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Editorial: Disorder

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Vol.15 of *The Mathematics Enthusiast* is a double issue on the topic of “Disorder of Mathematics Education. The guest editors of this special issue: Straehler-Pohl, Lensing, Pais & Swanson have put together an intriguing issue which is bound to provoke the reader. Their preface to the issue unpacks the notion of “disorder”, therefore I will not do so here. However the reader is urged to examine their own tacit assumptions of what this could mean before examining the contents of the issue.

The guest editors follow the French (political) philosopher Alain Badiou’s suggestion that possibilities open up when a rupture occurs on what we assume is known or knowable. The different papers explore the use of comic, drama, comedy, aphorisms, and even dance or montage as possibilities for methodologies used in mathematics education. For me, the use of a comic book as a means of presenting an “academic” paper is intriguing as well as satisfying because it invokes modalities that are not found typically in academic journals. It does get its point across!

Given the interaction of social theory with mathematics education, it makes more sense to go beyond traditional norms of research the field has borrowed from positivist and modernist paradigms. Influenced by different post-modernist scholars, the papers in this issue experiment with “other ways” of thinking and presenting research.

Engaging with the scholarship of the DOME group has been an interesting experience for me as it has challenged many of my own assumptions about research in mathematics education. In inviting these guest editors to put together this issue, the hope is to challenge more readers (particularly mathematics education researchers) to examine their own stances, and to open up possibilities that they may not yet have imagined.