Journal of Mathematics Education at Teachers College

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A Century of Leadership in Mathematics and its Teaching

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ABOUT THE AUTHORS

Alan Schoenfeld is the Elizabeth and Edward Conner Professor of Education and Affiliated Professor of Mathematics at the University of California at Berkeley. In 2011 he was awarded the International Commission on Mathematics Instruction's Klein Medal, the highest international distinction in mathematics education. In 2013 he was awarded AERA's Distinguished Contributions to Research in Education award, the premier acknowledgment of outstanding achievement and success in education research. Schoenfeld's interests include problem solving, diversity in math education, assessment, and effective teaching. His books include *Mathematical Problem Solving* (1985) and *How We Think* (2010). He has been principal investigator of the Balanced Assessment Project, the Diversity in Mathematics Education Center, the Algebra Teaching Study, and the Mathematics Assessment Project.

Rita Borromeo Ferri received her master's degree in primary education in 1999 from the University of Siegen and both her Ph.D. in Mathematics Education and her master's degree in Secondary Mathematics from the University of Hamburg in 2004, where she also received her Habilitation in Mathematics Education in 2010. Since 2011 she has been a professor of mathematics education for the secondary level at the University of Kassel. Her current research areas include applications and modeling in mathematics education, mathematical thinking styles, and higher mathematics education.

Patricia Stokes is an Adjunct Professor of Psychology at Barnard College. Her expertise in problem solving and creativity is hands on: pre-psychology, she painted at Pratt, wrote advertising copy at J. Walter Thompson, and was a creative group head at Ted Bates & Co. Her approach is that of a practitioner—practical and incremental. Her research projects are all related to variability: establishing high or low habitual variability levels early in skill acquisition, examining the effects of variability on skill transfer, applying the constraint model (retrospectively) to creative achievement, and (prospectively) to early education and business innovation.

Lillie R. Albert, an associate professor at Boston College Lynch School of Education, has a Ph.D. in Curriculum and Instruction from the University of Illinois at Urbana-Champaign. She teaches courses in mathematics education and instructional theory. Her research focuses on the influence that sociocultural historic contexts have on mathematical learning and development of learners across the lifespan. Her most recent work includes collaborating with scholars at Seoul National University of Education, South Korea to explore government policies in supporting the preparation of mathematics teachers.

Rina Kim is a doctoral student studying at Boston College Lynch School of Education. Her academic focus is mathematics education at the elementary level. She has worked as an elementary school teacher in South Korea and has taught courses in mathematics education at Seoul National University of Education. Her research interests include improving the quality of mathematics instruction by investigating teachers' knowledge for teaching mathematics.

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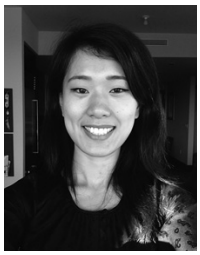

Xiaoxi Tian is a Ph.D. candidate in the Mathematics Education program at Teachers College, Columbia University. She received her B.S. in Mathematics and Applied Mathematics from Qingdao University, China, and M.S. in Mathematics Education from Towson University. She has been teaching undergraduate mathematics and statistics courses at the Fashion Institute of Technology and Borough Manhattan Community College as an adjunct faculty since 2011. Her research interests include mathematical modeling, mathematics assessment, educational technology, teacher professional development, and Chinese and American mathematics education.

Jinxing Xie received a B.S. degree in applied mathematics in 1988 and a Ph.D. in computational mathematics in 1995, both from Tsinghua University, Beijing, China. He is currently a professor at the Department of Mathematical Sciences, Tsinghua University, Beijing, China. His research interests lie in the fields of operations research, mathematical modeling, and mathematical education. He is a council member of CSIAM (China Society for Industrial and Applied Mathematics) since 2004, a member of the executive committee of ICTMA (The International Community of Teachers of Mathematical Modeling and Applications) since 2005, and the secretary-general of the organizing committee of CUMCM (China Undergraduate Mathematical Contest in Modeling) since 2008. He has coauthored six textbooks in Chinese, and published more than 60 research papers in operations research related journals and ICTMA proceedings.

Marla A. Sole is an Assistant Professor of Mathematics at Eugene Lang College the New School for Liberal Arts. She earned her Ph.D. in Mathematics Education from New York University. Her research interests include persistence in the mathematics pipeline, gender diversity in the field of mathematics, statistics, quantitative literacy, and using real-world data to teach about social inequity. She has written statistics modules as part of a National Science Foundation grant, and is currently co-authoring a book that examines factors that aid or impede the progress of women who have the aptitude, opportunity, and desire to study advanced mathematics, and explores why their career trajectories might be different from men's.

Benjamin Dickman, bmd2118@columbia.edu, is from Brookline, MA. After graduating from Amherst College, Dickman spent the following academic year in Nanjing, China, on a Fulbright Grant to research High School Mathematics Education. He returned to his host institution of Nanjing Normal University the following year on a Chinese government grant for Mandarin studies, and spent his free time becoming fluent in the Nanjing dialect. Dickman is currently a National Science Foundation Graduate Fellow at Columbia University, pursuing his Ph.D. in Mathematics Education (and playing a lot of Boggle). Besides working as a Course Assistant for a range of classes—including Abstract Algebra, Analysis, Calculus, Problem Solving, Set Theory, and Topology—he was also able to serve as a Graduate Instructor for Teachers College doctoral candidates during a recent Summer Study Tour to Shanghai.

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Micah Stohlmann is an Assistant Professor of Mathematics/STEM Education at the University of Nevada, Las Vegas. He is a current STaR (Service, Teaching, and Research) Fellow. Previously he taught high school mathematics in California and Minnesota. His research interests are focused on STEM integration, mathematical modeling, and researching professional development. He received his B.A. from Concordia University and his M.Ed. and Ph.D. from the University of Minnesota.

José Contreras is an Associate Professor in the Department of Mathematical Sciences at Ball State University where he teaches mathematics and mathematics education courses at the undergraduate and graduate levels. A former high school mathematics teacher, he earned his B.S. degree from the University of Guanajuato in Mexico and his M.A. and Ph.D. in Mathematics Education from The Ohio State University. He served on the editorial panel of Teaching Children Mathematics from 2002 to 2005 and was the editor of the 2005 focus issue on posing and solving problems. He is interested in integrating problem posing and solving, technology, realistic contexts, modeling, history, proof, and cultural and aesthetic aspects of mathematics in teaching and teacher education.

Jae Ki Lee, jaelee@bmcc.cuny.edu, is an assistant professor at Borough of Manhattan Community College. Lee is interested in discovering alternative teaching and learning algorithms and exploring students' discoveries. Lee is also interested in teaching with technology.

Susan Licwinko, slicwinko@bmcc.cuny.edu, is an instructor at Borough of Manhattan Community College. She is in the process of completing her doctoral degree. Licwinko is interested in discovering alternative teaching methods and improving K–12 mathematics teaching in the United States.

Nicole Taylor-Buckner is a doctoral candidate in Mathematics Education at Teachers College Columbia University. Her research interests include teacher education, equity in education, teaching and learning, elementary and middle school mathematics, financial literacy, and international education. She is currently a mathematics instructor at Borough of Manhattan Community College in New York City.