify you for this office. I have working knowledge of online resources. I also served as Chair (2011-214) and Program Chair (2007-2010) of the AERA SIG: Chaos & Complexity Theories so I know how to work well with other professionals across the country.

Conference Committee

Name: **Rachel Bates**

Institution: **Redlands Community College**

Why do you want to be considered for this office?

I would like to be considered for the RCML conference committee in order to have the opportunity to work with fellow mathematics educators in promoting mathematics education

research. Actively participating on a committee promotes the development of numerous skills (i.e., communication, collaboration, achieving a common goal, and promoting the purpose of an organization).

Why do you believe are the challenges for RCML for the next two years?

As with any organization, membership is essential. RCML should look at ways to increase membership but also encourage active participation from all members. Despite the amount of scholarly research regarding mathematics education, it fails to reach the front lines of the classroom. RCML should look at ways to inform educators who are in the PK-12 and post-secondary classrooms.

If you were elected to this office, how would you seek to overcome these challenges?

- Increasing RCML membership could be improved by implementing various social media outlets (i.e., creating a Face Book page, Twitter account, and updating the website).
- Active membership requires creating ways for members to participate. Numerous roles are needed to effectively manage any organization. Using members is just one way to involve them in the organization.
- With an increased social media presence, and active members all promoting mathematics education research, more information will reach classroom educators. As active members of RCML, we all should be actively disseminating information to our fellow educators.

Describe your participation in RCML.

I have been an active member in RCML for three years. As a graduate student I have attended the annual RCML conference and been a presenter each of those three years.

Describe other related experiences that you believe qualify you for this office.

Although I have never served on a conference committee, I am qualified in various aspects of the responsibilities:

- Well organized and capable of working with strict deadlines.
- Effective communicator.
- Effective collaborator and overall team player.
- Believe in the mission and purpose of RCML.

Name: **Melanie Fields**

Institution: Texas A&M-Commerce

Why do you want to be considered for this office?

The primary reason I would like to serve on this committee is to have a chance to give back to the community of educators who has been an integral part of my development as a mathematics educator and researcher. Over the past few years, the council has provided a place to share my research in a friendly and collegial atmosphere. I would value the opportunity to become a part of the committee that will offer the same opportunities to our future mathematics teacher educators.

What do you believe are the challenges for RCML for the next two years?

I believe one challenge for the council is the moderate growth of membership. As a former classroom teacher, I believe I would have benefitted from being a member during my teaching years. However, I did not learn of the council until I began the pursuit of my doctoral degree. Because the council attends to current issues in teaching mathematics, our recruitment could begin to grow in numbers of public school teachers who are interested in best practices founded in research.

If you were elected to this office, how would you seek to overcome these challenges?

As a committee member, I will actively pursue new membership among my colleagues at both the collegiate and public school level. I am active in various ways in my community: my role as a doctoral student at the University of North Texas and as a new faculty member at Texas A&M-Commerce. I can attest to my positive personal experiences of the last few years to encourage new recruits.

Describe your participation in RCML.

My participation with RCML has been as a member, presenter, and conference proposal reviewer. I have presented twice, first my very preliminary findings of a pilot study I did about students early field experiences in a UTeach replication. After that presentation, I was asked to serve as proposal reviewer. Last year, I presented more complete findings of my pilot study and how it led me to realize my dissertation topic.

Describe other related experiences that you believe qualify you for this office.

In the past year, I have served as the Doctoral Student Association Vice President at the University of North Texas. This role allowed me to expand my understanding of working collaboratively with a group of people unified to create a sense of family and community for fellow doctoral students. We have organized a conference, writing workshops, and social functions to support each other as we proceed through this journey together. Additionally, I have been asked to serve on the committee for the LeoTeach program, which is a secondary STEM teacher preparation program at Texas A&M-Commerce. We will be working together to develop new curriculum for the courses in the program. Each involvement with these committees allowed me to work in many different facets of my life as both a doctoral student and now faculty

member. I look forward to the possibility of another experience by working with a group dedicated to research in the area of Mathematics Education.

