

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

Khayriah Massarwe is Ph.D. student at the Department of Education in Technology and Science, Technion - Israel Institute of Technology. She is also a lecturer at the Department of Mathematics, Sakhnin Academic College for Teacher Education. She received the B.Sc. degree in mathematics and computer science education from the Technion (1991) and the M.A. degree in mathematics from the Haifa University (2000). Her research interests are in mathematics and multicultural education.

Igor M. Verner is Associate Professor, Coordinator of Undergraduate Studies and Coordinator of Technology/Mechanics Track at the Department of Education in Technology and Science, Technion – Israel Institute of Technology. He received the M.S. degree in Mathematics from the Urals State University (1975) and the Ph.D. in computer aided design systems in manufacturing from the Urals State Technical University (1981), Yekaterinburg, Russia. Dr. Verner is a certified teacher of mathematics and technology in Israel. His research interests include experiential and project based learning, technological learning environments, modeling and visualization, mathematics education in engineering and architecture, and multicultural education.

Daoud Bshouty is a Professor at the Department of Mathematics, Technion – Israel Institute of Technology. His research interest is in Complex Analysis and recently in Mathematics Education. For 25 years he taught Mathematics in different Arab sector high schools in Israel and acted to promote mathematics education and academic studies.

Ethnomathematics at the Margin of Europe –A Pagan Calendar

Kristín Bjarnadóttir is Associate Professor of mathematics education at the University of Iceland – School of Education. She obtained her PhD in the field of the history of mathematics education at Roskilde University Centre in Denmark. She studied mathematics and physics at the University of Iceland and mathematics at the University of Oregon in Eugene. She has taught mathematics and physics at upper and lower secondary level and been a member of a group of mathematics textbook writers for secondary level, as well as chaired working groups revising mathematics curricula in mathematics. Her research interests cover the history of mathematics education as well as the history of mathematics and its use in teaching.

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.