

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.

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President's Column	<i>Elections</i>	Call for Proceedings and Conference Information	<i>Publication Pulse</i>	Membership Report	Connection Points	Signal and Noise	Treasurer's Report	RCML Memorial Scholarship	RCML Officers
Pages 1-2	Page 2	Pages 3-5	Pages 6-7	Page 7	Pages 8-9	Pages 10-15	Page 15	Pages 15 - 16	Page 17

President's Column

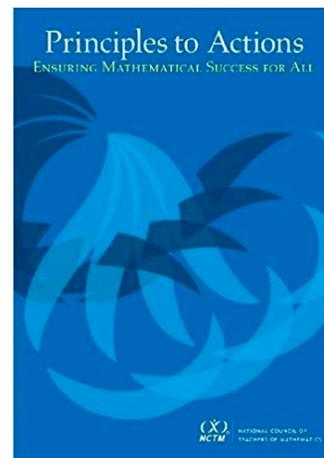


Daniel Brahier
RCML President

A few years ago, I had the pleasure of serving on a team as one of three lead authors for NCTM's *Principles to Actions: Ensuring Mathematical Success for All* (2014). The purpose for this pivotal document was to chart the course for reform in mathematics education over the next 10-15 years. Writing

that book was one of the most engaging and rewarding experiences of my professional career, as it forced all of us on the writing team to think critically about what we believe mathematics education should be accomplishing and to review the most recent research on how to reach that vision.

Three years since the release of *Principles to Actions*, much has been accomplished. NCTM has published both web content and resource books on “taking action,” and numerous workshops and courses throughout the country (and beyond) have been conducted to help teachers and other school leaders to understand and embrace the vision. The book puts forth eight Mathematics Teaching Practices (MTPs) which were intended to complement the eight Standards for Mathematical Practice (SMPs) in the *Common Core State Standards for Mathematics*. The SMPs of the Common Core are those things that we should teach and expect our *students* to be able to do, while the MTPs are intended as a blueprint for what *teachers* should be doing. If an administrator walks into a mathematics classroom and expects to see “quality teaching” – or, better still, “research based best practices” – the MTPs were intended to guide him/her by providing a lens through which to view the lesson.



While still in its infancy stages of implementation, *Principles to Actions* continues to challenge all of us to think deeply about what we do in the classroom, whether teaching pure mathematics, preparing others to enter the profession, or providing professional development for in-service teachers. RCML is positioned well to research and examine the impact of this document and to determine where additional efforts are needed to move toward its implementation. As an organization of researchers and mathematics educators, we should be on the front line in terms of “knowing” the document and its vision and “doing something about it” in our practice. I urge all of our members to go back and read or re-read the document and ask yourself, “What am I doing to promote this vision, and am I seeing measurable results?” and “What am I doing differently today because of this book that I wasn’t doing three years ago?” Your reflections, teaching, and research may very well result in conference presentations at RCML and publications in our outstanding journal, *Investigations in Mathematics Learning*.

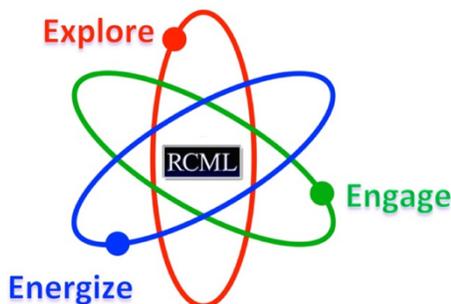
I wish you the best in your work this semester and look forward to seeing you in Baton Rouge in February 2018!

RCML Elections

RCML members will receive notice that candidate’s biographies are posted on the RCML website in a couple of weeks. Please be on the lookout for this notice and be sure to vote in the RCML election in November! Elections will be held for **President-Elect**, **VP Conferences**, **Treasurer**, **Conference Committee Members** (2 positions), and **Publications Committee Members** (2 positions).

Research Council on Mathematics Learning (RCML) 2018

Engage, Explore, and Energize Mathematics Learning
Thursday, February 22, 2018 – Saturday, February 24, 2018



The purpose of the conference is to share current research in mathematics education. The conference planning committee encourages proposals that are “works in progress.” This is an excellent conference for faculty and advanced graduate students to share their ideas for research, and receive constructive comments on their finished studies or preliminary findings.

