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**Reflections on research positioning: where the math is and where the people are.**

Straehler-Pohl, Hauke (ed.) et al., The disorder of mathematics education. Challenging the socio-political dimensions of research. Cham: Springer (ISBN 978-3-319-34005-0/hbk; 978-3-319-34006-7/ebook). 291-306 (2017).

Summary: Using positioning theory and functional grammar, I reflect on the way I position myself when my research in mathematics education is published. I consider the way my authorship addresses the field, focusing on the distinction between scholars who attend to the sociopolitical context and they who ask of this research “Where is the math?” I identify a range of discourses in which mathematics might be located. Throughout this reflection I draw on two of my publications for examples. Finally, I suggest some tools for reflecting on the positioning and discourses at play in a research situation.

*Classification:* D20 A40 B10

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