



SIG/Research in Mathematics Education
American Educational Research Association
<http://www.sigrme.org>

Winter/Spring 2009 Newsletter

SIG/RME Executive Board

Co-Chairs

Patricia F. Campbell
University of Maryland
2007-2009

James Middleton
Arizona State University
2008-2010

Treasurer

Amanda Jansen
University of Delaware
2008-2010

Communications

Jeffrey Choppin
University of Rochester
2007-2009

Electronics

Gwen Lloyd
Virginia Tech
2007-2009

Awards

Corey Drake
Iowa State University
2008-2010

Events

Sandra Crespo
Michigan State University
2007-2009

What's Inside

Election results	p. 2
NCTM news	p. 3
AERA news	p. 3
AERA Schedule	p. 5
Request for hard copy	p. 15
Membership dues and contact information	p. 15
SIG/RME website	p. 16
Address Correction Form	p. 16

Congratulations to the newly elected officers!

Co-chair
Arthur Powell

Events Board Member
Jeff Shih

Communications Board Member
Despina Styliano

Electronics Board Member
Indigo Esmonde

We appreciate their willingness to serve SIG/RME the next two years. We extend our thanks to outgoing board members Patricia Campbell, Gwen Lloyd, Sandra Crespo, and Jeffrey Choppin.

NCTM Research Pre-Session Information

The NCTM Research Pre-Session will be held in Washington, DC April 20 - 22, 2009 at the Walter E. Washington Convention Center. The schedule for the Pre-Session goes as follows:

Opening Session: Monday, April 20 from 7:00 – 8:30pm

Speaker: Adam Gamoran, University of Wisconsin-Madison

Title: “Can Standards-Based Reform Help Close the Poverty Gap in Mathematics Achievement?”

Reception to follow

Plenary Session: Wednesday, April 22 from 8:30-10:00am

Speaker: Megan Franke

Title of talk: “Identity, Equity, and Professional Development: Supporting Learning”

Poster Session will be Monday, April 20 from 5:15-6:30pm

Concurrent sessions run on Tuesday, April 21 from 8:30am-6:00pm and Wednesday, April 22 from 10:30am-4:40pm.

For more information, send an email to Judith Quander at jquander@nctm.org.

AERA News

The 2009 Annual Meeting of the American Educational Research Association (AERA) will take place on April 13-17 in San Diego, CA. Registration and hotel information can be located at www.aera.net, as can an online searchable program detailing all session titles, times, and locations. Abstracts of presentations may be accessed within the listing of an individual session.

Based on the total number of proposals received (10,779 for the 2009 meeting) and the number of proposals received by each division and SIG, each division and SIG was allocated a proportionate number of session time slots for the Annual Meeting. A minimum of one time slot for a Business Meeting and of one time slot for a Paper Discussion session (formerly known as a Roundtable session) was allotted to each division and SIG. Accepted proposals to the 2009 Annual meeting are assigned across 1,440 sessions.

As a result of this process, SIG/RME was allocated 15 sessions at the 2009 Annual Meeting, in addition to a time slot for a Business Meeting. Of these 15 sessions, 2 sessions were required to be Paper Discussion sessions, with a maximum of 13 submissions to be assigned across those 2 Paper Discussion (Roundtable) sessions. The time allocated for a Business Meeting could not be transformed into a time for a different type of session. No submission requested an interview, workshop, off-site visit, demonstration, performance, interactive symposium, or structured poster format. The implication of the allocation and the requested formats was that a single session would be identified as a symposium session (assigning one submission per session), an individual paper session (assigning 4 or 5 submissions per session), a paper discussion session (assigning 6 or 7 roundtables per session), or a poster session (assigning no more than 16 submissions per session).

Three independent reviewers evaluated each submission. Graduate students did serve as reviewers of some submissions, but at most one graduate student reviewed any single submission. The decision to accept or reject a submission was made prior to assignment to session type. The table below indicates the number of submissions received, accepted and rejected in each category (symposium, individual paper, paper discussion [roundtable paper], and poster).

Type of Session	Number Submitted	Number Accepted in Venue Submitted	Number Accepted for Paper Discussion Session (Roundtable) but not Submitted to that Venue	Number Rejected
Symposium	9	5	0	4
Individual Paper	71	35	4	32
Paper Discussion (Roundtable)	10	4	---	6
Poster	8	0	5	3
Total	98	44	9	45

Of the 15 sessions allocated to SIG/RME, 5 were assigned as Symposium sessions (5 submissions accepted), 8 were assigned as Individual Paper sessions (35

submissions accepted), and 2 were assigned as required as Paper Discussion sessions (13 submissions accepted). Assignment to session type was based on an evaluation of the submission reflected across the reviews, session type requested, and cohesiveness of resulting Individual Paper sessions.

