

# **JME Special Issue Call for Papers**

## **Music as a Theme for Contextualized Mathematics Education**

### **Guest Editors**

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### **Deadline for Submission of Extended Abstract**

June 1<sup>st</sup>, 2015

For over a decade, mathematics education practitioners have worked in collaboration with mathematics education researchers to develop and field-test curriculum that contextualizes mathematics within several related fields, including science (e.g., Berlin & Lee, 2005; Stinson, Harkness, Meyer, & Stallworth, 2009), language arts (e.g., Casey, 2004; Keen, 2003), history (e.g., Charalambous, Panaoura, & Philippou, 2009), athletics (e.g., Noubary, 2010), visual arts (e.g., Jarvis & Naested, 2012), and drama (e.g., Duatepe-Paksu, & Ubuz, 2009). As part of this effort, music-themed mathematics pedagogy has been empirically investigated utilizing psychometric-focused methods assessing behavioral tasks within informal education settings (e.g., Costa-Giomi, 1999; Rauscher, Shaw, & Ky, 1993, 1995), as well as (B) pedagogy-focused methods assessing attitudinal and academic tasks within formal classroom settings (e.g., An, Capraro, & Tillman, 2013; An & Tillman, 2015; Robertson & Lesser, 2013).

The primary interrelationships between music and mathematics can be categorized into three different levels: (a) the subject area level, (b) the cognitive level, and (c) the pedagogical level. Most published studies examining connections between music and mathematics have occurred at either the subject area level or at the cognitive level. Subject-area level studies have historically emphasized investigating the mathematics present within music, and the application of mathematics to improving musical composition and musical instrument design. Studies performed at the cognitive level have historically emphasized investigating the impacts from musical experiences upon mathematical cognition. In contrast, the breadth of studies performed at the pedagogical level has been comparatively limited, creating a lacuna in the research meriting further investigation into the potential role of music as a context for classroom activities that help students conceptually understand and enjoy mathematics.

**This Special Issue explores the affordances and constraints of employing music as a context for mathematics education, especially in the K-12 grades. We welcome articles that provide diverse perspectives on utilizing music and music-themed activities 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 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, and a brief description of the anticipated completion schedule for the study. 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 submissions should be sent electronically (as a Word document) to: Song An at [saan@utep.edu](mailto:saan@utep.edu) as well as copied to Daniel Tillman at [datillman@utep.edu](mailto:datillman@utep.edu) by June 1<sup>st</sup>, 2015. Accepted submissions will be notified by July 1<sup>st</sup>, 2015, and full papers will be due by September 1<sup>st</sup>, 2015. The Special Issue is scheduled to be published in December 2015.

We look forward to reading your contributions!