

# Intersection Points

The Newsletter of the Research Council on  
Mathematics Learning

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

*Visit us on the Web at: [www.rcml-math.org](http://www.rcml-math.org)*

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## President's Column



**Daniel Brahier**  
RCML President

What do NCTM and RCML have in common this year? Well, beyond being professional organizations that support mathematics education, they both had their annual conference in Texas this spring! We are grateful for the hard work that was put into planning the RCML conference in Fort Worth on March 2-4, as it was another outstanding opportunity to share research ideas with one another. Last year, I was in Europe from January through June and had to miss our conference for only the second time in nearly 25 years. It was so good to be able to get reconnected with peers from around the country again this year – after all, that's what RCML is all about – a family of educators deeply committed to reforming and improving mathematics education for all.

At the annual meeting in Fort Worth, the Board of Directors met for a full day before participants arrived for the conference. At the meeting, we set three strategic goals for the coming year, as follows:

1. **Explore and Expand Communication Strategies.** I have appointed an ad hoc Electronic Communications Committee to examine the ways that we communicate with members and the outside community. Plans are in the works to launch Twitter feeds and Facebook pages to make RCML's mark on social media. We are also exploring better ways to communicate through updating the newsletter and use of the website.
2. **Update Officer and Committee Member Handbooks.** Over the years, the responsibilities of officers and committees have often been handed-down by word-of-mouth, and the Board is hard at work to digitize and update all policy and procedure documents. This is an excellent time to revisit "who does what" to ensure that we are best meeting the needs of our membership.
3. **Define What We Do Better/Differently Than Other Organizations.** In the process of marketing RCML to raise our membership and profile, the Board discussed how it is important to clearly define what makes us stand out from other professional organizations. This discussion will lead us to reinventing the organization, making it stronger and more vibrant.

There is much to be done in the coming year. As President, I want to personally encourage you to become engaged. If you are not already on a committee or hold an office and wish to become more involved, I invite you to email me ([brahier@bgsu.edu](mailto:brahier@bgsu.edu)) directly and we will find a place for you to help. RCML becomes stronger as we each work to help one another, and I look forward to working with all of you over the next two years.

## Research Council on Mathematics Learning (RCML) 2018 Call for Proposals

*Let the Good Times Roll in Mathematics Learning*



The 45<sup>th</sup> Annual Conference of the Research Council on Mathematics Learning (RCML) will be held in **Baton Rouge, Louisiana, February 22-24, 2018** at the Lod Cook Alumni Center overlooking the University Lakes on the Louisiana State University Baton Rouge campus. We are now accepting proposals! The purpose of the conference is to share current research in mathematics education. The conference planning committee encourages proposals of completed research studies as well as works-in-progress. This is an excellent conference for faculty and advanced graduate students to share their evolving programs of research and receive constructive comments on preliminary framings/findings as well as on finished studies.

**Speaker proposals must be submitted no later than September 9, 2017**  
to the RCML website at [www.rcml-math.org/](http://www.rcml-math.org/)

RCML publishes conference proceedings of selected papers that have been accepted as conference presentations. Acceptance of a proposal does not guarantee acceptance of the associated publication for the proceedings; however, all authors whose conference proposal has been accepted are invited to submit a paper based on their proposal. **Manuscripts proposed for the conference proceedings are due by October 31, 2017.** Before submitting your paper, please review the Proceedings Submission Guidelines on the [RCML website](http://www.rcml-math.org/). Conference proposals and papers submitted to the *RCML Proceedings* are **peer reviewed**. All authors on the proceedings paper *must* register for the conference. Join us in 2018 in Baton Rouge. If you have questions, please contact us via email at one of the addresses below:

Kansas Conrady, VP for Conferences  
[rcmlconference@gmail.com](mailto:rcmlconference@gmail.com)

Sarah Pratt, Program Chair  
[Sarah.Pratt@unt.edu](mailto:Sarah.Pratt@unt.edu)

David Kirshner, Conference Chair  
[dkirsh@lsu.edu](mailto:dkirsh@lsu.edu)

Colleen Eddy, Program Co-Chair  
[Colleen.Eddy@unt.edu](mailto:Colleen.Eddy@unt.edu)

Angela Webb, Conference Co-Chair  
[awwebb@lsu.edu](mailto:awwebb@lsu.edu)

Information regarding registration, hotel accommodations and transportation is forthcoming. As always, you may check the RCML web site for the most current information.

