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# Theory in mathematics education: Intra-action and (re)configuration

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## THEORY IN MATHEMATICS EDUCATION: INTRA-ACTION AND (RE)CONFIGURATION

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Using (post) qualitative methodology located within a critical postmodern theoretical frame, I will examine the intersection(s) and borders of the field of mathematics education and the posts (post-structural, new materialist, post-humanist, post-qualitative). The “field” in this research will be considered a fluid space that shifts and responds as “new” research is brought into it. The research questions that guide this study are:

1. What are the taken for granted, expectations and norms of these spaces?
2. How are post theories being used/taken up within mathematics education?
3. How are the borders and boundaries of the field of mathematics education shifting in response to these theories and methodologies?

### Mapping the Machine

The poster will consider how research is counted or excluded from the body of mathematics education research recognizing that “counting practices are bound up with the production of natural and social orders” (Martin & Lynch, 2009, p. 245). I will map the intersections, “lines of flight” (Deleuze & Guattari, 1980/1987), and ruptures in the research body and consider how these matter. Drawing on new materialist theories, (Barad, 2007), I will consider the measuring and counting apparatus (math education journals, citations, and conference proceedings) which are always already entangled with the object of measurement (Barad, 2007). I will consider, following Dolphijn and Turin (2013), how “measurements are the entanglement of matter and meaning” (p. 16) and how they are, therefore, “calling data into being” (St Pierre, 2013, p. 223).

The intra-action (Barad, 2007) of theory with mathematics education research will be tentatively mapped giving attention to the complications created in the intra-action that allow (re)configurations of school mathematics (de Freitas & Sinclair, 2014). I will consider places where the intra-action allows for gathering speed and attention and places where intra-action disrupts normative practices in mathematics education research.

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