AERA Schedule

SIG/RME Business Meeting and Senior Scholar Award Presentation

Tue, Apr 14 - 6:15pm - 8:15pm

Building/Room: San Diego Convention Center / Room 5A

Chair: Patricia F. Campbell (University of Maryland) patc@umd.edu

Invited Address: *Confessions of an Accidental Theorist (an Ongoing Saga)*
Alan H. Schoenfeld (University of California)

Paper Sessions:

Mathematics Education Research at the High School and Collegiate Level

Mon, Apr 13 - 12:00pm - 1:30pm

Building/Room: San Diego Convention Center / Room 5A

Chair: Thomas P. Hogan (University of Scranton) Thomas.Hogan@Scranton.edu

Discussant: Robert M. Capraro (Texas A&M University) rcapraro@tamu.edu

An Investigation Into Introductory Statistics Students' Understandings of Statistical Hypothesis Testing

Toni M. Smith (Montclair State University)

Diagnosing Statistical Inference Skills Using the Rule Space Model

Seongah Im (University of Hawaii), Yue Yin (University of Illinois at Chicago)

Witness to a Demonstration: Recipient Design of Mathematical Argument Among Undergraduate Calculus Students

Ann R. Edwards (University of Maryland), Kellyn Nicole Farlow (University of Maryland), Senfeng Liang (University of Maryland), Rogers P. Hall (Vanderbilt University)

The Impact of Reformed Teaching Methods in High School Mathematics Classrooms: A National Examination of Trends

Monica Stumpff Yudron (Harvard University), Catherine C. Riegler-Crumb (University of Texas), Chandra Muller (University of Texas)

Methodology and Instrumentation for Mathematics Education Research

Mon, Apr 13 - 2:15pm - 3:45pm

Building/Room: San Diego Convention Center / Room 5A

Chair: Naomi Jeffery Petersen (Central Washington University) NJP@cwu.edu

Discussant: Tom E. Munk (Westat) tommunk@westat.com

Using Mixture Rasch Models to Assess Middle Grades Teachers' Capacities to Reason About Arithmetic With Rational Numbers

Andrew G. Izsak (San Diego State University), Chandra H. Orrill (University of Georgia), Allan S. Cohen (University of Georgia), Rachael Eriksen Brown (University of Georgia)

Examining Psychometric Properties of the Child Observation Record Using Rasch Analyses

Elena Malofeeva (High/Scope Educational Research Foundation), Zongping Xiang (High/Scope Educational Research Foundation), Marijata C. Daniel-Echols (High/Scope Educational Research Foundation)

Using Propensity Scores to Improve Causal Inference in Mathematics Education

Suzanne E. Graham (University of New Hampshire)

The Relationships Among Math Self-Concept, Math Self-Efficacy, and Mathematics Achievement: Structural Equation Models of Longitudinal Data

Hsin-Yi Kung (National Changhua University of Education), Kuan-Long Shih (National Changhua University of Education)

Mathematics Content and Pedagogical Knowledge of Preservice and Inservice Teachers

Tue, Apr 14 - 8:15am - 9:45am

Building/Room: San Diego Convention Center / Room 5A

Chair: David K. Pugalee (University of North Carolina - Charlotte)

dkpugale@uncc.edu

Discussant: Michael Steele (Michigan State University) mdsteele@msu.edu

Interns and Mentors Talk About Solving Equations: Insights Into the Norms of Mathematics Teaching Practice

Kristen Bieda (Michigan State University), Hagit Sela (University of Maryland), Daniel I. Chazan (University of Maryland)

Mathematics Teachers' Abilities to Interpret Fraction Operations With Drawn Representations

Chandra H. Orrill (University of Georgia), Rachael Eriksen Brown (University of Georgia), Susan Sexton (University of Georgia), Soojn Lee (University of Georgia)

The Roles of Examples in a Prospective Secondary Mathematics Teacher's Use of Mathematical Processes When Doing and Teaching Mathematics

Glendon W. Blume (The Pennsylvania State University), Heather L. Godine (The Pennsylvania State University), Duane Graysay (The Pennsylvania State University), Jeanne K. Shimizu (The Pennsylvania State University)