**Please Note:** *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.*

## 2017 RCML Nomination Form

Elections will be held for the following leadership positions:

**President-Elect:** Executive Committee Member

- ◆ Serves a one-year term in this position, followed by a two-year term as President, and a one-year term as Past President
- ◆ Serves as Chair of the Nominations Committee
- ◆ Deals with any changes to the Constitution or By-Laws
- ◆ Other Duties as assigned by the President

**VP for Conferences:** Serves a two-year term. Executive Committee Member

- ◆ Responsible for coordination of conferences
- ◆ Guides, monitors, and assists the Conference and Program Chairs in preparing for annual conferences
- ◆ Receives proposals for upcoming conferences
- ◆ Works with the Conference Committee members to support functions of the conference
- ◆ Ideally, this person should have been a program and/or conference chair for a conference (does not have to be RCML)

**Treasurer:** Serves a two-year term. Executive Committee Member

- ◆ Maintains bank accounts and Paypal account
- ◆ Maintains financial records and handles reimbursement, payments for journal, conference, and other actions of the organization
- ◆ Provides report for membership in newsletter
- ◆ Works with VP of Publications and Membership Chair to ensure up-to-date membership information for use
- ◆ Presents report for approval at the Annual Business Meeting

**Conference Committee Members:** We will fill **two positions**; each serving a **three-year term**

- ◆ Works with VP for Conferences and Committee
- ◆ Works with the Annual Conference Committee, the Conference Chair and Program Committee Chair to support as needed
- ◆ Assists with Annual Conference activities, particularly reviewing proceedings submissions

**Publications Committee Members:** We will fill **two positions**; each serving a **three-year term**

- ◆ Works with VP for Publications
- ◆ Works to assist in fulfilling official publication responsibilities (journal, newsletter, proceedings or other) for the organization including reviewing manuscripts for the journal



Your help and support is needed so that RCML continues with quality persons in the leadership ranks. Please take time to consider who you think would be good candidates for these positions. Self-nominations are welcomed and encouraged! Complete the following information form and give it to Juliana Utley during the conference, or send the information requested to [juliana.utley@okstate.edu](mailto:juliana.utley@okstate.edu) after the conference. Thank you for considering service to RCML.

**Name of Nominee:** \_\_\_\_\_

**Name of Nominator:** \_\_\_\_\_

**If you are nominating someone**, have they agreed to place their name in nomination?

YES                      NO

**Office of Interest: [circle your choice]**

**President-Elect**

**VP Conferences**

**Treasurer**

**Conference Committee**

**Publication Committee**

**Institution:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_



# Publication Pulse

Gabriel Matney -- VP for RCML Publications

## INVESTIGATIONS IN MATHEMATICS LEARNING

The launch of IML Volume 9 Issue 1 demonstrated the year long process between RCML and Taylor and Francis to transition the publication of our journal to a professional publishing company. Taylor and Francis continue to be supportive collaborators in the production, marketing, and copy editing of IML.

### *New Publication Cycle*

IML now has a new publication cycle. Each volume will have four issues being delivered in 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 door step.

### *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! For articles published in Volume 9 or later there are added benefits to reading the article online. As you are reading you can click on each reference individually and immediately search for the full article online. As researchers we will have easier access to the articles being referenced. Other benefits include hyperlinks of each article's Figures and data, Metrics, pdf version, and reference page.