Let the Good Times Roll in Mathematics Learning

Dates to Remember:

- Manuscripts proposed for the conference proceedings are due by October 31, 2017.
- The conference registration deadline is January 19, 2018. Only registered presenters will be recognized in the conference program. Lead authors are required to register for their accepted paper to appear in the conference proceedings.
- Notification of acceptance will be sent by December 31, 2017.

Registration Fees:

\$200 Member

\$150 graduate student

\$100 Guest

Late fee of \$50 will be assessed on any late registrations (January 20, 2018 or later)

Registration Deadline to avoid late fee: January 19, 2018

Registration fee includes:

- Thursday Reception
- Friday lunch
- Friday afternoon break
- Saturday lunch

* *Note: Breakfast is included with room at the hotel*

Session Types:

- Thursday Poster Session
- Friday Research Reports (50 minutes in length)
- Saturday Research Panels (2 hours in length – three/four presentations per session)

Conference Information:

This year's conference will be held at the Cook Hotel and Conference Center at LSU in Baton Rouge, LA.



Web site: <http://www.thecookhotel.com/>

Distance from airport: 10 miles from Baton Rouge Airport (BTR)

Shuttle from hotel: For-hire shuttle and taxi service available

Room Rate: \$139 (double occupancy)

- Free wireless Internet in guest rooms
- Breakfast included with room
- Parking included with room

Conference Events at a Glance

Thursday, February 22, 2018

Pre-Conference Board Meeting and Lunch: 12:30 – 4:00 pm

3:30 - 8:30 PM - Registration open outside the meeting rooms

4:30 - 5:30 PM - Research Poster Session

5:30 - 6:30 PM - Wilson Memorial Lecture

6:30 - 8:30 PM - Welcome Reception (with heavy hors d'oeuvres)

Friday, February 23, 2018

7:30 - 4:30 PM - Registration open outside the meeting rooms

8:00 - 11:50 AM - Breakout Sessions

12:00 - 1:20 PM - RCML Business Meeting Luncheon

1:30 - 4:20 PM - Breakout Sessions

4:30 - 5:30 PM - Founders Lecture

Saturday, February 24, 2018

7:30 AM - 11:30 AM - Registration open outside the meeting rooms

8:00 – 9:20 AM – Research Panel Sessions 1

9:30 – 10:50 AM – Research Panel Sessions 2

11:00 - 12:30 PM – Keynote Panel with Lunch

Looking for things to do while in Baton Rouge? Here are some suggestions for what to do and websites to reference:

Swamp Tour: Bluebonnet Swamp Nature Center

<http://www.brec.org/index.cfm/park/detail/19/n/54>

LSU Rural Life Museum Tour

<http://www.lsu.edu/rurallife/>

USS Kidd Veterans Memorial and Museum

<http://www.uskidd.com>

Shaw Center for the Arts

<http://www.shawcenter.org/>

and enjoy dining on the top floor with a spectacular view of the Mississippi River at the Pennington Rooftop Terrace & Sculpture Garden at [Tsunami](#)

Places to Dine in the area:

The Club at LSU Union Square

<http://www.theclubatlsu.com/>

The Chimes (Highland)

<https://www.thechimes.com/restaurants/1>

Crawfish – in season during the conference! Choose from one of many restaurants

<https://www.visitbatonrouge.com/restaurants/crawfish-season/>

If you have additional questions, please contact us via email at one of the addresses below:

Kansas Conrady, RCML VP for Conferences

kansas.conrady@gmail.com

Conference chair: David Kirshner

dkirsh@lsu.edu

Conference Co-Chair Angela Webb

<mailto:awwebb@lsu.edu>

Program chair: Sarah Pratt sarah.pratt@unt.edu

Program co-chair: Colleen Eddy

colleen.eddy@unt.edu



Publication Pulse

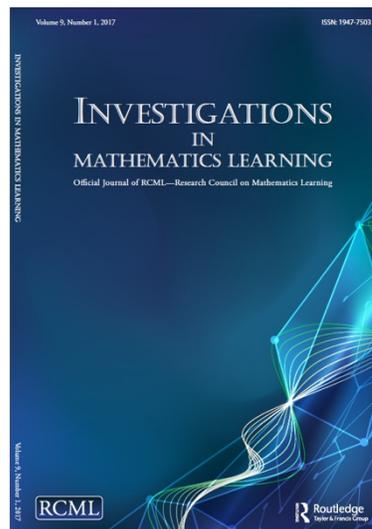
Gabriel Matney -- VP for RCML Publications

