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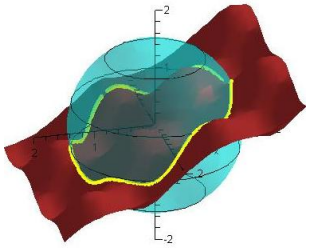

Intersection Points

The Newsletter of the Research Council on Mathematics Learning

October 2012 Volume 37, 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

PRESIDENT'S COLUMN

by Kay Wohlhuter

Assessment Messages

When I was in third grade, I was the Around the World multiplication facts champion. In case you haven't played, here is a general outline of the game – one student stands next to another student's desk, the teacher shows a multiplication fact flashcard, and the two students compete to be the first one to yell out the answer. The winner repeats the process with the next student in line. Since I won every single time we played, I thought it was fun. The message that I received from the experience was that I was good in mathematics. I use this story with my methods students not because I want them to emulate the process in their classrooms but because I want them to think about repercussions of their assessment choices. Questions that guide our discussion include: What mathematics is being assessed? Does quickly answering basic fact problems equate with being good in mathematics? Does this

type of assessment enable students to show what they know about multiplication? What message about knowing mathematics is conveyed by this assessment?

Too often assessments used in mathematics classes send the message that knowing mathematics means implementing algorithms quickly and efficiently. The field testing process for the Common Core School Standards for Mathematics assessments has begun. Although Minnesota is not a Common Core state in mathematics, I try to stay informed since my state's status could change and my students may teach in a Common Core state. What messages about knowing mathematics will be conveyed by the Common Core assessments? In my conversations with others about the Common Core School Standards, it is the Standards for Mathematical Practice component that intrigues me and helps me see the possible positive influence of the Common Core movement. The Standards for Mathematical Practice expect students to engage in actions such as making conjectures, exploring the truth of their conjectures, trying and comparing different strategies, modeling with mathematics, and communicating precisely to others. While the idea of defining mathematics expertise based on these actions is not new to mathematics education people, the message has not been heard by all of the mathematics education stakeholders. It is my hope that nation-wide assessments that measure mathematical expertise based on the Standards for Mathematical Practice will convey to all stakeholders the dynamic, multi-faceted nature of knowing mathematics. As a result, we (e.g., teachers, students, parents, state education departments, board of teaching personnel, legislators) would be on the same page working together to foster students' development of mathematical literacy and expertise.

TREASURER'S REPORT

As of October 2012 we have the following amounts on hand in our organization accounts:

General Account	$ 12,640.14
Publications Account	$ 14,026.72
Total RCML Accounts	$ 26,666.86

RCML Conference 2013

February 28–March 2, 2013
Double Tree by Hilton Tulsa-Downtown, Tulsa, Oklahoma

web.unlv.edu/RCML click on the ***Conference 2013*** tab

When is a line not a line? When it's a dance!
When is art not art? When it depicts geometric properties!
Two-step down to Tulsa in the spring for research, fellowship, and fun!
With almost 90 proposal submissions that include NCTM's President, Linda Gojak, as one of the panelist for a discussion on "Preparing teachers for the CCSS: Looking towards the future" and the Founders Lecture presented by Melfried and Judith Olson, the program promises to be exciting and thought provoking.

Conference Chair: Juliana Utley, Oklahoma State University
Program Chair: Patricia Jordan, Oklahoma State University

"Meaningful" Brownell Discussions With Graduate Students

by Travis A. Olson
University of Nevada, Las Vegas

No doubt there is a wealth of literature about and by William A. Brownell. Simply note the two volumes by Weaver and Kilpatrick (1972a, 1972b) dedicated to his theoretical and research papers. As was likely with most doctoral students, I was exposed to Brownell's writings in graduate school, in my case at Missouri by Doug Grouws and Bob Reys, among others. However, not until I started teaching a graduate course on the principles of learning mathematics had I taken the initiative to re-evaluate my own understandings of his contributions to our field.