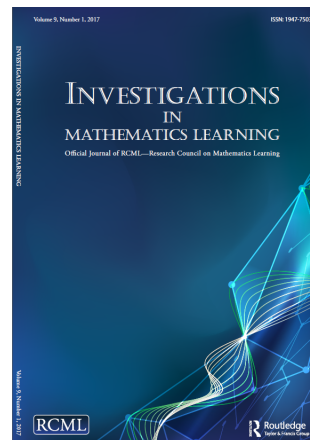
If your college/university does not receive our journal, then many times suggesting they subscribe to it is all it takes as the price is very reasonable. If your library has any questions about subscriptions please have them contact me at [gmatney@bgsu.edu](mailto:gmatney@bgsu.edu) or contact Taylor and Francis at [customer.service@taylorandfrancis.com](mailto: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 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.

### *Review for IML*

In order to keep our manuscript review as timely as possible we are in need of reviewers for IML. It's easy to sign up to review. Just go to <https://rcml.memberclicks.net/investigations> and click on the "Review for IML" link. It only takes a minute.





## Is Mathematics Identity Development Possible with Hip-Hop Pedagogy?

Marti Cason, Jamaal Young, Marquita Foster  
University of North Texas  
Nickolaus Ortiz  
Texas A&M University



The National Council of Mathematics Teachers (NCTM) has placed a renewed interest on mechanisms to increase access and equity within all mathematics classrooms. Specifically, calling on teachers to become more responsive to “students’ backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness” (NCTM, 2014). A strong component to attending to these funds of knowledge is the development of a strong mathematics identity in students that exhibit a strong disinterest for mathematical tasks. According to Martin (2006), “mathematics identity refers to the dispositions and deeply held beliefs that individuals develop, within their overall self-concept, about their ability to participate and perform effectively in mathematical contexts and to use mathematics to change the conditions of their lives” (p. 206). The connection between this work lies in the idea that mathematics identities are in many ways a result of one’s culture.

Hip-hop culture is commonly perceived to be in direct opposition to school culture. Addressing this issue requires a shift in thinking about hip-hop culture as valuable in education. Yet, it must be held as more than a simple motivational tool. The themes described in hip-hop culture inform how students engage and interact with their environments (i.e. Hill, 2013; Emdin, 2016). Emdin (2010) describes hip-hop as a culture of marginalized people and asserts that it is a mechanism that serves to build relationships between others within the culture and alienate those outside it. The work of scholars such as Ladson-Billings (1994) and Tate (1997) has called attention to the significance of incorporating students’ learned experiences into every aspect of their education. These culturally relevant frameworks are built on a premise that student achievement and success among students of color can be positively affected by the use of pedagogy that values the perspectives of the marginalized.

### Pedagogical Benefits

Mathematics identity is recognized as a dynamic construct that is an important consideration in the development of a mathematically literate nation. The dexterity that students demonstrate within hip-hop contexts may be utilized in the mathematics classroom by creating

pockets of expertise where students can operate. This allows students to engage with content they have in other cases opposed and provides an advantage in reciprocating new mathematical knowledge. For example, consider the wealth of research supporting the benefits of concept mapping as an instructional support for relational understanding, and then consider if you could repackage this tool to make is not only accessible to, but a strength for traditionally disconnected youth. We propose that a rap is simply a “lyrical concept map” within which there is a central concept connected by verses and summarized by the hook. Capitalizing on hip-hop culture as a resource requires acknowledgement that both mathematics and hip-hop have elements that they share. For example, mathematicians search for patterns to solve problems and create models, while hip-hop artists create patterns to generate new and unique sounds.

