

# ABOUT THE AUTHORS



**Lisa Amick**, NBCT, currently serves as a Clinical Associate Professor of Mathematics Education at the University of Kentucky. She is the Program Director for the Middle Level Teacher Education and STEM PLUS undergraduate programs, serves on the Research and Professional Learning Teams for CPM Educational Program, and holds a seat on the Board of Directors for the KY NBPTS Network. Prior to academia, she taught middle level mathematics for ten years in Champaign, Illinois.



**Sun Young Ban** is a mathematics instructor at Merritt College, in Oakland, California. Dr. Ban's research focuses on mathematics teaching and learning—specifically, how different teaching methods influence students' learning, and how to teach mathematics while understanding students' learning styles and mathematics anxiety in community college. Dr. Ban's recent article, *Teaching Statistics with an Inquiry-Based Learning Approach*, describes how such IBL methods as discussions, questions, and guided lectures can help community college students develop their statistical reasoning.



**Robert Q. Berry III** is the Samuel Braley Gray Professor of Mathematics Education and the Associate Dean of Diversity, Equity, and Inclusion in the School of Education and Human Development at the University of Virginia and the immediate Past President of the National Council of Teachers of Mathematics. Equity issues in mathematics education are central to Berry's research efforts. Berry co-edited the 2020 book *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice*.



**Maria J. Campitelli** is a retired Clinical Assistant Professor from the Florida International University. Her work includes implementation of mathematical discourse in K-12 classrooms with a focus on Equity and Social Justice. She spent thirty years teaching secondary mathematics and eleven years working with in-service math teachers in the Miami Dade County Public Schools (FL). She is currently providing support for novice teachers while utilizing research on social justice and novice teachers' induction.



**Marta Civil** is a Professor of Mathematics Education and the Roy F. Graesser Chair in the Department of Mathematics at the University of Arizona. Her research looks at cultural, social, and language aspects in the teaching and learning of mathematics; participation in the mathematics classroom; connections between in-school and out-of-school mathematics; and parental engagement in mathematics. Her work is grounded on a funds of knowledge orientation and the concept of parents as intellectual resources.



**M. Kathleen Heid** is Distinguished Professor of Education/Mathematics Education at Pennsylvania State University (University Park). She has served on both the NCTM Board of Directors and the MAA Board of Governors and is a past editor of *Journal for Research in Mathematics Education*. She has authored technology-intensive mathematics books and has researched the learning of mathematics at the secondary and early college levels. She is a recipient of the NCTM Lifetime Achievement Award.



**Paula M. Jakopovic** is an Assistant Professor of Early Childhood and Elementary Mathematics at the University of Nebraska Omaha. Her research interests include STEM education, mathematics teacher identity, teacher preparation and professional development, and instructional coaching.

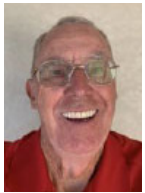


**Jae Ki Lee** is a Professor of Mathematics at the Borough of Manhattan Community College (BMCC). He earned his doctorate in education at Teachers College, Columbia University. Dr. Lee's research covers pedagogical and implemented studies. His expertise is in student-centered instructional methods such as Inquiry-Based Learning, the Flipped Classroom, and Project-Based Learning. Dr. Lee initiated a STEM path co-requisite mathematics course at BMCC. He is currently developing Open Educational Resources with a student-centered curriculum.



**Lorraine M. Males** is the Julie & Henry Bauermeister Associate Professor in Education and Human Sciences in the Department of Teaching, Learning, and Teacher Education at the University of Nebraska-Lincoln. Her teaching and research focuses on the preparation of secondary mathematics teachers, particularly how teachers

learn to use curriculum materials to support the learning of each and every student, the development of equitable teaching practices, and how one's identity influences one's teaching.



**Robert Reys** is Curator's Distinguished Professor of Mathematics Education Emeritus at the University of Missouri. He remains active in mathematics education supporting the STaR Program for early career mathematics educators in higher education and doing research related to doctoral programs in mathematics education. He

continues to play tennis regularly and officiates collegiate tennis matches in the Big 10, Big 12 and the SEC as a member of the Intercollegiate Tennis Association.



**Micah Stohlmann** is an associate professor of mathematics/STEM Education at the University of Nevada, Las Vegas. His research centers on integrated STEM education with a focus on mathematics. He is the author of 32 books. [www.michastohlmann.com](http://www.michastohlmann.com).



**Evan Throop Robinson** is an Assistant Professor of Mathematics Education at St. Francis Xavier University in Antigonish, Nova Scotia Canada. Evan is a former elementary school teacher and continues to work in the classroom through research activities with young children and support for preservice teachers. He collaborates on the Moving Achievement Together Holistically (MATH) project to provide culturally relevant and sustaining learning experiences using verb-ing and spatial reasoning processes for children from historically excluded communities.

He collaborates on the Moving Achievement Together Holistically (MATH) project to provide culturally relevant and sustaining learning experiences using verb-ing and spatial reasoning processes for children from historically excluded communities.



**Travis Weiland** is an Assistant Professor of Mathematics Education in the Department of Curriculum and Instruction at the University of Houston. His work focuses on issues of equity in teacher education. In particular, he focuses on the statistical education of teachers.

# 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.

Victor Ashiara

*Teachers College, Columbia University*

Fernando Carnauba

*Teachers College, Columbia University*

Yuxi Chen

*Teachers College, Columbia University*

Anisha Clarke

*Teachers College, Columbia University*

Patrick Galarza

*Workshop Middle School*

Zohreh Janinezhad

*Teachers College, Columbia University*

Baldwin Mei

*Teachers College, Columbia University*

Terence Mills

*La Trobe University*

Chandra Mongroo

*Teachers College, Columbia University*

Elcilia Taveras

*Teachers College, Columbia University*

Anne Uglum

*Teachers College, Columbia University*

Thomas Walsh

*Kean University*

Elizabeth Wilson

*Teachers College, Columbia University*

Christian Wu

*Teachers College, Columbia University*