Name: **Hope Marchionda**

Institution: **Western Kentucky University (WKU)**

Why do you want to be considered for this office?

I would consider it an honor to serve as a conference committee member, in part because RMCL has had the most impact on me as a researcher and as a teacher in comparison to other professional organizations with which I have been involved. I have been involved in RCML since 2011 as a conference attendee as well as a presenter. I have also had articles appear in the conference proceedings. I know that RCML can have a similar impact on others who are currently unaware of the organization and what it has to offer. As a result, I would like to raise awareness of RCML and the benefits of membership without compromising the aspects of RCML that I believe inspire researchers at all levels.

What do you believe are the challenges for RCML for the next two years?

I believe the greatest challenge that RCML faces is broadening its impact without losing that personal component that allows mathematics educators to connect in ways that improve practice. One of RCML's greatest strengths for me is its small size, which gives it a personal touch. However, I think that RCML can experience growth without compromising its mission or its impact on others.

If you were elected to this office, how would you seek to overcome these challenges?

If elected to office, I would strive to maintain that personal component that makes RCML such a safe space for mathematics educators to grow while seeking ways to reach more mathematics educators across the world. To accomplish this, I think that RCML needs to reach out to new mathematics education graduates as they transition to a teaching and/or research position at institutions across the country. Some graduates have been exposed to RCML prior to graduation, but many have not. I think members also need to be encouraged to bring their graduate students to the annual conference. As we are seeing with our undergraduate Noyce Scholars at WKU, getting students involved in organizations while they are still in school allows for a different level of mentoring than they would get by attending a conference by themselves. We have found that our Scholars who are members of a professional organization and who attend a regional or national conference with a mentor prior to graduation are more likely to maintain their memberships than their counterparts who did not attend a conference prior to graduation.

Describe your participation in RCML.

I first heard about RCML at the beginning of the 2010-2011 academic year from a colleague. She was very complimentary of RCML and the nurturing nature of the members that attend the annual conference. Many of the conferences I typically attended were large and very impersonal, leaving little time for meaningful networking or feedback on my current research projects. After attending the 2011 conference, I was hooked. The feedback my collaborators and I received on our research was not like anything I had experienced before. Those in the audience had a genuine interest in what we were doing and had insight into how we could improve and extend on our ideas. This feedback helped me gain confidence as a researcher. Since I first became involved in RCML, I have presented five times and have co-authored three papers for the conference proceedings.

Describe other related experiences that you believe qualify you for this office.

I currently serve as the chair of the Teacher Education Committee in the Department of Mathematics at WKU. In this role, I serve as an advisor to others regarding mathematics education issues in our college. I also serve as the graduate coordinator for the Master of Arts in Mathematics program at WKU. In addition to my experience in academia, I have served as treasurer and then president on the board of directors of a non-profit organization. I have also served as the treasurer of the Western Kentucky Council of Teachers of Mathematics, the regional local NCTM affiliate in KY. I am also the Principal Investigator for the Robert Noyce Teacher Scholarship program at WKU. Additionally, I partner with the Green River Regional Educational Cooperative to assist teachers in the region in improving practice through content-focused professional development.

Name: **Bill McGalliard**

Institution: **University of Central Missouri**

Why do you want to be considered for this office?

I have been active in RCML for about 5 years and in other organizations for the same amount of time. In my professional experience I have seen what does or does not work at various conferences and believe that this experience will help me assist the conference committee in shaping RCML's annual conference into one that is both successful and attractive.

Why do you believe are the challenges for RCML for the next two years?

RCML faces several challenges in the next several years. First of all, we are a small national organization, which causes our national footprint to be smaller than other organizations such as PME, AMTE, or NCTM. For this reason we need to attract more membership. One of the challenges in attracting membership is to actually get the word out. Currently, I spread the word about RCML to as many colleagues as I can. Another challenge that faces RCML is keeping the conference itself both affordable and accessible to our varied membership. We have graduate

students, teaching faculty, and research faculty on our organization's roster. Each member has a different level of support depending on the category of institution from which they come. Thus, it is important that RCML keeps attendance costs down while providing an attractive and welcoming venue at the same time.