Finding authentic ways of provoking student interest in mathematics requires that educators stay current with youth culture and recognize hip-hop as a resource. Intertwined with negative perceptions, hip-hop's image has carried with it the inaccuracy that it has no place in civil society. Despite these misconceptions, hip-hop has become a global movement that transcends race, religion and ethnicity and is now accepted, adopted, and internalized. Hip-hop has had an impact on multiple institutions such as entertainment, politics, sports, and business. Travis (2016) describes hip-hop's healing power in that it promotes activism, self-esteem, mood control, resilience, and empowerment. These are positive life skills that marginalized students can and will utilize in encountering the stresses of school and the classroom. Hip-hop is pounding at the door of education, and its benefit as an untapped resource has yet to be realized.

### **Discussion**

As Emdin (2016) addresses, some practitioners are resistant in using hip-hop as a pedagogical strategy. So, how do teachers who do not identify with hip-hop utilize this pedagogy in their classrooms? Teachers may be inclined to dismiss engaging students through their culture simply because it is uncomfortable; however, this directly contradicts the need to use this alternative form of pedagogy where the intent is to privilege the knowledge that students bring into the mathematics classroom. As students begin seeing the role of expert as no longer belonging exclusively to the teacher they begin to view the classroom as a place where they are valued and seen as competent. Teachers may view hip-hop pedagogy as a waste of time and disparage its utility; yet, any strategy that motivates greater populations of children to achieve in mathematics should never be regarded as wasted time or effort.

### **References**

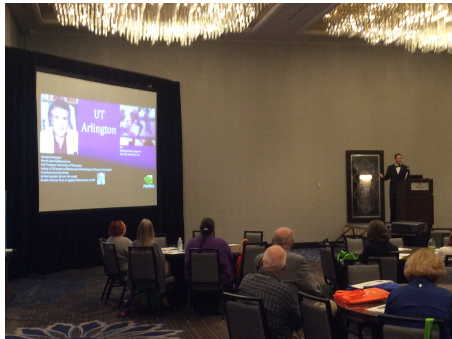
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# *Report on the 44<sup>th</sup> Annual Conference of the Research Council on Mathematics Learning*

March 2 – 4, 2017  
Fort Worth, TX



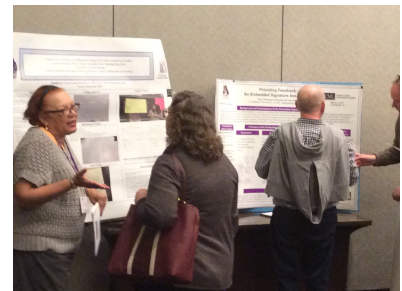
The 44th Annual RCML Conference, Engage, Explore, and Energize, was held at The Fort Worth Hilton in Fort Worth, TX on March 2 – 4, 2017. There were a total of 158 conference registrations, 111 members, 39 graduate students, and 8 guests. The conference kicked off with the poster sessions featuring 14 posters and 93 presentations over the next two days.

The Wilson Memorial Lecture, *Leveraging GPU Accelerated Computing to Restore Credibility to the Giant Impact Hypothesis*, was presented by Dr. Bryant Wyatt of Tarleton State University. During the lecture, audience members were able to see how

inexpensive NVIDIA GPUs were used to model the development of an Earth-Moon system.

This year's founders lecture, *Following in the Founder's Footsteps*, was presented by Dr. Patricia Lamphere Jordan, who engaged the audience in a game of "I have.... Who Has...." that encouraged a reflection on our past to better understand where we have been so that we can continue to make an impact in the future.

Breakout sessions and posters shared insight across a variety of both mathematics content and pedagogy including early childhood through post-secondary and along all points in preservice through veteran teacher. Sessions included, but were not limited to, technology development and implementation, effective differentiation, mathematical discourse and conversations, and a variety of other elements related to the broader scope of the learning and teaching of mathematics. All proposals were double-blind peer reviewed with a third reviewer breaking ties. Thank you to the 21 proposal reviewers listed on page 39 of the program book available under the Conference Tab at <http://www.rcml-math.org>.



Many people and organizations come together to make the RCML Conference a success. This year, we would like to say thank you to Dr. Keith Emmert for preparing the layout and contents of the RCML Program Book; to Texas A&M University – Commerce College of Education and Human Services for donating the materials for the program booklets; ETA hand2mind for the conference bags; Tarleton State University for additional goodies inside the bag, and the Mathematics Department at Tarleton State University for the tasty welcome basket.

RCML would also like to thank Baylor University, Tarleton State University, The Andrews Institute of Mathematics and Science Education at Texas Christian University, Texas Women's University, and Texas A&M University – Commerce for their generous donations in support of this year's Wilson Lecture.

In addition to the above donations of time and resources, RCML would also like to extend a special thank you to Tarleton State University's Center for Instruction Innovation for the donation of each of the projectors used in the break-out rooms. These projectors now belong to RCML for use at future conferences.



This year's conference would not have been possible without the tireless work of Program Chair Melanie Fields of Texas A&M-Commerce, Program Co-Chair Eileen Faulkenberry of Tarleton State University, and Conference Chair Kathy Horak Smith of Tarleton State University. Each provided countless hours of gathering resources and organizing information to make the 44<sup>th</sup> Annual RCML Conference a wonderful success.

Please join us next year for the 45<sup>th</sup> Annual Conference to be held February 22 - 24, 2018 at the Cook Hotel and Conference Center at LSU in Baton Rouge, LA. Registration, hotel, and proposal information can be found at [www.rcml-math.org](http://www.rcml-math.org).

### ***RCML Conference Proceedings***

The conference proceedings for the 44<sup>th</sup> Annual Meeting of the Research Council of Mathematics Learning were edited by Keith Adolphson and co-edited by Travis Olson. Twenty of the 49 submitted manuscripts were accepted after a double-blind, peer review. A special thank you to the 48 proceedings reviewers. A list of reviewers can be found either on page 2 of the conference program book or page ii of the conference proceedings, both can be accessed via the RCML website at [rcml-math.org](http://rcml-math.org).

### **Signal and Noise**

Bill McGalliard



We continue this section with past Intersection Points issues. The purpose of Signal and Noise 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 data point 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. Bill McGalliard interviewed members at the 2017 annual

meeting of RCML in Forth Worth, TX and members agreed to share their story in the newsletter. For this edition of "Signal and Noise", Dr. Stacy Reeder (University of Oklahoma) is our featured senior member and Mr. Robert Wagner (University of Florida) is our featured early career member.

## Interview with Stacy Reeder

*Stacy is a Department Chair and Associate professor from the University of Oklahoma.*



Bill: I'm here with Stacy Reeder from the University of Oklahoma. First of all thank you for agreeing to be interviewed. My first question is, how long have you been an RCML member?

Stacy: I have been a member for 16 years. In fact, in light of this interview, I looked at my CV to get the exact date. I noted that the very first entry, at the bottom of the list because you put them in reverse chronological order, is my presentation at RCML in 2000 in Las Vegas as a doctoral student.

Bill: So you started as a doctoral student?

Stacy: I did. That would have been the third year of my doctoral program. Upon completion of a research course where a couple of my fellow doctoral students were encouraged by our chair to attend RCML. I think RCML was going through a period where it was in Las

Vegas frequently, so we were excited to get to go to Las Vegas. We presented and eventually went on to publish that work, and I have not missed a year since.

Bill: Over your 16-year career in RCML, what positions have you held?

Stacy: I believe I have served on the conference committee. I think that's where everyone sort of jumps in and that would have been either as a doctoral student or as early career faculty. Then some of us began to discuss the idea of creating proceedings for RCML. I was not the first person to edit the proceedings, I was but definitely on the inside of discussing the need for them. During my second year as vice president for conferences I took over the proceedings and edited them for three years. So the third year I edited the proceedings, Gabe Matney edited with me, and then he took over and the process has continued.

Bill: So why did you decide to become a member of RCML?

