Journal of Mathematics Education at Teachers College

Fall – Winter 2010

A Century of Leadership in Mathematics and its Teaching

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The *Journal of Mathematics Education at Teachers College* is a publication of the Program in Mathematics and Education at Teachers College Columbia University in the City of New York.

This issue's cover and those of future issues will honor past and current contributors to the Teachers College Program in Mathematics. Photographs are drawn from the Teachers College archives and personal collections.

This issue honors Dr. Alexander P. Karp, an Associate Professor in the Program in Mathematics at Teachers College. A native of St. Petersburg, Russia who is the author of more than one hundred publications including textbooks used throughout Russia, Professor Karp represents Teachers College at meetings and conferences throughout the world as well as through his role as managing editor of the *International Journal for the History of Mathematic Education*.

Former Teachers College Professor and Mathematics Education Chair, Howard Franklin Fehr, was among the most influential mathematics educators of his era. Through his many international contacts, he was the organizer of conferences, projects, and publications including the Congresses of Mathematics Education, a seminal conference on Needed Research in the field, and curriculum initiatives including the Secondary School Mathematics Curriculum Improvement Study.

Aims and Scope

The *JMETC* is a re-creation of an earlier publication by the Teachers College Columbia University Program in Mathematics. As a peer-reviewed, semi-annual journal, it is intended to provide dissemination opportunities for writers of practice-based or research contributions to the general field of mathematics education. Each issue of the *JMETC* will focus upon an educational theme. Themes planned for the 2011 issues are: *Mathematics Curriculum* and *Technology*. *JMETC* readers are educators from pre K-12 through college and university levels, and from many different disciplines and job positions—teachers, principals, superintendents, professors of education, and other leaders in education. Articles to appear in the *JMETC* include research reports, commentaries on practice, historical analyses and responses to issues and recommendations of professional interest.

Manuscript Submission

JMETC seeks conversational manuscripts (2,000-2,500 words in length) that are insightful and helpful to mathematics educators. Articles should contain fresh information, possibly research-based, that gives practical guidance readers can use to improve practice. Examples from classroom experience are encouraged. Articles must not have been accepted for publication elsewhere. To keep the submission and review process as efficient as possible, all manuscripts may be submitted electronically at www.tc.edu/jmetc.

Abstract and keywords. All manuscripts must include an abstract with keywords. Abstracts describing the essence of the manuscript should not exceed 150 words. Authors should select keywords from the menu on the manuscript submission system so that readers can search for the article after it is published. All inquiries and materials should be submitted to Ms. Krystle Hecker at P.O. Box 210, Teachers College Columbia University, 525 W. 120th St., New York, NY 10027 or at JMETC@tc.columbia.edu

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Journal of Mathematics Education at Teachers College

Call for Papers

The "theme" of the spring issue of the *Journal of Mathematics Education at Teachers College* will be *Mathematics Curriculum*. This "call for papers" is an invitation to mathematics education professionals, especially Teachers College students, alumni and friends, to submit articles of approximately 2000-2500 words describing research, experiments, projects, innovations, or practices related to mathematics curriculum. Articles should be submitted to Ms. Krystle Hecker at jmetc@tc.edu by January 1, 2011. The spring issue's guest editor, Nicholas Wasserman, will send contributed articles to editorial panels for "blind review." Reviews will be completed by February 1, 2011, and final drafts of selected papers are to be submitted by March 1, 2011. Publication is expected in mid-April, 2011.

Call for Volunteers

This *Call for Volunteers* is an invitation to mathematics educators with experience in reading/writing professional papers to join the editorial/review panels for the spring 2011 and subsequent issues of *JMETC*. Reviewers are expected to complete assigned reviews no later than 3 weeks from receipt of the blind manuscripts in order to expedite the publication process. Reviewers are responsible for editorial suggestions, fact and citations review, and identification of similar works that may be helpful to contributors whose submissions seem appropriate for publication. Neither authors' nor reviewers' names and affiliations will be shared; however, editors'/reviewers' comments may be sent to contributors of manuscripts to guide further submissions without identifying the editor/reviewer.

If you wish to be considered for review assignments, please request a *Reviewer Information Form*. Return the completed form to Ms. Krystle Hecker at jmetc@tc.edu or Teachers College Columbia University, 525 W 120th St., Box 210, New York, NY 10027.