This week as I prepared for a "template presentation" on *my* theorist (i.e., Brownell) in the principles of learning mathematics course, I am taking a minute to reflect on why I claimed William Brownell as *my* theorist for the second year in a row. I realized this year, as was the case last year, I staked my claim to Brownell for at least two reasons: The enjoyable discussions that arise in discussions with teachers (in-service graduate students ranging the K-16 teaching spectrum) related to the "meaning of" and "meaning for" arithmetic with respect to their unique content domain - *mathematics education*; and the timeliness of Brownell's more well known writings - such as, his article (Brownell, 1947) that appears in the Classics in Mathematics Education Research (Carpenter, Dossey, & Koehler, 2004).

In developing my presentation, I attempt to provide the teachers in my class with a "template presentation." This presentation simply serves to as an example presentation of what I am asking of my students. It is by no means the best and most creative attempt at a presentation to be sure, but one that provides my students with some measure of guidance. In thinking about an area of arithmetic to anchor our discussions, the past two years I have decided on engaging teachers in base-arithmetic. Such discussions are not necessarily "new" to many elementary teachers' undergraduate preparation. Books used in undergraduate mathematics coursework for elementary teachers often have base-arithmetic chapters or lessons (e.g., Billstein, Libeskind, & Lott, 2006). However, although once a prominent part of the curriculum of mathematics for secondary teachers, largely in the *new-math* era (e.g., Meserve & Sobel, 1962), base-arithmetic discussions for the most part are "new" to my secondary teachers, or at least with those teachers not inclined towards computer science coursework.

Over the past two years of presenting on Brownell, I have broached the notion of meaningful arithmetic with teachers through these base-arithmetic discussions. I have found this approach to be a way in which I can force the issue of all teachers in class being at some level of cognitive discomfort with what they *think* they know mathematically. Specifically, this allows us

to engage each other in discussions of what "meanings of" arithmetic we understand when we manipulate numbers, and the related conceptual understandings of what happens with regard to the quantities said numbers represent. These discussion also allow for further thinking about "meanings for" thinking about arithmetic in different bases as *teachers of* mathematics. In other words, the teachers seem to come away from these discussions seemingly sensitized to the idea that it is worth their time to think about what structures and "tricks[1]" stay the same in arithmetic in different bases.

Specifically, our discussions often begin with representational issues. That is, I try to pose questions to them that allow for brief assessments of what they remember and know with regard to the language of base-arithmetic. For example:

- How do you represent the number '10' in Base-10?
- How do you represent the number '8' in Base-8?, and so forth.

I am open to debate of the worth of the ambiguity of these questions, however, the overall point is to create some immediate cognitive dissonance. At different points while teachers work on these questions, I hear them toss around ideas, such as - "well, isn't '10' in Base-10 just 11 (spoken as "one, one")?" These discussions, and resolutions of how quantities are represented with numerals leads to the following questions that are intended to probe some of the "trickiness" often presented to students as "how to do the math" (e.g., canceling zeros):

In Base-5, solve the following:

- 20 / ___ = 10;
- 110 / ___ = 10;
- Such problems continue in a similar vein, with numbers in Base-5 with zero units divided by an unknown with a quotient that is the Base, 10 (CCSSM SMP 7, anyone? Look for and make use of structure?).

It is through these discussions that teachers begin discussing the "trickery" with which they have subjected students to many times. Namely, not approaching the problem with respect to the quantities represented by the numerals, but rather manipulating the numerals to arrive at an answer. In other words, not challenging students' understandings of the "meaning of" the arithmetic!

The resulting discussions of teachers' abilities to challenge and push students understandings of the "meaning of" arithmetical procedures has led to the importance of teachers' continual engagement in learning mathematics from various perspectives. In other words, teachers identify the relevance of the "meaning for" understanding arithmetic as understanding arithmetic *for* teaching mathematics. This revelation has often been most pronounced in the secondary teachers. They recognize a common complaint of their students is that "they just can't do _____ ." (the blank being filled in by any number of arithmetical procedures). However, these same teachers seemingly recognize that for them, having "meaning of" and "meaning for" is critical to make thoughtful teaching decisions and instructional moves in order to understand, challenge, and scaffold their students thinking with respect to procedurally oriented arithmetic misconceptions.