INVESTIGATIONS IN MATHEMATICS LEARNING

In the last few months we have witnessed many achievements for IML, including the first printed special issue on Validation in Mathematics Education and the submission of many high-quality articles for a second special issue in Volume 10 on Critical Approaches to Disabilities. IML remains strong hovering around a 25% acceptance rate and a healthy stream of articles to be published in the pipeline. Furthermore, accepted authors have been excited to see their articles online with an assigned DOI number within four to six weeks of acceptance. Our publisher, Taylor and Francis, has been timely and assertive to meet the needs of RCML.

IML Reviewers Needed

IML continues to receive many high-quality manuscripts. We need RCML members to join the reviewer pool to continue the quality and to improve the turnaround time on acceptances and rejections. Becoming a reviewer is easy. Go to <http://www.rcml-math.org/investigations> and simply click on the “Review for IML Here” button.



Reminder about the connection between RCML membership and print copies of IML

In my office, I have a beautiful row of IML volumes sitting beside my desk. I have every issue of every volume in print. I love my print copies. With IML’s new publication cycle, the onus of getting all the print copies to add to your collection is on each member. **In order to receive all of 2018 Volume 10 issues in a lovely bound print copy, you must make sure your RCML 2018 dues are paid before January 1st of 2018.** Taylor and Francis will begin printing the first issue of Volume 10 at the beginning of January. At that time, we will send them the list of members who paid by January 1st, 2018. 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 journal please renew your membership by January 1, 2018.**

Online Access of all IML Articles

Every RCML member has electronic access to all IML articles via Taylor and Francis. To access IML electronically, you need to use your “Member Login” at <http://www.rcml-math.org/>. From there, you need to follow the “Access IML Online” link. It’s that easy!

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 submit through 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 5-8 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.

RCML Publication Committee Update

The RCML Publications Committee has been working hard this year to ensure that all of RCML’s publications are of high quality. They have been working hard to solicit reviewers and manuscripts for IML, to give feedback on special issue calls, and to provide helpful edits for the website, proceedings, and newsletter as well as stepping up to be reviewers for the special issue. So when you see Alan Zollman, Kathy Smith, Valerie Sharon, Tyrette Carter, Rachel Bachman, Sarah Ives, and Keith Adolphson. Please pat them on the back for their service to our RCML community. In the near future, we will be electing two new members to the publication committee. If you enjoy the kind of service listed above, please consider running for a publication committee position.



Membership report

Kerri Richardson

Greetings from your RCML Membership Coordinator! As of September 2017, we currently have **238** members. Of those members, 192 are regular members, 45 are student members, and 1 is an international member. Thank you! All members will receive the next volume of *Investigations in Mathematics Learning*. 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. Payment is accepted through this form using PayPal. *One does not have to have a PayPal account to use the secure PayPal system.* If, however, 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 482, Greensboro, NC, 27402. Membership dues are currently set at \$40 for full members, \$34 for students, and \$55 for international members. Payment is due on **January 1, 2018** for the calendar year **2018**. 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!



The 'Smart' Myth and Making Mistakes: Key Elements in Mathematics Learning



Jenny Peters, pjennym@ostatemail.okstate.edu
Oklahoma State University

As recently as 2015, researchers have found that the expectation of brilliance is quite strong among mathematics scholars (Leslie, Cimpian, Meyer, & Freeland, 2015). What is worse, is that the myth of innate mathematical intelligence is influencing mathematics students across the globe affecting females and minorities the most (Leslie et al., 2015). As a female scholar, I have seen this first hand. However, I recently completed a few readings that caused me to self-assess and reflect on my instructional techniques. It was during this time of reflection that I became aware of my role in perpetuating the myth of mathematical intelligence.

During my readings I learned two very important pieces of information. The first was that our brains are more adaptable than was originally thought and a brain can rewire itself when we learn (Boaler, 2016). Secondly, I learned that when we make mistakes, our brains react with increased activity, essentially developing new

connections that we did not have before we made the mistake (Boaler, 2016). As I began to reflect on how this information applied to my instructional approach in teaching mathematics, I came to some striking conclusions.