If you were elected to this office, how would you seek to overcome these challenges?

One of the primary ways in which we can attract new membership is to make RCML a welcoming place for graduate students. This is how I first became involved with RCML. I presented at my first RCML conference in 2010 as a doctoral student and have made RCML a big part of my research agenda ever since. If elected to the conference committee, I would like to see several things happen. First of all, if it has not already been planned, that is, I would like to see a venue specifically geared toward graduate students. Currently, we often have graduate students doing presentations about their dissertation research as it nears completion or research they are doing with their faculty advisor. It would be wonderful if we could provide them a safe venue to present research that might be in the formative stages as opposed to nearing completion. This could be as simple as giving them a place to do poster sessions. We could perhaps also consider providing round table discussion groups where several experienced researchers might watch short presentations of graduate student research proposals and give feedback. If we can encourage more of our membership to bring students to RCML with the attraction of a venue that invites early stage research, I see this as one of the ways in which we can attract more membership.

The second challenge that I mentioned above is financial. Often times, even at larger more well endowed institutions, the amount of money set aside for graduate student travel is at best limited. This is often the case for faculty at smaller teaching institutions as well. Thus, it is very important that we seek to keep the conference costs down while simultaneously making it an attractive and welcoming place. Keeping the costs down can be done in several ways. First, if we carefully select the city and hotel for the conference we can keep costs for travel, food, and housing down. Second, any of the meals that are included as well as any raffles or giveaways that we decide to sponsor need to be carefully considered and planned. I believe that as a conference committee member I can successfully help RCML minimize the costs of the conference thereby helping us attract more membership.

Describe your participation in RCML.

I have been involved with RCML since 2010. I was a graduate student at the time and presented at my first conference in 2010. Since that time I have presented and published proceedings papers multiple times as well as reviewed for the proceedings and Investigations in Mathematics Learning.

Describe other related experiences that you believe qualify you for this office.

I am currently involved in my state teacher organization, Missouri Council of Teachers of Mathematics, and will hold state office as Treasurer as well as sit on the board of directors. This administrative experience will in turn aid me in my duties on the conference committee if elected.

The PULSE of INVESTIGATIONS

Sheryl A. Maxwell
VP for RCML Publications
October 2014

The Volume 7, Number 1 issue is out to ALL RCML Members . . . ordered, received, sent . . . WHEW! But, guess what? I received a few back with the US Postal note:

RETURN TO SENDER: UNABLE TO FORWARD
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Have you updated your mailing address to RCML, namely to me, the VP for Publications and the Sarah Pratt, RCML Membership Chairperson?

One of several situations have occurred if you did not receive your latest issue of **INVESTIGATIONS IN MATHEMATICS**:

- You have moved and forgot to give me your new address
- You are not a 2014 RCML member
- Our records may have errors

The situation can be rectified. If you have moved with your home location changed, or changed institutions, please let us know. E-mail me at smaxwell@memphis.edu and Sarah Pratt at Sarah.Pratt@unt.edu , Membership Chairperson.

If you think you may not have paid your 2014 membership at the San Antonio RCML Conference, check with Sarah Pratt, Membership Chairperson or Kerri Richardson, RCML Treasurer. If you believe we have made a mistake, contact one of us and we'll investigate.

According to the RCML's **INVESTIGATIONS IN MATHEMATICS** Editor, Vicki Schell, has informed me that Vol. 7 Number 2 issue is ahead of schedule as I've copyedited the initial proof. Be looking for the Winter 2014-15 issue in December/January time frame. Send a manuscript to the editor at rcmleditor@cox.net and you are guaranteed to receive feedback!

Have a GREAT fall!

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