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A Century of Leadership in Mathematics and Its Teaching

Reimagining Mathematics Teaching and Learning Beyond Standardized Measures

ABOUT THE AUTHORS

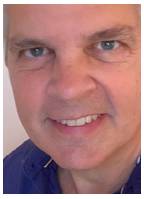
Articles

Trained as a mathematics teacher, **Laëtitia Dragone** wanted to deepen her knowledge of both pedagogy and technology-enhanced learning, so she quickly pursued studies in Education Sciences. She worked as a mathematics trainer at a work-study center. Working since January 2018 at the University of Mons (UMONS), she has been involved in a project aimed at digital transition within the schools of the Wallonia-Brussels Federation, as well as in a pilot study aimed at strengthening reading skills through differentiation. Her main areas of research concern the integration of ICT for training and learning purposes, teacher training, and mathematics education. She completed a doctoral thesis entitled "Strengthening teachers' sense of self-efficacy in teaching proportionality. Analysis of their conceptions and stated practices, students' level of mastery, and the effects of didactic variables on learning." She has thus specialized in the field of teacher training and mathematics education.

Gaëtan Temperman is a professor in the pedagogical engineering and educational digital department. His research activities mainly focus on the analysis of the integration of digital tools, their uses and their effects in real learning context. His initial experience as a primary school teacher and the teachings taken care of at the university also lead him to be interested in the psychology of learning and the didactics of fundamental learning (mother tongue, mathematics,…).

Bruno De Lièvre is a full professor of Education Sciences at the University of Mons (UMONS), specializing in digital education and the integration of artificial intelligence in higher education. He heads the Educational Engineering and Digital Education Department and advises the Rectorate on digital strategies for education. His work focuses on the design, implementation, and evaluation of teaching methods (face-to-face, hybrid, distance learning), learning analytics, and the ethical and critical issues surrounding educational technologies. He supervises research projects (dissertations, theses) and contributes to national and international projects aimed at improving the quality and equity of learning.

Dr. Muhammad Sharif Uddin is an Assistant Professor and Director of the Master of Arts in Teaching (MAT) program in the Department of Teacher Education and Professional Development at Morgan State University, Maryland, USA. His research foci are STEM teacher development, math anxiety, and the dynamics of learning. Critical pedagogy is the foundational framework of his research. He serves as the managing editor for the Journal of Interdisciplinary Studies in Education. Email: Muhammad.uddin@morgan.edu.



Evan Throop-Robinson is an Associate Professor of mathematics education at St. Francis Xavier University. His research explores students' mathematical discourse and how teachers engage with this thinking during lessons. Collaborating with inservice and preservice teachers, he works in classrooms to support students' mathematical growth and enhance their diverse communication strategies.

Notes

Darlington Chibueze Duru is a lecturer in the Department of Mathematics Education at Alvan Ikoku Federal University of Education, Owerri, Nigeria. His research focuses on psychological constructs and innovative methodologies for teaching and learning in mathematics and science education. He has published in local and international journals and has presented research papers at national and international conferences.

Chinedu Victor Obasi is a lecturer in the Department of Mathematics at Alvan Ikoku Federal University of Education, Owerri, Nigeria. His research interests include applied mathematics, mathematical modelling, and mathematics education. He has contributed to scholarly discussions on proof and creativity in mathematics learning.

Peter Ozioma Uzoma is an Associate Professor in the Department of Computer Education at Alvan Ikoku Federal University of Education, Owerri, Nigeria. His areas of specialization include computer education, robotics, and mathematics education. His work emphasizes the integration of technology and innovative practices in teaching and learning.

ACKNOWLEDGEMENT OF REVIEWERS

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