

(Second announcement)
6th International Conference on
Ethnomathematics:
“Knowledge(s), Diversity and Peace”
Universidad de Antioquia, Medellín, Colombia
July 8th- 13th, 2018



Despierta en la Víspera, Carlos Jacanamijoy Tisoy, 1997

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1. Presentation

The International Study Group on Ethnomathematics (ISGEM), the Latin-American Network on Ethnomathematics (RELAET) and the University of Antioquia- Faculty of Education (UdeA) invite students, teachers and researchers in ethnomathematics and members of diverse communities to join the 6th International Conference on Ethnomathematics (ICEm-6), to be held at Medellín, Colombia, from 8th to 13th July 2018.

The ICEms are international conferences take place every four years, aiming to bring together ethnomathematicians from different parts of the world, as well as members of other communities (academic or not) who are interested to know, share, debate or divulgate their reflections and result, about research and practice of the ethnomathematics. Previous international conferences took place in several continents, ICEm-1 (1998) was hosted in Granada, Spain; ICEm-2 (2002) in Ouro Preto, Brazil; ICEm-3 (2006) in Auckland, New Zealand/Aotearoa; ICEm-4 (2010) in Towson, USA; ICEm-5 (2014) was done in Maputo, Mozambique. Now the conference return to South America, and it is the chance for Colombia to host ICEm-6 in Medellín, known as "the city of eternal spring".

2. Website

Official website for register, work submission and information:

<http://icem6.etnomatematica.org/>

3. Location

Universidad de Antioquia
Calle 67, número 53-108
Medellín, Colombia
Sur América

4. Thematic areas

1. Ethnomathematics in school contexts

This theme refers to how social and cultural knowledge(s) are called into question within school contexts, realizing that school and non-school environments have different nature and function. This questioning is fundamental to allow an education with cultural relevance. Works looking for an understanding of the knowledge to teach and the knowledge to learn in a school system driven by cultural diversity will be considered for this thematic area.

2. Ethnomathematics and its epistemologies

The epistemological foundation of ethnomathematical research has been a source of reflections and debates on the forms of production, validation and legitimization of knowledge. These debates are evident in the range of theoretical and methodological explorations that are present in Ethnomathematics. For this topic will be considered proposals that unfold spaces of joint inquiry about the legacy, present and future of Ethnomathematics (in its social and academic developments). Although these discussions are sometimes approached from classical notions of epistemology, we encourage authors to postulate contributions that explore alternative epistemologies.

3. Ethnomathematics and languages

Linguistic practices are intertwined with cultural and epistemological diversity, and they have made evident the rooted and situated nature of the knowledge that Ethnomathematics investigates. Oral, written, visual and any other kind of languages give an account of the elements through which humans produce their ways to give meaning of the world. In this area, we will consider works that explore linguistic practices within the production, transformation and dissemination of knowledge.

4. Ethnomathematics and its political nature

Ethnomathematics has been interested in the relations of power that are established through knowledge, and therefore the field has been inquiring the processes in which a knowledge become legitimized or not. In this way, ethnomathematics seeks to contribute to the consolidation of peace (individual, social, environmental and military). This thematic area will consider works that describe and analyze processes of recognition among different ways of being, living, knowing and understanding the world. We invite authors to present proposals that contribute to the transformation of social imaginaries as well as institutional and political structures. Projects of ethnomathematics working on forms of reparation, healing and reconciliation to build societies based on coexistence will be very welcomed.

5. Ethnomathematics beyond the school context.

Ethnomathematics tries to understand individual, communitarian and societal ways of being and doing. These ways are dialectically constituted by the needs of survival and transcendence, and can be understood through the relations of the subject with

nature and with society. This thematic area comprises works and projects establishing relationships of ethnomathematics with other fields of knowledge, practices and social organizations.

6. Ethnomathematics and teacher education.

Preservice and in-service mathematics teacher education are usually centered on the study of conceptual, didactic, pedagogical and methodological aspects. However, these aspects should not be detached from reflections of social, cultural and political order, among others. Ethnomathematics contributes to the incorporation of these reflections to initiatives of teacher education. In this area, we look for works that discuss processes of teacher education based on an ethnomathematical approach.

5. Ways of participation and languages

People interested in participating in the event must submit a proposal whether in written, oral, audiovisual or another format. Any proposal needs to be classified in one of the six thematic areas already defined. One author can send no more than two papers per thematic area. Every accepted paper will have 20 minutes for its presentation.

Papers can be submitted in English, Portuguese, Spanish or Indigenous languages, if applicable.

6. Requirements for proposals

6.1 Template for written proposals

Not more than 6 pages, margins of 3x3x3x3 cm, US letter, page numbered at bottom-right, simple line spacing. Document must be organized in this way:

First page:

- Title (centered, font Times New Roman 16, lowercase except the first letter)
- Title in a second language: English, Portuguese, Spanish or Indigenous languages, (centered, font Times New Roman 14, lowercase except the first letter)
- Authors names, institution or community affiliation, email (centered, font Times New Roman 11)
- Abstract in two languages (1 cm indent both sides, justify text, font Times New Roman 10, Abstract at most 150 words)
- Keywords: Include at least four keywords.

Second to fifth page:

Second announcement ICEm6: "Knowledge(s), Diversity and Peace".

Text should have 2 sections:

1. Proposal development (problem statement, literature review, theoretical framework, methodology, among others). (Justified text, font Times New Roman 12)
2. Contribution/findings: Stating the relevance and pertinence of work's contribution to the respective thematic area. (Justified text, font Times New Roman 12)

Sixth page:

- References (APA norms, Sixth Edition, only for text cited within the document, hanging indentation, font Times New Roman 11)

6.2. Other formats

In non-written proposals, authors should: inscribe her/his work to a thematic area; present the author(s); stress the contribution and relevance of the presentation for the event; explain how the proposal will be developed.

7. Important dates

Deadline for proposals submission: February 28, 2018.

Notification of acceptance: From May 1st to May 15th, 2018

Deadline for early registration: May 31st, 2018

Deadline for regular registration: June 15th, 2018

Late registration: since June 16th, 2018

Proposals will be received only in the website <http://icem6.etnomatematica.org/>

8. Fees

Category	Early registration	Regular registration	Late registration
Researchers and university teachers	100 US Dollars	120 US Dollars	140 US Dollars
Graduate students	80 US Dollars	100 US Dollars	120 US Dollars
Primary and secondary school teachers.	60 US Dollars	80 US Dollars	100 US Dollars
Undergraduate students	30 US Dollars	50 US Dollars	70 US Dollars
Official representatives of indigenous, afro descendant or rural communities	30 US Dollars	50 US Dollars	70 US Dollars

Next announcement will include mode of payment.

9. Committees

Internacional Organizer Committee

Domingo Yojcom Rocché, Guatemala
Carolina Tamayo-Osorio, Colombia/Brasil
Pilar Peña-Rincón, Chile
Aldo Parra, Colombia/Dinamarca
Hilbert Blanco-Álvarez, Colombia

Local Organizer Committee

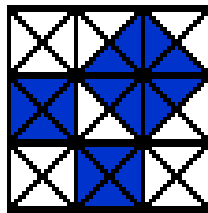
Diana Victoria Jaramillo Quiceno, Universidad de Antioquia
Carolina Higuita Ramírez, Universidad de Antioquia

10. Organizers and sponsors

Organizers: Faculty of Education / Universidad de Antioquia and Latin-American Network of Ethnomathematics RELAET



Invite: International Study Group on Ethnomathematics ISGEM



Supporters:

