



In January 2015, a group of 27 scholars engaged in the so-called *socio-political dimensions of mathematics education* held a meeting in Berlin with the aim of destabilizing taken-for-granted truths that lay at the heart of mathematics education as a research field. While the "socio-political branch" proclaims a critique of "mainstream" mathematics education to be at the core of its "collective identity", the common premise of the participants of the meeting was that the radicality of this critique is more often than not domesticated for the sake of ordering its object in a way that it suits well the storylines that are commonly narrated. Out of this meeting resulted the publication of an edited volume including 18 chapters:

Straehler-Pohl, H., Bohlmann, N., & A. Pais (Eds) *The Disorder of Mathematics Education. Challenging the Socio-Political Dimensions of Research*. New York: Springer.

The "disorder of mathematics education" (DOME) concerns a tendency *within* the socio-political dimensions of mathematics education to narrow down its scope from a speculative *could* about the further development of mathematics education, to a rather normative *should* that – against its declared intentions – is oriented to perpetuating the ideals of the present tense. The contributors of DOME thus highlight that the motive of "politicizing" operates in the ambiguous field of tension between political activation and (unintended) political pacification. In the book, the authors do so, by drawing heavily on critical philosophy, poststructuralism, psychoanalysis and/or Marxist theories in order to

- challenge current regimes of truth about mathematics education;
- identify how recent technological developments challenge or suspend contemporary conceptions of mathematics education;
- challenge the ideological entanglement of mathematics, its education and schooling with Capitalism;
- develop self-reflective analyses of researchers' impacts on shaping what is and can be perceived as the practice of mathematics education;
- and confront mainstream mathematics education with socio-political contexts that are usually neglected.

This special issue seeks to take the project of DOME another step further by promoting for more *experimental and radical forms of presenting* mathematics education research. Besides research papers, theoretical essays and empirico-theoretical hybrids, the editors of this special issue explicitly welcome:

- dialogic formats in the form of an exchange of letters or a controversy among two or more authors;
- experimental approaches to mathematics classroom data (e.g. montages of text/images/videos, surrealist ethnographies, etc.);
- fictionalized comments on topics of mathematics education by contemporary theorists (e.g. a fictional Bordieusian lecture on "mathematics for all", a fictional controversy between Deleuze and Žižek on mathematics (education), a play of personified ideologies, etc.);
- biographic narratives that critically reflect the lived experience of being a political mathematics education researcher;
- articles that juxtapose theoretical perspectives on the same data;
- articles that explore the "dark" side of mathematics education not as an obstacle to be overcome, but as an intrinsic feature of school mathematics: boredom, aggression, resistance, anger, alienation, etc..
- humoristic approaches, e.g. comics, comedies / tragicomedies in the form of a short drama, etc.
- comments, critiques or even polemics on the edited volume on DOME (Straehler-Pohl, Bohlmann & Pais 2016, see above).

Authors are invited to submit a 300-500 word proposal by 15th of August 2016. Submission of the full articles (max. 8.000 words or alternative formats) will be due on 1st of February 2017. All "papers" will be peer-reviewed. All authors agree to review at least one of the other "papers".

You will find the introduction to the edited volume on DOME for orientation attached. Please treat it confidentially. If you need any further chapters of the volume for preparing your proposal, please send us an e-mail. **All correspondence to h.straehler-pohl@fu-berlin.de**

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