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A Century of Leadership in Mathematics and Its Teaching

Examining Practices and Resources from Mathematics Classrooms

ABOUT THE AUTHORS



Kimberly Barba is an Assistant Professor in the Department of Mathematics at Fairfield University. In addition to teaching mathematics, she also teaches courses in Fairfield University's Educational Studies and Teacher Preparation Department. She earned her PhD in Mathematics Education at Teachers College, Columbia University and her MSc in Pure Mathematics at King's College London. Dr. Barba's research interests include mathematics with respect to mindset, identity, anxiety, discourse, popular culture, and social media.



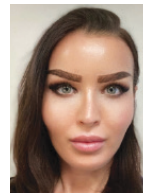
Marc Husband is an Assistant Professor at St. Francis Xavier University in Antigonish, Nova Scotia Canada. After working as a classroom teacher, Marc became a mathematics coach, and it was this role that inspired him to pursue graduate work. Since completing his PhD in 2019, he continues to situate his research in classrooms, investigating how student ideas are used as a resource for learning mathematics in educational settings at all levels, including pre-service teacher education.



Michelle E. Longhitano completed her doctorate in Mathematics Education at Teachers College, Columbia University in December 2021. She is currently a practitioner at a high school in Westchester County, NY, where she teaches Common Core Algebra I, Common Core Algebra Lab, SUNY Precalculus, and AP Statistics. Her professional interests include promoting inclusive practices and equitable access to mathematics education, and using social-emotional learning to support the emotional health and academic achievement of students at the secondary-level.



Parinaz Nikfarjam has been an educator for over 18 years, as an elementary teacher, department head, and vice principal. She earned her Ph.D. in Education in 2021 and is currently a course director at the Faculty of Education at York University in Ontario, Canada. Parinaz sees teaching and research as seamless and complementary and is particularly interested in using classroom-based research as a resource for teacher education.



Liubov Pogorelova is currently pursuing her doctorate degree in Mathematics Education at Teachers College, Columbia University. Her research interests include calculus and calculus reform, the variation theory of learning, STEM education, cognition, and emerging adulthood. She enjoys developing multidisciplinary courses in a variety of subjects, including mathematics, social sciences, art, and international business.



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