The Lived Experiences of Elementary Preservice Teachers in Mathematics Content Courses

Susan L. Swars (Georgia State University), Lynn C. Hart (Georgia State University)
Put the Story Back Into Story Problems: Effect of Causal Narrative on Mathematical Word Problem Comprehension
Glenn Gordon Smith (University of South Florida), Helen Gerretson (University of South Florida)

Culture, Community, and Equity in Mathematics Education

Tue, Apr 14 - 10:35am - 12:05pm
Building/Room: San Diego Convention Center / Room 5A
Chair: Julius Davis (University of Maryland) jdavis24@umd.edu
Discussant: Ruth Cossey (Mills College) rcossey@mills.edu

A Framework for Considering Culture in Mathematics Education
Anita A. Wager (University of Wisconsin)

Investigating Mathematics Learning Trajectories: The Impact of Schools and Neighborhoods
Andrew Noyes (University of Nottingham, UK)

Connecting Mathematics Education and Community: First Findings of a National Study
Robert M. Klein (Ohio University), Aimee A. Howley (Ohio University), Craig B. Howley (Ohio University)

Analyzing Math Assessment Scores, Math Coursework, and Contextual Factors in Urban High Schools
Carol S. Parke (Duquesne University)

African American Men and College Mathematics: Gaining Access and Obtaining Success
Christopher Charlie Jett (Georgia State University)

The Impact and Focus of Professional Development in Mathematics Education

Tue, Apr 14 - 4:05pm - 5:35pm
Building/Room: San Diego Convention Center / Room 5A
Chair: Amanda Marie Jansen (University of Delaware) jansen@udel.edu
Discussant: Megan E. Staples (University of Connecticut)
megan.staples@uconn.edu

Responding on the Basis of Children's Mathematical Thinking

Victoria R. Jacobs (San Diego State University), Lisa L. Lamb (San Diego State University), Randolph A. Philipp (San Diego State University), Bonnie Schappelle (San Diego State University)

Transforming Middle School Geometry: Professional Development Materials That Support the Teaching and Learning of Similarity

Nanette M. Seago (WestEd), Mark J. Driscoll (Education Development Center, Inc.)

A Longitudinal Study of the Impact of Teachers' Professional Development on Students' Math Achievement

Kathy A. Gullie (University at Albany - SUNY), Dianna L. Newman (University at Albany - SUNY), Kristina Mycek (University at Albany)

What Do Principals Need to Know to Support Mathematics Reform in Their Schools?

Kristen E. Reed (Education Development Center, Inc.), Lynn T. Goldsmith (Education Development Center, Inc.), Will J. Jordan (Temple University), Barbara Scott-Nelson (Education Development Center, Inc.)

Research on Mathematics Teaching and Learning in Secondary Schools

Wed, Apr 15 - 10:35am - 12:05pm

Building/Room: San Diego Convention Center / Room 5A

Chair: Carol Fry Bohlin (California State University - Fresno) carolb@csufresno.edu

Discussant: John K. Lannin (University of Missouri) lanninj@missouri.edu

A Prospective Secondary Mathematics Teacher's Use of Processes: The Role of Mathematical Precision and Connectedness

Mary Kathleen Heid (The Pennsylvania State University), Shiv Karunakaran (The Pennsylvania State University), Donna G. Kinol (The Pennsylvania State University)

Locally Logical Mathematics: An Emerging Teacher Honoring Both Students and Mathematics

Rose M. Zbiek (The Pennsylvania State University), Susan A. Peters (The Pennsylvania State University), Tracy M. Boone (The Pennsylvania State University), Kim H. Johnson (The Pennsylvania State University)

An Investigative Lesson With Dynamic Geometry: Structuring Features of Technology Integration in Classroom Practice of School Mathematics

Kenneth Ruthven (University of Cambridge)

The Effects of Computers in Schools on Math Achievement: A Meta-Analysis of Existing Literature

Qing Li (University of Calgary), Xin Ma (University of Kentucky)

The Reasoning and Understanding of Elementary and Middle School Mathematics Learners

Thu, Apr 16 - 10:35am - 12:05pm

Building/Room: San Diego Convention Center / Room 5A

Chair: Mary Q. Foote (Queens College - CUNY) mary.foote@qc.cuny.edu

Discussant: Pamela L. Paek (Center for Assessment) ppaek@nceia.org

Children's Abstraction of Iterative Units to Measure Linear Space: A Learning Trajectory for Teaching Length