It was quite common for me to praise a student of mine for coming to a correct solution or telling them they were 'smart' for doing so. I meant the word to be a compliment, to encourage, if not motivate the student. Unfortunately, in the moment that I designate one student or a group of students as being 'smart', I indicate to the other students who did not make it to the correct solution—or any solution—that they were not smart enough to get there. While I truly believed that mathematics learning could be characterized as a process that involves multiple activities such as exploring ideas, making conjectures, finding relationships, and justifying one's ideas about a concept (Dacey, Lynch, & Salemi, 2013), I was not cognizant of the impact my words had on my students while they were engaged in learning. I worked diligently to provide my students with opportunities to practice multidimensional mathematics—not just math for memorization—however; my instructional approach was still failing my students. I was reinforcing the great divide between those that can do math and those who thought they could not.

If I accepted the idea that our brains can restructure in a very short period of time, then I needed to abandon the notion that some individuals are 'smart' and others are not. Alternatively, I needed to consider that given the

best learning environment, any brain can restructure to learn content previously thought to be impossible to learn. I needed to augment my beliefs about mathematics learning to incorporate this new knowledge. If the human brain can change so easily, then I had to relinquish any notion that an individual is smart or born with a fixed level of intelligence.

My second conclusion is related to the first. I found that opportunities to make mistakes are necessary for learning to happen because the brain grows when mistakes are made. More importantly, if I wanted to create the optimal learning environment for my students, then I needed to allow them to make mistakes. I reasoned that the mistakes I wanted my students to make were not necessarily akin to calculation errors—although these errors play a part—but needed to be opportunities where my students engaged in struggle that challenged their brains. Even more, I need to help my students appreciate the value in making mistakes because they understand it as an opportunity to learn. In other words, I needed to consciously incorporate into my instruction the belief that every student has the potential to be ‘smart’ if I provide the optimal learning environment where they feel free to make mistakes.

In summary, mistakes are valuable and necessary for learning. This is a truth we all have experienced but seldom consider the implication this has upon mathematics learning. I challenge you to consider how you can change your instruction to make mistakes valuable to your students and help them learn that they only need to believe in themselves and work hard to be considered brilliant mathematicians.

References

- Boaler, J. (2016). *Mathematical Mindsets: Unleashing Students' Potential Through Creative Math, Inspiring Messages and Innovative Teaching*. San Francisco, CA: Jossey-Bass.
- Dacey, L., Lynch, J. B., & Salemi, R. E. (2013). *How to Differentiate Your Math Instruction*. Sausalito, CA: Math Solutions.
- Leslie, S. J., Cimpian, A., Meyer, M., & Freeland, E. (2015). Expectations of brilliance underlie gender distributions across academic disciplines. *Science*, 347(6219), 262-265.



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 January 2018 and May 2018 newsletters. Individuals are encouraged to contact Bill McGalliard (mcgalliard@ucmo.edu) with queries and/or potential manuscripts. All manuscripts for the newsletter are editor-reviewed.

Signal and Noise

Bill McGalliard



In the last volume, RCML highlighted two of its members in a new section called “Signal and Noise”. We continue this with the October 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 or an early career

RCML member. Bill McGalliard interviewed members at the 2017 annual meeting of RCML in Fort Worth and members agreed to share their story in the newsletter. For the second edition of “Signal and Noise”, Dr. Alan Zollman (Indiana University Southeast) is our featured late career member and Dr. Shawn Broderick (Weber State University) is our featured early career member.

Interview with Alan Zollman

Alan is a faculty member at Indiana University Southeast

Bill: I am here with Alan Zollman at Indiana University Southeast. Thank you for interviewing with me today and I have a few questions for you. First of all when did you first become an RCML member?



Alan: I was trying to work that out during lunch and I think it’s around 33 years. I can’t remember for sure but it has been a long time.

Bill: So, over the course of the 30 some odd years you have been in RCML, what positions have you held?

Alan: Let’s see... Vice President, Editorial Board, a bunch of different committees along the way and I will think of some others later on.

Bill: Initially what first caused you to become a member?

