

JME Special Issue Call for Papers
Students Producing Original Media as a Creative Approach to Mathematics Pedagogy

Guest Editors

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Deadline for Submission of Extended Abstract

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Entertainment-education—sometimes abbreviated as E-E, or referred to as edutainment—has been defined as “the intentional placement of educational content in entertainment messages” (Singhal & Rogers, 2002). The entertainment-education framework is not a learning theory but rather a learning strategy (Brown & Singhal, 1990) with examples of successful utilization in addressing a wide range of problems including domestic violence, child malnutrition, and adult illiteracy, in countries as diverse as the Philippines, Japan, India, Thailand, and Mexico (Kim et al., 2009; Rogers & Singhal, 1989; Singhal, 2007; Singhal, Rattine-Flaherty, & Mayer, 2010; Sthapitanonda, Buaprakorn, & Singhal, 2005). In theory, the idea underlying entertainment-education is simple: combine educational content into an entertainment context and audiences should be able to learn about a given topic while they are entertained (Singhal & Rogers, 2002). Yet despite this robust theoretical foundation for development of entertainment-education programs, a survey of the media landscape continues to show that the majority of mathematics-themed entertainment-education productions encounter various resistances that have resulted in the produced and distributed media productions generally having less of an impact than the producers intended (Carr, 2011). This has resulted in recognition among the entertainment-education scholarship community that for entertainment-education media to successfully reach audiences, it must compete for attention against all other media genres within the media-landscape.

A positive deviance framework provides a methodology for identifying and examining entertainment-education media productions that have been successful at achieving audience attention within the media landscape. The positive deviance framework has been defined as the process of identifying and replicating atypical but successful solutions (Singhal, 2013), based on the notion that “there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources” (Singhal, 2013; p. 5). A key factor in the positive deviance framework is recognition that without such a framework positive deviants “are ordinarily invisible to others” including those in their own community and expert change agents (Singhal, 2013; p. 5), yet through careful study and analysis these better optimized solutions can be replicated within a setting, as well as transferred to other settings. Within the context described, this Special Issue explores the affordances and constraints of mathematics pedagogy approaches that employ activities involving students creatively generating their own original entertainment-education media productions.

We welcome articles that provide diverse perspectives on employing student-generated creation of entertainment-education media productions within any facet of K-12 mathematics instruction, preservice-teacher education, or inservice-teacher professional development. The Special Issue will primarily highlight empirical articles, although innovative theory or practice-based articles will be considered as well.

This is an open call for researchers in the mathematics-education and teacher-education communities to please submit suggestions for papers pertaining to the theme of this special issue. In order to be considered, please submit a 500 word maximum extended abstract (not including references), clearly articulating: (1) a brief description of the study's context and purpose, (2) the design of the study, and (3) the current status of the study describing whether it is completed, in process, or still in design phase (along with a brief description of the anticipated completion schedule for the study if it is not yet complete). Theory or practice-based articles may follow a structure that better fits their purpose, but again we emphasize that this special issue will primarily highlight empirical articles. Abstracts selected for submission of a full-version of the paper by the editors will undergo a double-blind peer-review process. Selection of an abstract for submission of a full-version paper should not be construed as a guarantee that the paper will be published in the Special Issue. Contributors whose abstracts are selected will also be expected to serve as reviewers for one or two of the other articles submitted.

Authors are encouraged to contact the guest editors prior to submission to ensure the appropriateness of their work for this particular venue, and abstract submissions should be sent electronically (as a Word document) to: Daniel Tillman at datillman@utep.edu as well as copied to Song An at saan@utep.edu by February 1st, 2016. Accepted submissions will be notified by March 1st, 2016, and full papers will be due by June 1st, 2016. The Special Issue is scheduled to be published in December 2016.

We look forward to reading your contributions!