While our base-arithmetic discussions are drawing to a close, I attempt to bring connections back to the Brownell articles read in preparation for the class period (i.e., Brownell, 1945, 1947; Kilpatrick & Weaver, 1977). Inevitably, the fact arises that the Brownell articles and quotations were published 65 or more years prior to our

[1] It is worth noting that often the "hook" in these discussions focuses on the transferability between bases regarding "tricks" and "rules" teacher's often recognize that they tell kids. The "lightbulb" moments in these discussions, however, are often tied to the understandings of why these "tricks" work based on the structure of the arithmetic.

reading them. It is in these moments of class that discussions of timeliness (or rather timelessness?) become paramount. One particular recent revelation focused on the following quote from Brownell (1928) as cited in Kilpatrick and Weaver (1977):

> Children do not use a single method of dealing with numbers. Neither do they learn number facts in a single way even though the type of instruction is drill and even though every effort is directed toward securing uniformity of mental processes. Children differ markedly in the ways in which they think of numbers and in the ways in which they learn number facts. No adequate measurement of degrees of development can be made, therefore, unless the measures of speed and accuracy are supplemented by a measure of the maturity of the processes employed in dealing with numbers. (p. 201 / p. 384)

The revelation expressed by a teacher related to continual efforts by many teachers, consciously or not, to "secure uniformity in mental processes." The fact that Brownell published this over 80 years ago, I feel, beckons us to take pause and consider what likely draws many of us to continue our membership and affiliation with the Research Council on Mathematics Learning. I would wager that we value Brownell's perspectives, and that it is not just "children" who do not, and should not use singular methods in dealing with mathematics. Rather, we see the richness in mathematical discussions in the non-uniformity of mental processes with with we all approach solving problems, from young children to graduate students to our own continually emerging understandings.

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Weaver, J. F., & Kilpatrick, J. (Eds.). (1972b). *The place of meaning in mathematics instruction: Selected research papers of William A. Brownell (Studies in Mathematics Vol. 22)*. Stanford, CA: School Mathematics Study Group.

MEMBERSHIP REPORT

Membership Report: As of October 2012, total membership stands at 78 members.

Additionally, RCML now has established a PayPal account; this link is up and ready for paying your 2012 conference registration now! We will soon have a new membership form - filled out and submitted online - together with the PayPal button that will allow you renew your membership for 2012 completely online! Look for a reminder email about membership renewal as we move toward the end of the year.

Please direct those wanting to join RCML to our website
http://web.unlv.edu/RCML/memberform.html

2013 MEMBERSHIP

Membership payment is due on 1 January for the calendar year 2013. To renew your membership please send **$35** to the treasurer, Jean McGehee at the address below. Also, notify Mary Swarthout, Membership Chair, at swarthout@shsu.edu that you are becoming a member by filling out the form located at our website http://web.unlv.edu/RCML/memberform.html and mailing this to her address

Dr. Jean McGehee
RCML Treasurer
Central Arkansas
12160 Southridge,
Little Rock, AR 72212

Dr. Mary B. Swarthout,
RCML Membership Chair University of
Sam Houston State University
Math & Statistics Department
PO Box 2206
Huntsville, TX 77341-2206

Preparing for Elections

Current 2012 members will receive an email message that will contain information that will allow both on-line and mail-in participation in the election. Voting will end on December 1, 2012. The candidate information is provided for your use as you prepare to mark your ballot. Thank you for taking time to vote! Any questions or if further information is needed, contact Mary Swarthout [swarthout@shsu.edu].

Secretary: Serves a two-year term. Executive Committee Member

- Maintains minutes for meetings of the Executive Board and at the Annual Business meeting
- Presents business meeting minutes for approval at the Annual Business Meeting

CANDIDATES for the position of SECRETARY: (The two candidates for position of secretary are presented in alphabetical order.)

♦ **DARLINDA CASSELL**
Institution: University of Central Oklahoma

Why do you want to be considered for this office?

I have been attending and presenting at RCML conferences since 2000. I value RCML's conference because of the supportive atmosphere for students and beginning researchers as well as the research in mathematics and mathematics education. I think it is time for me to give back to RCML and I am excited about the possibility of doing so.

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

I think one of the challenges RCML still faces is how to continue to increase the list of members while maintaining current memberships. Another challenge is how to increase the number of participants at the conference each year.

How would you seek to accomplish these challenges if you are elected to this office?

