

Meet the Authors
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Mathematics and the *Dan* Culture

Marty Sternstein received his undergraduate degree at the University of Chicago and his PhD from Cornell. He has been teaching at Ithaca College since 1970, except for one year as Visiting Professor and Head of the Math Dept at the College of the Virgin Islands, St. Croix, and two years as Fulbright Professor and Math Dept Chair at the University of Liberia, Monrovia, Liberia. At Ithaca College he was Math Dept Chair for six years, has received three Dana Teaching Awards, and was honored with the Ithaca College Excellence in Teaching Award for 2000. He has developed new curricula including "Power Algebra" and "Dynamic Functions" (with Yurekli and Novak), "Math in Africa", and the first U.S. course for college credit in chess theory (with S. Schwartz). He is the only mathematician to give a presentation at the annual Conference on African Linguistics. His most recent publication is the Barron's Educational Series: AP Statistics.

Re-membling Mathematics: The Effect of Culturally Relevant Lessons in Math History on Students' Attitudes

John Troutman earned a bachelor's degree in mathematics with a minor in social and economic justice from the University of North Carolina at Chapel Hill. Afterwards, he joined the Master Teaching Fellows program at Wake Forest University where he earned a master's degree in secondary math education. Since graduating he has taught in the Durham Public School system in Durham, North Carolina. He was a part of the founding staff of the Southern School of Engineering, a small high school with an engineering focused curriculum which opened its doors in 2007. This summer he is getting married and moving to New York City, he will begin teaching at the Bronx Lab School in August.

Dr. Leah McCoy is a professor in Wake Forest University's Department of Education where she is director of the Master Teaching Fellows program and instructs classes in mathematics education and educational research. She earned her B.S. from West Virginia Tech, M.A. from the University of Maryland, and EdD from Virginia Tech. Her research interests are teaching and learning mathematics, particularly the use of technology and equity issues.

The Role of Language in Ethnomathematics

Tamsin Meaney has worked as a teacher in many situations which have made her consider the relationship between language and mathematics learning. She currently lectures in mathematics education at the Charles Sturt University, Wagga Wagga, Australia.

Uenuku Fairhall, Te Arawa: Ngāti Rangiwewehi, Waitaha and Ngäi Te Rangi: Ngāti Hē is the principal of Kura Kaupapa Māori o te Koutu. He is one of the most experienced teachers of mathematics in te reo Māori in New Zealand.

Tony Trinick has many years of experience in Māori medium primary, secondary and tertiary mathematics education, pre-service teacher and teacher professional development. He is currently Associate Dean Māori at the University of Auckland's Faculty of Education.

A Case Study of the Role of Ethnomathematics among Teacher Education Students from Highly Diverse Cultural Backgrounds

Dr. Ada Katsap, Senior Lecturer at the Kaye Academic College of Education, Beer-Sheva, Negev region capital of Israel, began her professional career as a high school mathematics teacher and head of the school's mathematics team. The last 15 years she has taught graduate and undergraduate courses, including mathematics teacher education, history of mathematics in which she incorporates ethnomathematics, and several mathematics content courses. Her research focuses on humanistic mathematics teacher education, including incorporation of history of mathematics and ethnomathematics into school mathematics. She has published her research in the *Humanistic Mathematics Network Journal* and also presented it at various international venues that subsequently published her work in the proceedings thereof: Mathematics Education into the 21st Century Project, International Congress of Mathematicians, and the Annual Conference of the International Group for the PME. She is author of the book *Wisdom and Magic in Humanistic Mathematics* (Heb.) (2007), Mofet Institute Publication.

Dr. Fredrick L. "Rick" Silverman, mathematics educator, teaches undergraduate and graduate courses for preservice and inservice elementary school teachers, specializes in children's naturally occurring mathematics, integrates mathematics and social studies, and advocates for equity and social justice. His articles and reviews have appeared in *Teaching Children Mathematics*, *School Science and Mathematics*, and the *Colorado Mathematics Teacher*; and he has presented at the annual meetings of NCTM and NCSM. Dr. Silverman is President of the North American Study Group on Ethnomathematics (NASGEm) and Co-Editor of *The Journal of Mathematics and Culture*. He is a member of the faculty of the School of Teacher Education at the University of Northern Colorado, Greeley, CO USA.