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A Century of Leadership in Mathematics and Its Teaching

Impactful Moments in Mathematics Teaching

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ABOUT THE AUTHORS



Lillie R. Albert, PhD, is a professor of mathematics education at Boston College Lynch School of Education and Human Development. Her research focuses on how Vygotsky's sociocultural historical theory influences mathematical learning across the lifespan, which includes investigating the interaction between content, equity, and leadership practices of mathematics teachers. Collaborating with South Korean scholars, she has recently conducted research on the purpose of mathematics museums and the role that creativity plays in creating cognitively demanding tasks.



Justice Enu has a Ph. D in Mathematics Education. His research interest is in classroom pedagogies and visualization in mathematics.



Miriam Gates is a teacher educator who focuses on mathematics and science education across the grade levels. Dr. Gates is particularly interested in the intersection between math or science content, associated disciplinary practices, and considerations for equity. Her current work is focused on classroom approximations of practice for future mathematics and science teachers and how grading practices in higher education can serve to support the professional learning for prospective teachers.



Zanele Ngcobo is an Associate Professor at the University of KwaZulu – Natal, school of Education. Her field of research is in Mathematics Education with a particular interest in Mathematics Teacher Development and Construction of Mathematical Knowledge.



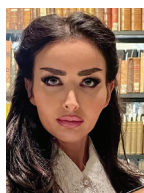
Olajumoke Olayemi Salami, a Postdoctoral researcher in the Department of Science and Technology Education, University of Johannesburg, South Africa. A lecturer at the Federal University Oye Ekiti, Nigeria. Her research interests include curriculum instruction in mathematics education.



Erica Dorethea Spangenberg a Professor of Mathematics Education in the Department of Science and Technology Education, University of Johannesburg, South Africa. Her research interest includes affective constructs in the teaching and learning mathematics via technology.



Frankie A. Fran is a Ph.D. in Mathematics Education student in the Department of Mathematics, School of Science and Engineering, Ateneo de Manila University, Philippines. He is presently working on his dissertation on ethnomathematics and the inherent mathematical knowledge systems of indigenous communities. He is also an Assistant Professor of Mathematics Education at the College of Education, Romblon State University, Philippines. His research interests include ethnomathematics, instructional design, and culturally relevant mathematics education.



Liubov Pogorelova teaches courses in business, mathematics, and economics. Inspired by the historical narratives of early explorers, she considers herself a modern-day explorer, navigating uncharted territories through the innovative design of multidisciplinary curricula. Her research interests span calculus and its reforms, ancient celestial navigation techniques, and strategic military tactics. In her pedagogical approach, she emphasizes holistic education that invites intellectual curiosity through studies in mathematics, social sciences, art, and international business.



Catherine P. Vistro-Yu is a Professor in the Department of Mathematics, School of Science and Engineering, Ateneo de Manila University, Philippines. She is the Program Coordinator for Mathematics Education. Catherine was the Philippine representative to the International Commission on Mathematical Instruction from 2008 to 2020. She served in the ICMI Executive Committee as member-at-large for four years. She is currently a member of the IPC for ICMI Study 27 on Mathematics Education and the Socio-Ecological.



Nick Wasserman is Associate Professor of Mathematics Education in the Department of Mathematics, Science and Technology at Teachers College, Columbia University. He teaches mathematics content and mathematics education courses; his work is centered around the mathematical preparation of secondary teachers.

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