ABOUT THE AUTHORS

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Jonathan D. Bostic is an assistant professor of mathematics education at Bowling Green State University located in Bowling Green, Ohio. He strives to examine mathematical proficiency through a lens that allows researchers to consider the impact of instructional contexts and changes in them, rather than one element of the context (i.e., individuals, learning environment, and task), and the impact on students' mathematical proficiency. Jonathan instructs undergraduate and graduate students through a variety of courses and also works with inservice teachers through professional development and grant-funded research projects.

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Brenna Hassinger-Das, Ph.D., is a Postdoctoral Fellow in the Department of Psychology at Temple University. She has a background in both education and psychology research. Her areas of expertise encompass executive functioning, early number sense, and vocabulary acquisition. She is particularly interested in investigating the role of play and games for learning. She is committed to translating her research for use by the public through community-based research projects as well as blog posts and commentaries featured in outlets such as The Huffington Post, NewsWorks.org, and as well as additional local outlets.

Kathryn Hirsh-Pasek, Ph.D., is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University and a Senior Fellow at the Brookings Institution. Her research examines the development of early language and literacy as well as the role of play in learning. She is author of 12 books and hundreds of publications. She is the recipient of the American Psychological Association's Bronfenbrenner Award, the American Psychological Association's Award for Distinguished Service to Psychological Science, the Association for Psychological Science James McKeen Cattell Award and the APA Distinguished Lecturer Award. She is a Fellow of the American Psychological Association and the American Psychological Society, is the President Elect of the International Society for Infant Studies and served as the Associate Editor of Child Development. Dr. Hirsh-Pasek has a strong interest in bridging the gap between research and application. To that end, she served as an investigator on the NICHD Study

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Zahra Hazari is an Associate Professor in the Department of Teaching and Learning, STEM Transformation Institute, and Department of Physics at Florida International University. Dr. Hazari's research focuses on reforming science learning environments in an effort to improve critical educational outcomes for under-represented groups, especially women. Dr. Hazari's research has been supported by a National Science Foundation (NSF) CAREER Award and her research findings have been featured in *US News & World Report, Washington Monthly, Science Magazine, Scientific American, LiveScience, Science for the People,* and *APS News.* Dr. Hazari served on the Editorial Board for the Journal of Research in Science Teaching (JRST) and is a member of American Physical Society's Committee for the Status of Women in Physics. She has taught courses in physics, mathematics (calculus), methods for science and mathematics teaching, and research methods in STEM education.

Geoffrey Howson is an Emeritus Professor of Mathematical Curriculum Studies at the University of Southampton, England. After beginning his scientific career in algebra, he went into the field of mathematics education, making contributions to a variety of aspects of mathematics education. He has written, edited or contributed to many books and papers on mathematics, education and mathematics education, in particular making significant contributions to the study of the history of mathematics education. Among other commitments he has served as an Assistant Director of the Centre for Curriculum Renewal and Educational Development Overseas, President of the Mathematical Association of Great Britain, Chairman of the School Mathematics Project in Great Britain, a founding Director of BACOMET, and Secretary-General of ICMI.

Christa Jackson is an assistant professor in Mathematics Education in the School of Education at Iowa State University. She teaches undergraduate and graduate courses in mathematics education. Her research focuses on teachers' knowledge of equity and teaching practices mathematics teachers' use that afford opportunities for students from diverse cultures, ethnicities, and socio-economic backgrounds to learn rigorous, challenging mathematics while simultaneously fostering productive mathematical identities. In addition, Dr. Jackson's research interests include effective mathematics instruction at the elementary and middle levels and strategies to help students who struggle in mathematics.

Cindy Jong is an assistant professor of Mathematics Education in the STEM Education Department at the University of Kentucky. She teaches undergraduate and graduate courses in mathematics education and STEM education. Her research aims to understand elementary preservice teachers' conceptions (e.g. attitudes, beliefs, and dispositions) in mathematics education over time and the factors that influence such conceptions. In addition, Cindy is interested in examining how teaching mathematics for social justice can improve teachers' classroom practices to broaden student participation, develop critical thinking skills, and foster positive identities as learners of mathematics.

Richard Kitchen is the Kennedy Endowed Chair in Urban Education and Professor in the Department of Teaching and Learning Sciences at the University of Denver. Dr. Kitchen was the co-Principal Investigator of the Center for the Mathematics Education of Latinos/as (CEMELA) that was funded through the National Science Foundation (NSF), Center for Learning and Teaching. He is the lead author of one book, co-editor of two books, initiated and served as a co-editor of the TODOS: Mathematics for All Research Monograph, and has worked nationally and internationally with numerous schools.

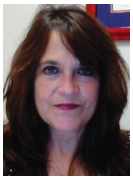
Kayan Lloyd Munroe is from Jamaica and is currently reading for his Ph.D. at Hiroshima University in Japan. He has been studying the use of the open-ended approach in the teaching of mathematics in Japanese elementary schools for the past 4 years. He acquired a Bachelor's degree from the University of the West Indies, Mona, and a Master's from Yamaguchi University, Japan. Both degrees are in Mathematics Education. He has taught at both primary and secondary levels in Jamaica's education system as well as worked at the Ministry of Education's regional office in Montego Bay. His Ph.D. dissertation is focused on the impact of the open approach on Jamaica's fourth grade students' understanding of mathematical concepts. He believes success is directly proportional to hard work.