Alan: Bill Speer. He has been a wonderful professional member and mentor to me for my entire career. The whole organization (RCML) is built on mentoring. Last year when I did the founders talk, the topic was mentoring and the history of RCML.

Bill: How did you first come to meet Bill Speer?

Alan: We were faculty together at Bowling Green State University.

Bill: Oh, so you were colleagues and he got you involved in RCML? That sounds very similar to the way I was introduced to the organization as well.

Alan: Yes, that's right.

Bill: So, why over the years have you maintained your membership since you have been with us for 30 plus years?

Alan: It's one of the organizations where I really say I get a lot of information because of the presentations and the people. I develop my own thinking about math teaching. I was just in a session, and it happens all the time here, the topic wasn't in my area of interest but it got me to thinking about lots of other things along the way and now I am interested. I have found this to be true every time I have been here whether it has been the journal articles or even the things in the newsletter or just the people themselves. I have always felt that I learned more being interactive with the people in the organization.

Bill: So maybe this question will dovetail nicely with the last one. What intrigued you this year to come back to the annual meeting here in Fort Worth?

Alan: A couple of things. After this many years, there is a part of me that is RCML. There are a lot of people that I have seen grow into the organization and some have stayed and gone on. Some people that I have met here have gone on to become senior faculty at their universities. There is a little bit of pride in seeing people grow along the way. There is also the fact that it challenges you. I mean if I am going to present or answer questions I can't just talk off the top of my head. I have to know what I am doing. There is an element of professional accountability that keeps me up to date on the profession.

Bill: And that accountability is very valuable, isn't it?

Alan: When we talk to students about developing their identities they have to put in an effort and they have to see their efforts pay off over time. I think that with the stuff I have done with my presentations, writing for the journal, serving in leadership positions and on committees, or even just talking to graduate students, I think that I have seen growth and that I have had a positive impact along the way. That's a nice organization to be a part of. I would say the reverse is true as well, that the organization has had a positive impact on me. So I think I have come out ahead. I have put in effort, time, and some tears into the organization so I think I have gained a lot.

Bill: In the upcoming year is there anything that you are particularly excited about?

Alan: Yeah the journal. The journal has been a long time coming. Talk about some sweat and tears. Getting the journal into a class of journals that it should be in, that it was in the past, and that it should be in the future. It's a first-class journal and now I think it shows it. I think now with a publishing company involved in it so we can have it digitized, we can have it out to people and have people sharing their knowledge, it's going to be wonderful. I can see the gem that it's going to become in the next 5 to 10 years.

Bill: If you had some advice for us younger folks what would it be?

Alan: This organization is a nice safe place to take risks, and I think for new faculty or graduate students there are some places where you can't say or admit that you don't know something. Here you are with friends so you can ask, you can question, you can try things and you can present ideas. They may not be good, but by the time you leave you will have gained something from the feedback you get from other people. I have always seen constructive criticism here. It's just what we do. I think that if it wasn't constructive then other people would challenge it. I think that would be the culture of the organization. I think that is quite a nice thing to come to. If you are in a big department I don't know if you can always say what you are thinking. The other thing too is that everyone that comes doesn't have to explain themselves. If you are in a college of education you have to explain your mathematics to someone else and why you like it. If you are in a math department you have to explain why you like to teaching or something. You don't have to do that here; we already share that understanding. We can start talking at that level and don't have to begin at ground zero. We can start talking on another higher level because we have a shared understanding and background.

Bill: Could you share a really good meaningful memory that you have had here at RCML?

Alan: Well I don't know if it was good, but have you heard about the thing that if we were going to have meetings in February then we had to have the meeting in the sunbelt? Have people told you about this?

Bill: Interestingly the past newsletter editor has told me that RCML has to have meetings in places with warm weather, that it is written in the by-laws. I think that might be what you are referring to.

Alan: The reason is that we had a meeting in New Jersey in February and people could not make the meeting and couldn't get there. The hotel was at the airport. I remember the town where we had it...there were so many people that didn't make it and we decided to meet in February so we wouldn't conflict with NCTM and other professional organizations. Late February was when we decided we could meet and not conflict. Then after we passed that we had a meeting in New Orleans and everyone thought this was wonderful and when we got there they had a snowstorm for the first time in 20 years. So, that's the organization. Sometimes we outsmart ourselves. It was a nice honor for me to be asked to do the founders lecture. I don't see myself as a founder, but I was really pleased to be able to talk and give my tribute to those that came before me. I really liked that and could talk a little about that and set up the challenge for the next generation. It's really nice to see graduate students, untenured faculty here. This is a really good place to learn to be a professor.

