An Ethnomathematics Exercise in Analyzing and Constructing Ornaments in a Geometry Class

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Ethnomathematics at the Margin of Europe – A Pagan Calendar

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Creating an inclusive culture in mathematics through subject-specific teacher professional development: A case study from England

Celia Hoyles is Director of the National Center for Excellence in Mathematics Teaching in Great Britain. It is accessible through the internet world-wide. The article she has written for The Journal of Mathematics and Culture gives readers a wealth of information about the Center and will likely entice many to visit the Center at https://www.ncetm.org.uk/. She has been a pioneer in applying information and communication technology (ICT) in the teaching and learning of mathematics, and in recognition of that work Dr. Hoyles was the first recipient of The Hans Freudenthal Medal in 2003. That year, as well, Professor Hoyles received the prestigious award, Order of the British Empire for “Services to Mathematics Education.” Her
professional work has consistently interwoven theory, research, and practice, which is evident through her distinguished record of publications and presentations around the world. The JMC is privileged to have her article Creating an inclusive culture in mathematics through subject-specific teacher professional development: A case study from England appear in this issue.