Jeffrey E. Barrett (Illinois State University), Craig Cullen (Illinois State University), Jenni McCool (Illinois State University), Douglas H. Clements (University at Buffalo - SUNY), Chepina Witkowski (Illinois State University)

Effects of Transparent Terminology on Learning Fraction Concepts: A Cross-Cultural Examination

Jae H. Paik (San Francisco State University), Shinchieh Duh (San Francisco State University)

The Development of Middle School Students' Algebraic Thinking: A Longitudinal Study

Jinfa Cai (University of Delaware), John Moyer (Marquette University), Ning Wang (Widener University), Bikai Nie (University of Delaware)

Pictures and Words or Symbols: Which Strategy Is Used by Students to Solve Mathematics Problems?

Brian James Frasier (University of Massachusetts Lowell)

The Microdevelopment of Model-Based Reasoning in Children's Discovery of Calculus

Angela Courtright (University of California - Santa Barbara)

Venues for Defining and Differentiating Teacher Knowledge and Professional Expertise in Mathematics Education

Thu, Apr 16 - 2:15pm - 3:45pm

Building/Room: San Diego Convention Center / Room 5A

Chair: Janine Remillard (University of Pennsylvania) janiner@gse.upenn.edu

Discussant: Karen D. King (New York University) karen.d.king@nyu.edu

Knowledge of Students' Mathematics Identity Formation: An Argument for Inclusion in Mathematics Teacher Knowledge Discourse

Lawrence M. Clark (University of Maryland)

Characterizing the Ways Teachers Extend Student Thinking

Nesrin Cengiz (University of Michigan-Dearborn), Theresa J. Grant (Western Michigan University), Kate M. Kline (Western Michigan University)

Developing a Focus on Mathematics in Examining Out-of-School Practices: Moving Beyond Context in Professional Development

Edd V. Taylor (Northwestern University), Anita A. Wager (University of Wisconsin)

Japanese Conceptions of High-Quality Mathematics Instruction

Douglas L. Corey (Brigham Young University), Benjamin Merrill Lewis (Brigham Young University), Jared Bukarau (Brigham Young University), Blake E. Peterson (Brigham Young University)

Symposia

Multilevel Insights Into Teacher Learning: Case Studies to Districtwide Reform

Mon, Apr 13 - 4:05pm - 5:35pm

Building/Room: San Diego Convention Center / Room 5A

Session Participants:

Organizer: Daniel Battey (Arizona State University) Daniel.Battey@asu.edu

Chair: Daniel Battey (Arizona State University) Daniel.Battey@asu.edu

The District Setting

Meg Stark (Arizona State University)

One Teacher's Struggle to Adapt Her Classroom to Reform Practices

Brandon Holding (Arizona State University)

Social Norms in Mathematics Classrooms and Their Relationship With Teachers' Perceptions of Mathematics Teaching Practices

Hyun Jung Kang (Arizona State University)

Collective Engagement in Change: The Case of a First-Grade Teacher Group

Jennifer Lewis (Arizona State University)

Boys Versus Girls in a First-Grade Classroom

Paula Guerra (Arizona State University)

Pulling It All Together: Multi-Level Insights From the 21 Participating Classrooms

Finbarr C. Sloane (Mary Lou Fulton College of Education), Daniel Battey (Arizona State University)

Factors Influencing Middle Grades Students' Algebra Learning: Multiple Research Perspectives

Tue, Apr 14 - 12:25pm - 1:55pm

Building/Room: San Diego Convention Center / Room 5A

Organizer: Linda Dager Wilson (American Association for the Advancement of Science) lwilson@cathedral.org

Chair: Jo Ellen Roseman (American Association for the Advancement of Science)
jroseman@aaas.org
Discussant: Paola Sztajn (North Carolina State University) Paola_Sztajn@ncsu.edu
Participant: Linda Dager Wilson (American Association for the Advancement of Science)
Participant: Victor L. Willson (Texas A&M University)
Participant: Jon R. Manon (University of Delaware)
Participant: Dawn M. Berk (University of Delaware)
Participant: Mary Ann Huntley (Cornell University)