One way of helping people feel connected to the conference may be to introduce professors and their students during one of the lunch sessions. It would be nice to recognize members who are first time attenders as well as those who have attended 5, 10, 15+ years. We want to encourage the regular members to meet the new members.

Describe your participation in RCML.

I attended and presented at my first RCML conference when I was a doctoral student at the University of Oklahoma. Now I enjoy bringing students, mainly undergraduates and master level students to the conferences because I know they will feel supported as beginning researchers. They will also leave the conference with a wealth of information concerning mathematics education.

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

As part of the elementary faculty at UCO, I have recorded minutes at our meetings so we can have a record of the items discussed. Those were rewritten and sent to the ELED faculty. I have also been a PI for several grants and have had to turn in reports at various stages of the grants.

♦ **VALERIE SHARON**

Institution: Sam Houston State University

Why do you want to be considered for this office?

I first became involved with RCML in 2009 while a graduate student at Oklahoma State University and have attended their annual conferences each year since. As a first time presenter, I appreciated the feedback and support offered by those who attended my session. I believe RCML provides the opportunity for researchers in mathematics education to share their research and concerns in this field no matter what stage they are in their career. I would like to have the opportunity to help the organization grow in both membership and involvement.

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

The primary challenge deals with membership and the effects lack of membership could have on the ability to host future conferences and continue publishing our journal.

How would you seek to accomplish these challenges if you are elected to this office?

Work with other members of the board to identify ways to increase membership and take on responsibilities associated with that challenge, for example, contacting former members of the organization.

Describe your participation in RCML.

I have attended the last four conferences hosted by RCML, including each annual business meeting, and have volunteered to run for an office on the board in the past.

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

I have been involved in mathematics education (preparing prospective teachers) for over seven years. Although I have never held a post on a national organization, I have served as a Program Chair (one year) for a small, local organization in the past.

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

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

CANDIDATES for the position of Conference Committee Member: (The <u>six candidates</u> for the <u>two available positions</u> are presented in alphabetical order.)

♦ **LYNN COLUMBA**
Institution: Lehigh University

Why do you want to be considered for this office?

I would appreciate the opportunity to serve in RCML, a mathematics organization that has always provided current research and research-affirmed best practices for its membership. RCML has warmly received my doctoral students in presenting their research as well as my own research. In addition, I dedicate myself to encouraging other educators to join our organization. Together, we will strive to enhance the learning and networking that will advance mathematics education.

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

There is a real urgency in the mathematics community with the publication of the Common Core State Standards in Mathematics. Teaching mathematics does look different *now* and RCML will lead the way in providing current research to support its membership and to lead the way with the most current research-affirmed best practices.

How would you seek to accomplish these challenges if you are elected to this office?

The Conventions Committee works to provide the RCML membership with a program that is informative where our colleagues have an opportunity to share their research as well as to dialog about their efforts in the mathematics community. As a member of the Conventions Committee, I would maintain the practice of planning our locations three to five years in advance. Also, I would to seek out guest speakers who are cutting-edge in their research, along with our membership proposals. In addition, another goal would be to maintain our warm and inviting climate for our membership, especially for doctoral students and those beginning their careers in mathematics education.

Describe your participation in RCML.

I was the Program Chair for the RCML conference in 2011, Cincinnati, OH. [I reviewed proposals, sent acceptance letters, and prepared the program for the conference.] I reviewed conference proceedings for the 2012 conference and I have volunteered to review for the 2013 conference. I regularly attend the conference and typically I bring doctoral students to present their research.

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

Currently, I chair the Conventions Committee for School Science and Mathematics Association and I am serving on the Program Committee for the NCTM Regional conference in Hartford, CN. As previously shared, I was the Program Chair, along with Bob Drake, who was the conference chair for the 2011 RCML conference in Cincinnati, OH. This was truly a learning experience and we updated a conference guide for our colleagues to assist in the following years.

♦ **KANSAS CONRADY**

Institution: University of Oklahoma

Why do you want to be considered for this office?

The RCML Annual Conference was my first research conference experience and I was welcomed to the community with open arms. The support and guidance I have received over the last several years helped to shape who I am today and would like to be a part of the committee that will continue to provide these opportunities in the years to come.