Stacy: Let's go back to our prior conversation. Obviously, it was one that was important to my mentor and my chair of my doctoral committee at the University of Oklahoma. Beyond the fact that it was the first place I presented my own research and getting feedback two things caused me to continue coming back. The first is the welcoming nature of the people at RCML. You go into a session and you get some tough questions, but they are kind about it. The second is that there are great minds here, great researchers, and people that are involved in all kinds of mathematics education, from Pre-K through college, so you get great feedback from people, good questions. You leave feeling like your work has been extended, challenged, and nurtured. I liked that balance and feeling at this conference.

Bill: So this may be a related question. Why do you maintain your membership?

Stacy: I think for all of those same reasons. RCML is an organization, because of its size, where you can get to know people. Thus, you look forward to coming back every year. It has that sense of a professional reunion where you get to see people that you were in your doctoral program with, or maybe you were in

your first position with. Now we're all scattered across the nation, but we get to come back and see one another every year. That's one piece of it. The other is that it's an organization that I think welcomes people's involvement. So, you can feel a sense of belonging within the organization. You can start out on the conference committee and soon do a turn serving on the board in some capacity. But that sense of belonging and involvement has been very important. Especially when I look back at the early part of my career.

Bill: I think it's been an important part for a lot of us. What about RCML excites you for the upcoming year?

Stacy: Two things are very exciting to me. One is very particular to me, and then the second is about RCML more generally speaking. I'm excited this year to have a lot of doctoral students attending. I always try to drag them along, but the proximity to Oklahoma this year made that very easy for me to strongly encourage them to attend. I have four that are presenting their own research and that's exciting. Their path with RCML I hope will follow like mine did. That's one piece of it. It's exciting to be able to involve so many of them at one time in RCML. The other piece I think is the journal. That our journal is launching with Taylor and Francis. I'm anxious to see what that's going to look like a year from now. So, it will be interesting to see where we are a year from now, and that the work that's coming out from this community will be recognized and land in a lot more hands and a lot more papers and a lot more work than we've been able to do so in the past.

Bill: If you could offer some advice to a brand new RCML member, what might it be?

Stacy: Get involved. Go to as many sessions as you can, learn, pick peoples' brains, and if this feels like a place that you feel a sense of belonging, then try to get involved. Volunteer to serve on a committee, volunteer to help in some way. That will be met with equal enthusiasm I think from the organization.

Bill: It certainly has with me.

Stacy: Me as well.

Bill: I'd like you to think back over the past 16 years in RCML, and talk to me about a really memorable experience or event or occurrence.

Stacy: There are a lot of things I remember from RCML. Many of them have to do with the dinners we get to have in the evening times, the sense of community that's built. I could highlight a lot of those, but personally because I was so involved with the addition of the proceedings, that's something I feel like was a really great addition and gave an opportunity for our colleagues. Not just in this isolated public act of a presentation, but there was another way to share their work with maybe a little bit more detail through the proceedings. That's something that will stand out that I think in my 16 year or time in RCML I'm happy that we were able to bring that to fruition.

Bill: We didn't really have the proceedings before about 2000?

Stacy: No, we did not have them until that Arkansas meeting. That was the first time we had them. I'd have to go back to see on my vita when that came up. The other thing I would want to highlight is I love that we have speakers that are tangentially related to mathematics. One of our main speaker events every year is to invite someone to talk about something that's not just math education research. For me, I can remember two

of those distinctly. One was a presentation given in Las Vegas. One year we had a speaker talk about the mathematics behind the gaming industry, and the grind that's kind of built in through mathematical equations where slowly over time the public is going to end up losing money, and it's set up that way. That was a fascinating topic. The second one, which would have been another completely different year in Las Vegas, was someone who works with the Chicago symphony and talked about the mathematics of music and how you can have two people on two different times and counts and how that all has to come together. It was basically the common denominators of a fraction. That always stands out as being one of the most fascinating talks I heard. You think about those things that opened up a whole new area for you, or a new place of understanding, and I can site several of those speakers throughout the years at RCML who opened my eyes.