Knowledge for Teaching Mathematics: A Structured Inquiry

Tue, Apr 14 - 2:15pm - 3:45pm
Building/Room: San Diego Convention Center / Room 5A
Organizer: Lauren Wagener (University of Tennessee) wagener@math.utk.edu
Chair: Robert N. Ronau (University of Louisville) bob@louisville.edu
Chair: Lauren Wagener (University of Tennessee) wagener@math.utk.edu
Discussant: Edward A. Silver (University of Michigan) easilver@umich.edu
Participant: Barbara J. Dougherty (The University of Mississippi)
Participant: Christopher R. Rakes (University of Louisville)
Participant: Jamie S. Pyper (OISE/University of Toronto)
Participant: Finbarr C. Sloane (Mary Lou Fulton College of Education)
Participant: Corey Drake (Iowa State University)
Participant: Michael Steele (Michigan State University)

Teachers' Knowledge and Perceptions of Mathematics Teaching

Wed, Apr 15 - 12:25pm - 1:55pm
Building/Room: San Diego Convention Center / Room 5A
Organizer: Shuhua An (California State University - Long Beach) san@csulb.edu
Chair: Gerald Kulm (Texas A&M University) gkulm123@yahoo.com
Discussant: Shiqi Li (East China Normal University) sqli@math.ecnu.edu.cn
Discussant: Carl Kalani Beyer (National University) ckalani@sbcglobal.net

Chinese Teachers' Knowledge of Teaching Whole Number Division with Multiple Digits

Shuhua An (California State University, Long Beach), Zhonghe Wu (National University), and Song An (Texas A&M University)

Developing Procedural Proficiency with Conceptual Understanding and Beyond: The Case of Teaching and Learning Fraction Division in China

Yeping Li (Texas A&M University), Xi Chen (Texas A&M University), and Rongjin Huang (Texas A&M University)

Chinese Master and Novice Teachers' Views of Good Mathematics Classroom Instruction

Rongjin Huang (Texas A&M University) and Yeping Li (Texas A&M University)

Mathematics Teachers' Preferential Uses of Knowledge for Teaching and the Intervention of Personal Perceptions and Experiences

Li, Xuhui (California State University, Long Beach)

**New Developments in Measuring Teacher Knowledge in Mathematics:
Exploring the Reliability and Validity of Three Novel Measures**

Thu, Apr 16 - 8:15am - 9:45am

Building/Room: San Diego Convention Center / Room 11A

Organizer: Nicole B. Kersting (LessonLab Research Institute)

nicolek@lessonlab.com

Chair: Nicole B. Kersting (LessonLab Research Institute) nicolek@lessonlab.com

Discussant: Miriam G. Sherin (Northwestern University) msherin@northwestern.edu

Discussant: Stacia A. Spillane (Rice University) saspillane@yahoo.com

Knowledge of Algebra for Teaching: Validity Studies of a New Measure

Robert E. Floden (Michigan State University), Raven S. McCrory (Michigan State University), Joan Ferrini-Mundy (Michigan State University), Mark D. Reckase (Michigan State University), Sharon Senk (Michigan State University)

Mathematical Knowledge for Teaching in the Context of Two Randomized Experiments Exploring Technology Use

Nicole Shechtman (SRI International), Jennifer Knudsen (SRI International), Larry Gallagher (SRI International), Sara E Carriere (SRI International), Jeremy Roschelle (SRI International)

Teachers' Analysis of Classroom Video as a Predictor of Students' Mathematics Learning: Further Explorations of a Novel Measure of Teacher Knowledge

Nicole B. Kersting (LessonLab Research Institute), Karen B. Givvin (LessonLab Research Institute), Rossella Santagata (University of California at Irvine), Frank Sotelo (LessonLab Research Institute), James W. Stigler (University of California - Los Angeles)

Paper Discussion Sessions (Sessions Formerly Known as Roundtables)

Mathematics Learning, Achievement, and Motivation

Thu, Apr 16 - 4:05pm - 4:45pm

Building/Room: San Diego Convention Center / Ballroom 6A

Online Assignments and Interactive Classroom Sessions: A Potent Prescription for Ailing Success Rates in Calculus.