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

Because a successful conference is dependent upon the people in attendance, one of the biggest challenges facing RCML for the next two years is how to provide a quality conference that will fit within the smaller travel budgets that many of the members are currently facing. A second challenge faced by RCML is how to grow the membership while maintaining the close network currently in place. A strength of RCML is the opportunity to talk with and network with the people you see in multiple sessions, especially over multiple years. Growing the organization will provide a greater diversity in ideas but the network is something that must be maintained.

How would you seek to accomplish these challenges if you are elected to this office?

Overcoming these challenges will require working closely with other members of the conference committee to provide opportunities for networking both within and outside the conference times. I will work to understand these issues in greater detail, seek out, and offer potential solutions while keeping a focus on the big picture.

Describe your participation in RCML.

RCML is an organization that is very near to my heart. It is through this organization that I was introduced to the world of research conference presentations and the subsequent discussions that arise out of these presentations. Since my first conference as a graduate student in Oklahoma City and the many presentations I have given every year since, I have looked forward to the conversations with colleagues at this conference. As a member of the conference committee I hope to serve both the organization and the mathematics education community at large for many years to come. Thank you for your consideration for this position.

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

I am a very organized and details oriented person that also maintains focus on the overall big picture. While I do only have very limited experience in professional organizations at this time, I do have several successful experiences overseeing and coordinating events and activities involving many people. I hope to continue to grow and build on these foundational experiences while serving on the conference committee.

♦ **TRAVIS OLSON**

Institution: University of Nevada, Las Vegas

Why do you want to be considered for this office?

Serving on the conference committee will allow me to better understand the ways in which RCML conferences are organized, announced, and conducted. Serving on this committee will also allow me to better understand ways in which I can more strategically spread the word of the professional value of presenting at, and attending RCML's more intimate conferences in which attendees offer thoughtful and personalized professional feedback and collaboration opportunities in and outside of sessions.

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

I believe a challenge for RCML, which is not unique to our professional organization, is positioning itself to be relevant to a range of persons interested in research in mathematics learning. For new scholars in our field, there are myriad professional opportunities in organizations, however, I believe the strength of RCML lies in its established membership and the mentoring and guidance offered to young scholars entering the organization from among our members. As such, one of our challenges lies in spreading the word of the "value added" to young scholars' professional lives through interactions in RCML. I believe that one way in which RCML adds value is through the variety of potential interactions available each year at the annual meeting - from presenting, to attending sessions, to publishing in the proceedings, to discussing ideas for manuscripts to submit to *Investigations in Mathematics Learning*.

How would you seek to accomplish these challenges if you are elected to this office?

As a person relatively new to the profession, I believe that one way I can specifically seek to accomplish challenges of relevance to young scholars is by providing perspective on what is seen as value added from the vantage point of thinking about tenure and promotion issues.

Describe your participation in RCML.

Although I have attended a RCML conference many times during my academic and personal life (including during my masters degree work with RCML members at Western Illinois University), I have only recently been an active member of the organization. Additionally, I have published in the RCML journal, presented at the 2011 conference, and published in those conference proceedings.

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

I have served on organization-wide committees for the Association of Mathematics Teacher Educators. Notably, I have served on their membership, constitution and by-laws, and communications committees. I was also a part of the communications taskforce that led to the

creation of the newly organized communications committee, of which I was asked to serve as an initial member.

♦ ADRIENNE REDMAN-SONOGO

Institution: Oklahoma State University

Why do you want to be considered for this office?

As a graduate assistant for the School Science and Mathematics Association, I had the honor of helping with the annual conventions. I enjoyed the work we did preparing for the conference and I thought I could be of service to help on the RCML Conference Committee as well.

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

RCML is on the forefront of research in mathematics teaching and learning. With the implementation of the Common Core Standards, we will be embarking on all sorts of new and innovative research projects that gauge whether or not students are learning to the depth and breadth called for in the standards. I believe one of our biggest challenges will be to get this information out to the educational stakeholders that need it the most, teachers and those that create policy. Another challenge we face is the rising cost of presenting and attending conferences as travel budgets across the nation shrink. One of the reasons I would like to serve on this committee is so that RCML remains one of the most informative yet affordable conferences in mathematics education.

How would you seek to accomplish these challenges if you are elected to this office?