Interview with Shawn Broderick

Shawn is faculty at Weber State University in Ogden Utah

Bill: I'm here with Shawn Broderick from Weber State University and so, first of all, thanks for agreeing to be interviewed. My first question for you is how long have you been an RCML member?

Shawn: Just since I registered for the conference, which is, just a couple of months, so brand new. I'm excited to come here and talk about research ideas.

Bill: That leads into some other questions. You basically have been member for not that long, so what brought you to RCML? What drew you here? Did somebody invite you or how did that work?

Shawn: Yes. I was invited by a colleague of mine. I am a new professor at Weber State University. My colleague has been an RCML member for quite a while now and I think her major professor, her advisor at her doctoral institution was a member, a long-time member, and so she kind of got fostered in that way. She told me about this conference, which has a place for you to try out research ideas and get feedback. That's what I think was the most valuable and is the idea that caught my interest because I knew some untenured faculty and I want to get tenure and get some research publications and studies done. That's a great idea that really drew me in. I just got finished with my first presentation here and I thought it went well. I did have some good feedback from the people who attended. I'm really grateful and it's working out as I had imagined so far.



Bill: Going forward do you think that you will maintain your membership?

Shawn: I think I will. Especially in the beginning stages of getting tenure and becoming an established researcher. I'd be happy to come back next year to try out my current research ideas. To try and perhaps even talk on the same topic to show how I've implemented the feedback that I've been given from the people who came to my session.

Bill: That would be great. Were you given methodological recommendations?

Shawn: Yes. It was mostly methodology recommendations. I'm hoping that the topic itself was interesting enough. It was just tips on how to kind of capture better data from the phenomena that I'm investigating.

Bill: Okay. You've been at the business meeting and you've talked with other RCML members. What in general about RCML do you find exciting and is there anything in the next year that you're really interested in seeing how it will transpire in terms of RCML?

Shawn: The first part of your question was about what I felt was exciting about it?

Bill: Yes. Just in general.

Shawn: I think in general, whenever math educators get together it's exciting. Just to be with people who are in the same business as you are is exciting. Right now, we only have one other math educator and a lot of the time we spend our time teaching and so I don't get to talk too much about research, but this place is

exciting to get the chance to talk about research. That aspect of our jobs and that's what I find exciting. What I also find exciting is that I was able to get a spot to have my voice heard about the things that I'm concerned with and I find valuable and important to the development of teachers in math learning. That is what is great about RCML compared to these other math education conferences. Other math education conferences are very selective and you don't get a chance to have your voice heard as much as you want. There are people who come to RCML that are in good positions to listen and to help make change for the better, for our field.

Bill: If you could talk to a veteran RCML member, who has been in the business for a while, what would you ask them? It could be anything.

Shawn: Gosh, I don't know. I would probably ask why they keep coming back? I imagine they might say something about how they have a genuine passion for the field. They can come and give good feedback to people who are presenting. They can keep tabs on how the field is evolving. I would probably ask them "Why do you come back?" and "What do you look for now that you are a seasoned veteran vs when you were new?" When I'm new I'm looking for help with my work but maybe they're in the position that turned around and they give help to new people's work. Kind of paying it forward.

Bill: Right.

Shawn: So, I don't know what I would talk about.

Bill: This last question will probably be a little more difficult for you to think about just because I'd like for you to share about an experience that you have had at this conference that you would find meaningful or memorable. If there isn't one we can take this one off.

Shawn: No, that's quite all right. I don't know, I did feel that it was good that my colleague from Weber State wanted to go to dinner with me, or I mean breakfast. I don't know if she felt obligated to or that she was genuinely interested in some things that have been going on as I am new faculty. Kind of fulfilling some type of mentorship duty. I don't know. The conference had a way to have a breakfast in the hotel where we could easily do that. Then, just coming from my session I found it valuable that some people would take an interest in it. Again, there was another person that came that I knew from doctoral school and I don't know if it was out of obligation or out of interest, but I think it was of interest because he gave great feedback and we compared studies a little bit. Those have been valuable to me.