Steve Usher Robert Rosenfield (Vanier College), Ivan T. Ivanov (Vanier College),
Helena Dedic (Vanier College)

Parental Involvement and Middle Grades Students' Mathematics Achievement

Donna Maria Robinson (University of Georgia), Martha A. Allexsaht-Snider
(University of Georgia)

*Interpreting U.S. Students' PISA2003 Mathematical Literacy Through a Critical
Mathematics Literacy Perspective*

Michael C. Fish (University of Wisconsin - Madison), Rachaya Srisurichan
(University of Wisconsin-Madison)

*An Exploration of High School Students' Motivation and Dispositions Toward
Mathematics Course-Taking*

Caroline Ann Ramirez (University of California - Davis)

*Instructional Coherence in Chinese Mathematics Classroom: A Case Study of
Lessons on Fraction Division*

Xi Chen (Texas A&M University - College Station), Yeping Li (Texas A&M University)

*Researcher and Pupil-Auteurs on Classrooms and YouTube: Mathematical
Différance and Theories of Everyday Practice*

Peter M. Appelbaum (Arcadia University), Wolfram Meyerhoefer (Free University,
Berlin)

**Research on Mathematics Teachers, Teacher Knowledge, and Teacher
Education**

Fri, Apr 17 - 9:05am - 9:45am

Building/Room: San Diego Convention Center / Ballroom 6A

A Social Semiotics Model for Mathematics Lesson Study Groups

Elizabeth De Freitas (Adelphi University), Betina A. Zolkower (Brooklyn College -
CUNY)

*Classroom Statistical Activity: Shifts in Middle School Teachers' Pedagogical
Reasoning in Statistics*

Jana Visnovska (Vanderbilt University), Qing Zhao (Vanderbilt University), Paul A.
Cobb (Vanderbilt University)

Culturally Responsive Mathematics Teaching: A Grounded Theory Approach

Emily Peterek (University of Florida)

Educating About Statistical Issues Using Large Scientific Data Sets

James K. L. Hammerman (TERC)

Expanding the Theory of PCK and CKTM for Elementary and Middle Preservice Teachers

Diana L. Piccolo (Missouri State University), Robert M. Capraro (Texas A&M University), Victor L. Willson (Texas A&M University)

Middle School Teachers' Informal Inferences About Data Distributions

Daniel L. Canada (Eastern Washington University), Michael Gilbert (University of Hawaii)

The Professional Formation of Mathematics Teacher Educators: A Study Across Three Contexts (Italy, United States, and Canada)

Kathleen Michelle Clark (Florida State University), Donna Kotsopoulos (Wilfrid Laurier University), Francesca Morselli (Dipartimento di Matematica, Università degli Studi di Genova)

Request for hard copy

Members no longer receive a hard copy of the SIG/RME newsletter through U. S. mail unless they specifically request the hard copy. The newsletter will be available through the SIG/RME website. Each time a newsletter is posted, members will receive an email informing them of the newsletter's availability. Members can read the newsletter on-line or download it to have a hard copy.

In addition, members no longer receive a hard copy of the SIG/RME Annual Membership Directory unless a specific request is made for the hard copy. As with the newsletter, members will be notified through email when the Annual Directory is available on the SIG/RME website.

Any member who would like to receive the SIG/RME newsletter and/or Annual Membership Directory in hard copy form rather than electronically should contact Amanda Jansen at jansen@udel.edu.

Membership Dues & Contact Information

AERA has changed its membership procedures. All SIG-RME members must also be active members of AERA. In other words, it is no longer possible to be a member of SIG-RME and not a member of AERA. To join SIG-RME, Please do so when you initiate or renew your AERA membership. Please go to the following website to initiate or renew AERA membership: <http://www.aera.net/membershipinfo/?id=48>

It is important to note that slots on the AERA Annual Meeting program are in part allocated to our SIG based in part on the number of people who are members of both SIG/RME and AERA. Therefore, we strongly encourage you to be a member of both organizations.

If your mailing address or other contact information is incorrect, please use the form at the end of this newsletter to send corrections to Amanda Jansen, at the contact information provided below.

SIG/RME Website

Please check our website at <http://www.sigrme.org> for information related to SIG/RME announcements, positions available, upcoming conferences, and much more. The Annual Membership Directory can also be accessed through the website. (The user ID is **math**, and the password is **sigrme**.)

If you have any information you think should be posted on the SIG/RME website, please contact Gwen Lloyd at lloyd@vt.edu.

Address Correction Requested!

If any of your contact information has changed since the last SIG/RME directory (e-mail address, phone number, etc.), please provide corrected information to Amanda Jansen. You may email her at jansen@udel.edu, or mail the completed form below to her.

Please update my information!

Name _____

Institution _____

Mailing Address _____

Phone Number _____ Fax Number _____

e-mail Address _____ AERA Member Number _____

(This information will assist us with keeping our membership records accurate and up-to-date with AERA.)

Amanda Jansen
105A Willard Hall
School of Education
University of Delaware
Newark, DE 19716
email: jansen@udel.edu