Bill: Stacy thank you so much for being willing to share and thank you for all 16 years. Hopefully we have 16 more.

### **Interview with Robert Wagner**

Robert is a doctoral student at The University of Florida. He is working on his Ph.D. in Education and is in his second year of doctoral study.

Bill: I'm here with Robert Wagner from the University of Florida. Is that correct? And this is your second year as a doc student?

Robert: Yes, this is my second year.

Bill: First of all, thanks for agreeing to be interviewed. I want to ask you a couple questions. How long have you been an RCML member?

Robert: This is my second year as an RCML member.

Bill: Who invited you?

Robert: My advisor suggested that I try to go to the conference last year, and recommended that I join the organization, and as a result, this is my second year. I had a great time last year, so I wanted to come back.

Bill: Thank you and I am glad you came back. The more members we have the better. How did you decide to become an RCML member in the first place? Was there anything beyond your advisor's recommendation?

Robert: I wouldn't have heard of the organization outside of that. Since it was my first year as a doctoral student, it was never on my radar. I knew what NCTM was. I had a vague understanding of AMTE, but RCML was more something unique to research. As a teacher, which is what I did for a long time, I had no research experience.

Bill: So now that you've had a year's worth of experience with RCML, what intrigues you about the organization in general?

Robert: I like the community. I feel as though there is a nice blend between professionalism and comradery. It's a way to think about your research and get feedback that guides you in a way that you might not have considered. So, it's very beneficial to get outside thoughts on your research when you're working closely



with it. Sometimes you can't find those thoughts because you're closely aligned to the research and you might never consider ideas that others might look at and see it in different ways.

Bill: Why have you maintained your membership?

Robert: It has a lot to do with the idea that my experience at the first conference was great. It was something that I felt made me grow as a doc student, and I thought it pushed me to consider how research should be done more deeply by observing all these different presentations. And then I wanted to try and replicate some aspect of that by putting together a presentation off the research that I was working on to grow toward the professional end of what it means to be a researcher. I'm still kind of familiarizing myself, this is only the second year in to my doctoral program, as to what it really means to be a researcher. I was a teacher for a long time. Thus, I feel like I'm pretty good at teaching, but as far as research goes, that's still a struggle. This is a great place because there are some really strong researchers that come to this conference that are also not looking to pick apart your research but to help guide you in how to make it better.

Bill: If you could sit down with one of these experienced researchers, or a long time RCML member, what kind of question would you ask them?

Robert: I would ask them what it's going to take to get to the next level of research. Also, what I can do to maybe push my path in the direction of working with the community of RCML. Because I like it and I know that gaining future work within a community like this is something I should strive to do because I want to be part of the mathematical education community. This is a warm community and even though it's small has a wealth of knowledge. I've been to NCTM and it's so broad that it might not be as easy to network. I feel like the networking capacity here is greater, so I would want to ask how I can get into that networking system where I'm part of the community.

Bill: I would like you to reflect back on your experiences both at this RCML annual conference and last year's. Could you tell me about a memorable experience, or occurrence at one of those conferences?

Robert: One memorable experience was the actual presentation I was part of with my colleague who is a professor at the University of Florida.

Bill: This was at last year's conference?

Robert: This was at last year's conference. And this is what made me feel as though this is a really strong community of people who are going to help you. It was the authentic interactions in the presentation between the audience and myself and my colleague. It helped us think about the research we were doing at the time, and it really shaped it. It opened up questions that I never considered. It was my first year as a doc student, so it was a great experience for me to think about what research means, and it encouraged me to want to do more research and present at the next year's conference.

Bill: Well thank you. I appreciate it. We appreciate you being an RCML member. Hopefully you'll continue to be.

## Treasurer's Report

Kerri Richardson

As of March 28, 2017, we have the following amounts on hand in our organization:

General Account: \$27,762.76  
Publications Account: \$20,268.94  
Total RCMO Accounts: \$48,031.70

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