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AT TEACHERS COLLEGE

A Century of Leadership in Mathematics and Its Teaching

Historical and Current Reflections on Mathematics Education

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ABOUT THE AUTHORS

Articles



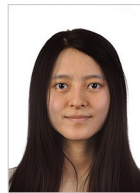
Alexander Karp is a professor of mathematics education at Teachers College, Columbia University. He received his PhD in mathematics education from Herzen Pedagogical University in St. Petersburg, Russia and also holds a degree from the same university in history and education. Currently, his scholarly interests span several areas, including the history of mathematics education, gifted education, mathematics teacher education, and mathematical problem solving. He served as the managing editor of the International Journal for the History of Mathematics Education and is a co-editor of the Springer series on the history of mathematics and its teaching. He is the author or editor of over one hundred twenty publications, including over forty books.



Daria Chudnovsky is currently a second-year Ph.D. student in Mathematics Education at Teachers College, Columbia University. She has been a private math enrichment tutor for several years now and currently holds an adjunct lecturer position in the math department at Baruch College. Her research interests include problem posing, student self-efficacy, and the history of mathematics education in Ukraine.



Omar Faruque is a doctoral student in the Mathematics Education program in the Department of Mathematics, Science and Technology at Teachers College, Columbia University. He is a high school mathematics teacher at the Department of Education, New York City. His research interests include the history of mathematics education and colonial mathematics education, teacher education, international mathematics education, and ethnomathematics.



Christine (Chang) Gao is a doctoral student at Teachers College, Columbia University, specializing in the history of mathematics education. Her research examines mathematics education during the Nazi era, focusing on the integration of military and ideological content into the curriculum. Through her studies, she aims to uncover how authoritarian regimes manipulate mathematics education and its impact on shaping societal values and political systems.



Samantha Moroney is currently a doctoral student, pursuing her EdD in Mathematics Education at Teachers College. Samantha has a passion for education, and has worked for the past four years as an adjunct lecturer for both Rutgers University and Baruch College. She will continue her adjunct work at both Baruch College and New York University in Spring 2025, while pursuing her research interests in mathematics anxiety and the intersection of music and math.



Elizabeth Wilson is a doctoral candidate in Mathematics Education at Teachers College, Columbia University. Her research explores the historical development of mathematics education in Romania, examining pedagogical traditions and educational practices that have shaped Romanian mathematical pedagogy.

Notes



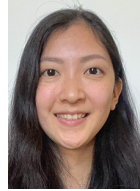
Rochy Flint is a mathematician with research interests in three-dimensional geometry and topology, the intersection of women and mathematics, and student-centered learning models. She has been a mathematics educator for 20+ years, and is a lecturer at Teachers College, Columbia University. She earned a B.S. in mathematics from Columbia University, and a Ph.D. in mathematics from The Graduate Center in the City University of New York. Rochy is passionate about mathematics outreach, multicultural MathSpaces, and enjoys large-scale collaborative projects that combine mathematics, mathematics education, and art.



Edwin Geng is a Master's in Mathematics Education student at Teachers College, Columbia University who has experienced mathematics education as a student and educator in both Taiwan and the United States. He aspires to utilize his educational experience from both countries to develop a good mathematics curriculum and establish a classroom norm that fosters growth and grit mindset in students. He enjoys constructing DIY projects such as origami in his spare time and lives with two cats at home.



Eugene Ho is a Master of Arts student in Mathematics Education at Teachers College, Columbia University. He is most interested in using cultural approaches to build passionate learning environments for math.



Cleha Kodama is a middle school math teacher at the Berkeley Carroll School in Brooklyn, New York. Since starting her career as a teacher, she has worked with students in grades 6-12 in the US, Japan, and Malaysia. She received an MA in Mathematics Education at Teachers College, Columbia University. Her interests lie in creating collaborative math classrooms that empower students and encourage them to see mathematics as a flexible and creative tool.



Baldwin Mei is a Mathematics Education doctoral candidate at Teachers College, Columbia University. His research interests include preservice and in-service teacher education, technology, and multicultural education. He currently works to support the development of preservice secondary mathematics teachers in the Initial Certification program at Teachers College.

ACKNOWLEDGEMENT OF REVIEWERS

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