Bill: Did you go to the... I think they called it the first timer breakfast. Did you go to that this morning?

Shawn: I didn't quite make it to that one.

Bill: I think there is one going on tomorrow.

Shawn: I think I would go tomorrow. It was because my colleague had invited me to breakfast already. That is the main reason, but I would find that valuable for me and all the other new people.

Bill: Yes, I think you would find that valuable. There were a good many people there this morning. I am assuming there will be more tomorrow. I don't know if it will be the same ones but you will get to visit with people and I think you would find it valuable.

Shawn: I agree.

Bill: Let me ask you one more question. Where would you like to see future RCML meetings be? Generally speaking we tend to pick warm locations but you know.

Shawn: Yeah. Is that because it is at the beginning of the year during winter time?

Bill: Yeah.

Shawn: I think that is fine. I live in Utah so it's cold there. Not as cold as other places but it is cold there and snowy still. Yeah, I'm grateful to go to warm locations. Yeah, that sounds like a good idea.



Treasurer's Report

Kerri Richardson

As of September 14, 2017, we have the following amounts on hand in our organization:

General Account \$ 28,555.37

Publications Account \$ 19,319.01

Total RCML Accounts \$ 47,874.38

2018 RCML Memorial Scholarships

Description

RCML recognizes the importance of supporting the professional development of both non-tenured faculty members and graduate students through scholarships. Through these two Memorial Scholarships, both non-tenured faculty members and graduate students will be able to engage in professional activities at the annual conference by applying the scholarship toward their conference expenses. Two scholarships will be awarded in the amount of \$750 each. These awards are given in honor of the dedication, mentorship, and service of Bill and Marjorie Speer to the membership of RCML.

To Qualify

Graduate Student

A potential awardee for this Graduate Student scholarship must...

- Be a current graduate student
- Have been a member of RCML for at least one year,

- Have attended at least one conference
- Be a graduate student when attending the conference for which the fellowship was awarded.

Non-Tenured Faculty Member

A potential awardee for this Non-Tenured Faculty Member scholarship must ...

- Be a non-tenured faculty member whose current appointment is a tenure-track position at a college or university.
- Be a current member of RCML (encompassing both 2017 and 2018 membership years)
- Have not been previously awarded an RCML Memorial Scholarship.
- Have attended at least one RCML conference prior to application submission. Preference will be given to a candidate who has presented at least one time.
- Submit a current curriculum vita for review, and articulate one's research agenda as a summary of the curriculum vitae.
- Must have a presentation session accepted for the 2018 annual meeting in Baton Rouge, LA.

To Apply

Graduate Student

A candidate for this scholarship must be nominated by a current RCML member. To nominate a graduate student for this reward, a current member must send:

1. A letter of nomination that describes how the nominee deserves to receive this award and whether (and how) the nominator believes this graduate student will continue to engage in professional activities through participation with RCML.
2. One additional letter of support from a current RCML member.
3. Both letters should be attached to an email and sent to the chair of the selection committee.

Non-Tenured Faculty Member

A candidate for this scholarship is to submit a Word document or PDF that includes the following:

1. **Name, Current Employment Institution, Mailing Address, Email Address, Office Phone Number, Cell Phone Number, and Years Attended an RCML Conference (including whether he/she was a speaker).**
2. **Title of 2018 Accepted Conference Presentation and 50-word abstract of the session.**
3. **An essay that explains how the applicant's research relates to the Mission of RCML:** This should be an approximate 300-word elaboration of how the candidate's current line of research contributes to the RCML mission statement: *RCML seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.* The final paragraph is to affirm how the 2018 conference presentation will contribute to the candidate's research agenda.
4. **A copy of the applicant's current vita.**
5. **A copy of #1-4 should be attached to an email and sent to the chair of the selection committee.**

Award – Each Awardee will receive \$750.

Deadline – All applications must be submitted on or before November 15, 2017.

Information about these awards are also located at the RCML website (<http://www.rcml-math.org/awards-and-scholarships>).

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Ryan Fox (2016-2019)
Melanie Fields (2017-2020)
Luke Foster (2017-2020)
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Publications Committee

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Valerie Sharon (2017-2020)
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