As a member of the conference committee, I would address the aforementioned issues by helping to keep our conferences affordable and accessible to teachers, professors, and policy makers. I hope to be a part of a team that chooses locations that are affordable but that will encourage our fellow mathematics educators to participate in valuable dialogue.

Describe your participation in RCML.

I joined RCML in 2005. I was an active participant and presenter in Oklahoma City, Rome Georgia, and last year as well. I would like to be more involved in the organization.

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

I was the School Science and Mathematics Association graduate assistant for two and a half years. During that time, I helped to organize the annual convention, helped with convention registration, helped with the financial aspects of the convention and volunteered my time at the registration table during the convention.

♦ **JEREMY STRAYER**

Institution: Middle Tennessee State University

Why do you want to be considered for this office?

I have some experience with event planning in the past and would like to serve RCML by helping plan future conferences.

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

The top challenges for RCML include growing the membership and increasing attendance at annual meetings by graduate students and faculty alike.

How would you seek to accomplish these challenges if you are elected to this office?

I would communicate through professional networks to spread the news about RCML conferences and the benefits of being an RCML member.

Describe your participation in RCML.

I have presented at the last two RCML annual conferences.

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

Over the last 10 years, I have presented at multiple math education conferences and have planned smaller institutes for teacher participants.

♦ **SEAN YEE**

Institution: California State University, Fullerton

Why do you want to be considered for this office?

I have presented at the conference for the last three years because I have found the conference incredibly nurturing and supportive. Participants of RCML's annual conference are not trying to make a name for themselves, they are genuinely trying to aid students and educators in the learning of mathematics through mathematics education. It is important that the conference continue to be about growth and professionalism and I will hold to these tenets.

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

With the fluctuating economy, implementation of the common core standards, and perpetual change in technology, it is vital to remember the foundations of mathematics education. The struggles of the pioneers of the field (Cobb, Steffe, Davis, Polya, Brownell, Kilpatrick, Silver, Grouws, Erlwanger, Van Hiele, Schoenfeld, Tall, Thompson, and Carpenter) needs to be remembered because these pioneers faced similar political and social weather patterns. How these pioneers weathered such storms is wisdom that can aid the changing field of mathematics

education. I think the greatest challenge RCML (and mathematics education) faces is striving for this wisdom while still embracing the theories of a new generation professionally.

How would you seek to accomplish these challenges if you are elected to this office?

If I were elected as a Board Member of the Conference Committee, I would make sure to aid writers and young professionals in understanding theories that came before them. I am not saying I would oppose proposals that lacked a historical narrative in their literature review. Instead, I am suggesting that we request our reviewers to offer more constructive criticism relative to a proposal's theoretical framework. This is how a reviewer can cause enough disequilibrium to have the proposer really challenge how they have interpreted the results of their study so that the presentations and proceedings are better equipped to weather the political and social changes previously discussed.

Describe your participation in RCML.

Over the past three years, I have presented a proceedings paper each year focusing on problem solving, linguistics, and listening theory with respect to secondary mathematics education. I have also reviewed papers for the last three years and found the process enlightening and valuable. I have greatly enjoyed the plenary sessions and the respect given in all sessions that do not judge one's questions or comments by age, experience, or status. Instead, the questions and comments are judged on their own merits and treated gently to encourage continual scholarship. I enjoy participating in RCML conferences because they are rigorous but nurturing.

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

I have reviewed and presented at many conferences. Moreover, I have collaborated with board members such as my doctoral advisor, Anne Reynolds, and Alan Zollman. I have been published in the RCML Newsletter (April, 2011) and I will be published in Spring edition of the RCML Journal. Because of these and the following reasons, I believe I would be a contributive member of the Board.

The Pulse of RCML Publications-- Fall 2012

Sheryl A. Maxwell, VP

Watching a duck glide through the water fascinates and amazes me. How can the seemingly tranquil duck travel through the water, accomplishing its mission with seemingly its focus in so many differing directions? It glides here and there taking advantage of the situations that occurs within its surroundings—a quick change of direction to taste a differing morsel of food. A warning call from another duck and the duck heads back to the middle of the lake. What is not seen is the furious paddling beneath the water, which makes the above water action appear to be smoothly accomplished.

