

# ABOUT THE AUTHORS



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of culturally and contextually relevant curriculum and pedagogy, and writing as a vehicle to learn mathematics at all levels of instruction.



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**Bibi R. Khan** is a professor of mathematics and statistics at Keiser University, Fort Lauderdale, Florida. She is an academic success advisor and a member of the Teaching and Learning Community at Keiser University. She received her Ed.D.C.T of Mathematics from Teachers College,

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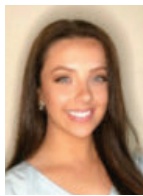
**Taylor Marzilli** is an undergraduate student at the University of Kentucky, graduating spring 2021. She is studying STEM Education with a focus in mathematics.



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**Marla A. Sole** is an Assistant Professor of Mathematics at Guttman Community College, The City University of New York. Her research interests include persistence in the mathematics pipeline, gender diversity in the field of mathematics, statistics education, financial literacy, quantitative literacy, and using real-world data to teach about social inequity. Dr. Sole's work links education theory, practice, and policy. She is a prolific writer whose article have appeared in Journal of Statistics Education, Mathematics Teacher, and PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies. Sole has the unique ability to appeal to both an academic and general audience, with a large number of her letters to the editor in the New York Times and the Wall Street Journal and being quoted in The New York Post, Greater Media, and WalletHub.



**Jonathan Thomas** is an associate professor of mathematics education and chair of the department of STEM Education at the University of Kentucky. Dr. Thomas' research is focused on responsive mathematics teaching practices and children's mathematical cognition.

# ACKNOWLEDGEMENT OF REVIEWERS

The Editorial Board would like to acknowledge the following reviewers for their effort and support in reviewing articles for this issue of the *Journal of Mathematics Education at Teachers College*. Without the help of these professionals, it would be impossible to maintain the high standards expected of our peer-reviewed journal.

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*Concordia College*

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*Dituri Consulting LLC*

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