Sarah Anderson Ridder is a doctoral student at the University of Denver as well as an Instructor with TEACH-NOW, an online teacher certification program. In the past, Sarah worked as a middle school mathematics, science, and AVID teacher. She also worked as a Graduate Research Assistant at the University of Denver. Her research interests include social justice issues within K-12 schools, teacher preparation, and teacher professional development.

Philip Sadler is currently the Director of the Science Education Department at the Harvard-Smithsonian Center for Astrophysics and F.W. Wright Senior Lecturer in Astronomy. He holds a B.S. in Physics from MIT and an Ed.D. from Harvard. He co-authored the first integrated computer and laboratory introductory calculus course in 1975. He has taught middle school mathematics, science, and engineering, undergraduate astronomy, and graduate teaching courses. He has founded three companies and holds five patents. His research interests include assessment of student misconceptions and how they change with instruction, the transition to college of students who wish to pursue STEM careers, and teachers' professional development. Dr. Sadler won the Journal of Research in Science Teaching Award, the AIP's Computers in Physics Prize, the American Astronomical Society Education Prize, and the American Association of Physics Teachers' Millikan Medal. Curricula and materials developed by Dr. Sadler are used by an estimated fifteen million students every year.

Gerhard Sonnert is a research associate in the Science Education Department at the Harvard-Smithsonian Center for Astrophysics and an associate of the Harvard Physics Department. He holds a doctorate in sociology from the University of Erlangen, Germany, and an M.P.A. from Harvard University. He has conducted several large empirical studies in STEM education, and particularly about gender aspects in STEM (*Gender Differences in Science Careers and Who Succeeds in Science?: The Gender Dimension,* both 1995, with G. Holton). Other interests include science policy (Ivory Bridges: Connecting Science and Society, 2002, with G. Holton), history of science (Einstein and Culture, 2005), and migration (*What Happened to the Children Who Fled Nazi Persecution*, 2006, with G. Holton).

Tamara Spiewak Toub, Ph.D., is a Postdoctoral Fellow at the Temple University Infant and Child Lab in the Department of Psychology. She has studied various connections between play and learning, including the relation between preschoolers' pretending and their executive function abilities and the use of games and other playful activities to support language development. Her background in professional theater has fueled her interest in the effects of pretend play and formal theater experiences on development for both children with autism and typically-developing populations. She is committed to the application of the science of learning in children's everyday lives. This commitment has led to her collaborations with organizations such as the Joan Ganz Cooney Center and Reflection Sciences. She has also written chapters in books for educators, policy-makers, and families and for *The Huffington Post* blog, as well as peer-reviewed scholarly journals.



Carol Wade is an assistant professor in secondary mathematics education at The College at Brockport, State University of New York (SUNY). She holds a Ph.D. from Clemson University in Curriculum and Instruction, Secondary Mathematics Education. She has completed a Post-Doctoral Fellowship in the Science Education Department at the Harvard-Smithsonian Center for Astrophysics. Her research interests focus on teaching mathematics for conceptual understanding, homeschooled students' preparation for tertiary calculus, and gender as it relates to secondary and post-secondary mathematics instruction and performance. Her research concerning the secondary-tertiary transition naturally follows after teaching secondary mathematics for 13 years, including AP Calculus. She currently teaches undergraduate and graduate courses to prepare future secondary mathematics teachers and to mathematics teachers seeking their professional certification.

Charity Watson is a doctoral lecturer in the Mathematical Sciences department at Clemson University. She holds a M.S. in Mathematical Sciences and a doctorate in Engineering and Science Education. Dr. Watson has taught an array of courses at the undergraduate and graduate level, including calculus, business statistics, mathematics for elementary teachers, and research methods in science and engineering education. Her research is focused on college-level students and their performance and persistence in STEM field. Specifically, she is interested in external factors, such as family and academic background, which may impact the success and participation of underrepresented minorities in mathematics and STEM.

Jennifer M. Zosh, Ph.D., is an Associate Professor of Human Development and Family Studies at Penn State University's Brandywine campus where she received the Distinguished Teaching Award and currently holds the David and Marjorie Rosenberg Career Development Professorship for Leadership and Innovation. As the Director of the Brandywine Child Development Lab, she involves undergraduate researchers in the study of developmental cognition. Her areas of expertise and publication include playful learning, the impact of technology on children, working memory, mathematical cognition, and language acquisition. A major driving force in her career is dissemination and translation of scientific discoveries to the public via blogging and direct outreach and through research in museums and libraries. This translational work has appeared in outlets such as The Conversation, PBS Parents, The Huffington Post, the Brookings Institution, the Joan Ganz Cooney Center, and beyond.

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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