The publication portion of RCML is similar to the above illustration. Last spring the Executive Committee of RCML received notice from Editor Jean Schmittau that she desired to discontinue editorial functions. Thus, the transition to a new editor began. We found that a long-time member, Dr. Vicki Schell, was interested in this position. We also learned that there were at least three issues of the journal currently underway.

Here is what will occur in the coming year. Volume 5 of the RCML Journal, *Investigations in Mathematics Learning,* will be the culminating work of Dr. Schmittau, as editor. Dr. Schell will transition into the editorship position this academic year with her name appearing as the RCML Editor with the first issue of Volume 6. The issues will occur as before: Fall issues were already mailed in mid-September; Vol. 5, No. 2 issue will be mailed to subscribers in Winter 2013; Vol. 5 No. 3 issue will be published in Spring 2013. Volume 6, Number 1 issue will be prepared and mailed in September 2013.

In 2008 the RCML Executive Board assumed the ownership of the RCML journal, changing its name to *Investigations in Mathematics Learning*. Over 80% of the $35 annual dues is used as monetary support for printing, publishing, and mailing the issues of the journal. Your individual 2012 RCML dues is linked specifically to the publishing and printing of the Volume 5 issues. If you have any questions regarding your continued receipt or lack of receiving Volume 5 issues, please contact me at 901-755-2131, or smaxwell@memphis.edu

We would like to encourage all members of RCML to consider serving as manuscript referees for *Investigations*. If you are not already serving in this capacity and would like to do so, please contact Dr. Schell at rcmleditor@cox.net

Dr. Schell will have an open session at the 2013 annual meeting, to discuss the editing/acceptance process for *Investigations in Mathematics Learning.* We encourage all potential authors to attend.

Accolades to Dr. Jean Schmittau, Editor

Focus on Learning Problems in Mathematics: September 1989 - Fall 2008

Investigations in Mathematics Learning: November 2008 – May 2013

A heartfelt thanks to Dr. Jean Schmittau for being an outstanding editor of the RCML journal through its years of evolution. Our RCML Journal has developed to become one of the premiere mathematics education journals in the world. If an author's idea presented in a submitted manuscript format intrigued her, she would challenge the author to clarify the intended message. For our readers, she has instinctively recognized the significance of authors' ideas, directing these innovative thoughts and research to be shared in unique ways. During her service as editor of *Focus on Learning Problems in Mathematics/Investigations in Mathematics*

Learning, Dr. Schmittau has been known and appreciated for her delicate nurturing of manuscripts and authors – and future editors: under her guidance and support, Dr. Schell served as "Guest Editor" for two special issues of *Focus*. If you have submitted any manuscripts, and/or published an article in any issue of *Focus* and/or *Investigations* you know how lucky we have been to be nurtured by Jean. She has helped us make our work more readable and succinct for the readers. We have become better authors and editors by being challenged to focus on the message we wished to share. During the past six years, I have worked closely with Jean as we assumed ownership of the RCML journal. I appreciate not only her friendship, but also her professional opinions and judgments.

Dr. Schmittau has a BS in Mathematics and Chemistry, a MS in Mathematics from Marquette University, and a PhD in Educational Psychology, Cognitive Development and Mathematics from Cornell University. She is a Professor in the Graduate School of Education at the State University of New York at Binghamton. Her research interests center around mathematical learning and cognition, with a special emphasis on Vygotskian psychology.

While we will miss her gentle but sure hand in editing *Investigations in Mathematics Learning*, we know that we will continue to acquire knowledge from Dr. Schmittau, as she continues enlightening the world of mathematics learning through her teaching and research.

Introducing Dr. Vicki Schell

New Editor, *Investigations in Mathematics Learning*

Vicki Schell has been a member of RCML since 1990. She received her Ph.D. from Northern Illinois University, working with Merlyn Behr. Her research interests center on the learning of geometry and rational numbers, and the role of language in learning mathematics. She has been serving as District Department Head of Mathematics at Pensacola State College, and is co-author of a high school geometry text. She served as Guest Editor on two special issues of Focus, working closely with Jean Schmittau. She recently retired from Pensacola State College and has more time to devote to editorship duties. We look forward to the continuance of *Investigations in Mathematics Learning* to be an outstanding journal.

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