Looking Ahead

Anticipated themes for future issues are:

Spring 2011	Curriculum
Fall 2011	Technology
Spring 2012	Evaluation
Fall 2012	Equity
Spring 2013	Leadership
Fall 2013	Modeling
Spring 2014	Teaching Aids
Fall 2014	Special Students

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ABOUT THE AUTHORS

Julianna Connelly Stockton completed her Ph.D. in Mathematics Education at Teachers College Columbia University in 2010, and now works at Sacred Heart University as an Assistant Professor of Mathematics. Dr. Stockton's research interests include international comparative mathematics education; history of mathematics; inquiry-based learning; incorporation of historical sources in mathematics courses; and the education of prospective K-12 teachers.

Lasse Savola studied mathematics at Rice University (B.A., 1997) and mathematics education at Teachers College Columbia University (M.S., 2000; Ph.D., 2008). He is an assistant professor of mathematics at the Fashion Institute of Technology—SUNY in New York City, where he teaches courses such as Geometry and the Art of Design as well as Statistics. He is interested in patterns of all kinds. A native of Finland, Lasse enjoys playing ice hockey and music.

Berglind Gísladóttir was born in Iceland in 1972. She received the B.Ed. in Education and a B.A. in developmental therapy from the University of Iceland. After teaching mathematics for several years, she earned the M.Ed. in mathematics education from Reykjavik University. Berglind is now a doctoral student in mathematics education at Teachers College Columbia University.

Björg Jóhannsdóttir is a native of Iceland. She received a B.Ed. from the University of Iceland and an M.Ed. in mathematics education from Reykavik University. Björg has taught mathematics for several years, both in high school and college. Currently, she is a doctoral student in mathematics education at Teachers College Columbia University.

Alexander Munson is a doctoral student at Teachers College Columbia University. He received his Master's degree in mathematics education at Texas A&M University and has taught calculus, algebra, complex analysis, probability, and statistics at the college level in Maryland and Virginia. His research interests range from the history of mathematics to the adaptation of advanced topics in mathematics to school and college classrooms.

Jean W. Richard holds the Ph.D. in Mathematics Education from Teachers College Columbia University. He has been a faculty member at BMCC since the Fall of 2003. Before coming to BMCC, Richard taught mathematics at the State University of Haiti. His main research interests are Riemann surfaces, international and comparative mathematics education, and the history of mathematics. Besides teaching different courses at BMCC, he is a deputy chairperson involved with a range of administrative duties.

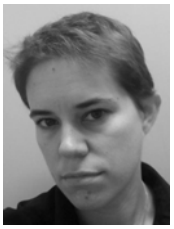
ABOUT THE AUTHORS

Diane R. Murray is a Mathematics Education Ph.D. candidate at Teachers College Columbia University. She is the Online Editor for the *JMETC* and also is an assistant in the Department of Mathematics, Science and Technology at Teachers College. Diane also teaches mathematics courses at Manhattanville College and Lehman College. Her research interests include the history of mathematics education, technology use in the mathematics classroom, and better teacher education for post-secondary educators.

Hoyun Cho is a Ph.D. candidate in Mathematics Education at Teachers College Columbia University. His research interests involve student learning, mathematics curriculum development, and international comparative studies. Prior to coming to Teachers College, Hoyun taught mathematics at Western Michigan University for four years, where he completed an M.A. in Mathematics Education. His B.S. (Magna Cum Laude) in Mathematics was awarded by Saginaw Valley State University in Michigan.

Nicole Taylor-Buckner is a Ph.D. student in Mathematics Education at Teachers College Columbia University. Her research interests include teacher education, equity in education, financial literacy, and international education. Nicole has taught mathematics at the high school and college levels, and her degrees include a B.A. in Physics from Syracuse University, an M.A. in Student Personnel Administration from NYU, and an M.S. in Mathematics from Cleveland State University.

Manya Raman received the B.A. and M.A.T. degrees from the University of Chicago, as well as an M.A. in mathematics and a Ph.D. in mathematics education from UC Berkeley. She worked for four years at Rutgers University before moving to Umeå University in northern Sweden. Her work in the area of international comparisons of mathematics teaching focuses on practices in the United States, Sweden, and India. Dr. Raman's other research areas include mathematical proof and mathematical beauty.



AJ Stachelek earned her M.S. degree in Statistics from the University of Massachusetts–Amherst, AJ taught for the several years in various academic settings ranging from high school to community college. Currently, she is pursuing her Ed.D. in Mathematics Education at Teachers College Columbia University. After teaching in a gifted high school for two years, she discovered her primary research interest in the intersection of gifted education and gender equity in mathematics education.