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A Century of Leadership in Mathematics and Its Teaching

## Evolving Priorities and Practices in Mathematics Education

ABOUT THE AUTHORS

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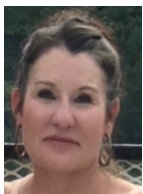
Dr. Samara Madrid Akpovo is an Associate Professor in the Department of Theory and Practice in Teacher Education at the University of Tennessee–Knoxville, USA. She received her Ph.D. from The Ohio State University. Her research explores interculturality, global childhoods, and teaching as a culturally embedded practice, with a particular focus on the cultural and political dimensions of emotional expression in both children and adults.

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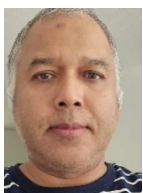
Dr. Shashidhar Belbase is an Associate Professor in the Department of Mathematics at Troy University in Alabama, USA. He received his Ph.D. in Mathematics Education from the University of Wyoming. His research spans a range of topics, including technology integration in mathematics education, beliefs and perceptions of students and teachers, and intersections between education and environmental issues.

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Dr. Brandon L. Hibbard is an Assistant Professor in the College of Education at the University of the Cumberlands. Dr. Hibbard earned his Ed.D. in Educational Leadership and Policy Study at Eastern Kentucky University, and he also holds an M.A. in Mathematics, Leadership, and Supervision, and a B.S. in Mathematics.

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Bona Kang is an Assistant Professor of Education at Ohio Wesleyan University who prepares undergraduate preservice teachers to teach elementary mathematics and for social justice. Her research focuses on developing curricular recommendations for mathematics teacher educators, particularly in contexts with limited instructional time and in teaching rational number operations. She also co-leads community spaces for mathematics teacher educators to discuss anti-racist teaching practices and to develop resources for teaching courses that integrate content and pedagogy.

Dr. Lybrya Kebreab is an Assistant Professor of K-8 Mathematics Education at California State Polytechnic University, Pomona. Her research foci are mathematical belongingness and pedagogical fluency for pre/in-service K-12 teachers through the facilitation of meaningful discourse centered on wonder, joy, and beauty. As Executive Director of the Benjamin Banneker Association, Dr. Kebreab manages projects and programs in service of all students, especially Black students, to promote and advocate for mathematics learning of the highest quality.

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Eliza Leszczynski is an Assistant Teaching Professor in the Department of Mathematics at Montclair State University. She has been teaching courses in undergraduate mathematics for 25 years, including mathematics education courses for prospective and practicing K-12 teachers and graduate courses in mathematics education. Eliza's professional interests have focused on online teaching of mathematics, fostering creative thinking through mathematics, mathematics and science integration, and helping students see themselves as learners and doers of mathematics.

Brittany Marshall, Ph.D. is an assistant professor at San Diego State University. Though she struggled in school, Brittany is a "math person" whose work focuses on disrupting traditional logics (assumptions about who/what belongs in mathematics) that exclude students from intentionally-neglected communities and helping preservice teachers see their young learners' brilliance. Dr. Marshall earned her Ph.D. from Rutgers University, as well as architecture degrees from North Carolina State University and University of Illinois.

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Alan Parry is an associate professor of mathematics at Utah Valley University. He earned a B.S. in mathematics at Utah State University and a PhD in mathematics at Duke University. Alan is interested in the pedagogy of mathematics and mathematics curriculum design at the K-12, undergraduate, and graduate levels. He also has research interests in election theory and differential geometry. He is the chief content creator for the YouTube mathematics edutainment channel Scholar Sauce.

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