ABOUT THE AUTHORS

Nor'Arifahwati Haji Abbas is currently a Ph.D. part-time student in Mathematics Education at Universiti Brunei Darussalam (UBD). At the same time, she is also employed by UBD as a tutor at the Sultan Hassanal Bolkiah Institute of Education. Her first degree was in Primary Education, whereas her Master's degree in Teaching and Learning was obtained from the University of Bath, United Kingdom. Before joining UBD, she taught in elementary school and was one of the team members who was responsible for developing the Mathematics Assessment Paper at the district level. Nor'Arifahwati was entrusted with the position of the Head of Mathematics Department for several years. She was also awarded the Best Mathematics Teacher in 2006. Her interests include mathematical discourse in the classroom, peer tutoring, conceptual and procedural knowledge, particularly in elementary mathematics, 21st century teaching and learning approaches, as well as pedagogical studies.

Margaret Fitz is a senior at Miami University in Oxford, OH. Her major is Middle Childhood Education with concentrations in mathematics and science. She will graduate in May of 2017 with a Bachelor of Science in Education. She is passionate about making learning exciting and relevant to students. Mathematics is a subject in which many students struggle; as a result, it is important that mathematics be taught in a way that is interactive and related to students' everyday life experiences. It is through the integration of mathematics with relevant topics, technology and hands on experiences that students begin to see the value in it. Through her writing and teaching experiences, her goal is to instill a new love for learning mathematics in today's youth.

Laura Golnabi is a current Ph.D. student in Mathematics Education at Teachers College, Columbia University. She also teaches undergraduate mathematics courses, and has developed problem solving courses designed for non-STEM majors. Her research explores the conceptual bridge between Csikszentmihalyi's concept of flow and mathematical problem solving. Currently, she is studying if and when students suffering from mathematics anxiety are able to have positive, flow-like experiences in mathematics. Online learning is of particular interest to her as she would like to focus on how the online setting can further enhance her findings.

Robert Reys is a Curators' Distinguished Professor Emeritus at the University of Missouri. He has been at Mizzou for more than one-half of a century. He also spent a year at the National Science Foundation as a program officer, a year at the University Tuskuba (Japan) and was a Fulbright Research Lecturer at the University of Guanajuato (Mexico) and the University of Gothenborg (Sweden). He has authored or co-authored more than 250 articles in professional journals and co-authored or edited more than 30 books. During the last 20 years he has been engaged in research related doctoral programs in mathematics education and was co-founder of the STaR program for early career mathematics educators. He received the Lifetime Achievement Award from the National Council of Teachers of Mathematics in 2008. He continues to play tennis and officiates collegiate tennis matches in the Midwest.

Masitah Shahrill is a senior lecturer at the Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam (UBD). She holds a B.Sc. (Hons) in Mathematics (University of Northumbria at Newcastle, UK) and M.Sc. in Applied Mathematics (University of Reading, UK). She was appointed lecturer in UBD in 2001, and subsequently pursued her M.Ed. and D.Ed. in Mathematics Education at the University of Melbourne, Melbourne, Australia. Dr. Masitah is passionate about raising the quality of teaching and learning of students and their development in the schools and in the higher education settings. Her research interests lies in teacher and teacher education, mathematics education, higher education, 21st century teaching and learning, school based assessment, classroom research, and youth practices and their education. She currently holds the administrative posts Director of Studies, and Head of Teaching and Learning Centre for the Office of the Assistant Vice Chancellor (Academic Affairs) in UBD.

Patricia Stokes is an Adjunct Professor of Psychology at Barnard College, Columbia University. Her expertise in problem solving, variability, and creativity was acquired procedurally. Pre-psychology, she painted at Pratt, wrote advertising copy at J. Walter Thompson, and was a creative group head at Ted Bates & Co. At Columbia, she showed that constraints encountered early in skill acquisition establish habitual variability levels which, in turn, impact subsequent learning and transfer. Her paired constraint model (used to design *Only the NUMBERS count*©) has been applied extensively to the arts, to early education, and—most recently—to innovation in business.

Zuhairina Suhaimi is currently teaching Mathematics at a secondary school in Brunei Darussalam. In 2014, she graduated from the University of Bath, United Kingdom, with a Bachelor's degree in Mathematics. To pursue her teaching career, Zuhairina proceeded to the Universiti Brunei Darussalam for her master's degree in teaching (M.Teach), specializing in Secondary Education in the learning area of Mathematics. Her passion for mathematics sparks her interest in understanding learners' difficulties and struggles in the learning of Mathematics. As a beginning teacher researcher, she aims to continuously discover new approaches to refine the teaching and learning of mathematics.

Khairul Amilin Tengah, born in Brunei Darussalam in 1978, is currently a lecturer of Secondary Mathematics Education at the Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam. He received his Bachelors in Science Education from Universiti Brunei Darussalam, M.A. in Mathematics Education from Kings College London, and both M.Sc. and M.Phil in Mathematics Education from Teachers College, Columbia University. His research interests include lesson study approach in mathematics education, recreational mathematics, innovative teaching and learning approaches in mathematics classroom, and technology use in the mathematics classroom. Currently, Khairul is in the writing stage of his Ph.D. thesis, enrolling as a candidate in Mathematics Education at Teachers College Columbia University.

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