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MEET THE AUTHORS

A. J. (Sandy) Dawson

Sandy Dawson began his career in education in 1963. Since then, he has taught at the elementary and secondary school levels in Canada, and at the university level in Canada, Portugal, Sri Lanka, and Hawai'i. As well, he has presented at many conferences and workshops in Canada, the USA, and internationally, on topics such as: preservice teacher education; in-service teacher education; mathematics teaching; the subordination of teaching to learning; the integration of mathematics and science across the curriculum; and the enactive approach to teaching and learning, and distance learning. He was the Director of the Simon Fraser University (SFU) teacher education program—the Professional Development Program (PDP)—for ten years, 1985-1994. Sandy has co-written two books and a set of conference proceedings. He has authored 7 book chapters, 10 research reports, 2 review articles, and been the guest editor for 2 different publications. The 45 articles he has authored, and the 27 he edited, focused on mathematics education, teacher education, and computers in education. He has made over 70 conference presentations around the world in Israel, South Africa, Spain, Portugal, France, Greece, Korea, Brazil, the USA and the UK. He has produced two film series, one on mathematics education, and one on Logo. He has received over \$6.6 million in research and implementation grants primarily from the National Science Foundation for Project DELTA, Project MENTOR, and the current Project MACIMISE. His international experience includes work with the University of Hawai'i, Griffiths University in Australia, and Oporto University in Portugal, as well as work with Sri Lankan educators both in Canada and Sri Lanka. The PME book he co-authored with Jaworski and Wood focuses on in-service education in mathematics from an international perspective. Sandy was instrumental in the development and delivery of Post Baccalaureate Diploma Programs in the area of the Connections between Mathematics and Science. He joined PREL (Pacific Resources for Education and Learning) July 1, 1999 as a senior Program Specialist in Mathematics Education, and Director for Project DELTA, an NSF funded project designed to provide in-service training for teachers of mathematics at the grades 4-8 level on the US Affiliated Pacific Islands (USAPI) of Guam, the Republic of Palau, the Republic of the Marshall Islands, the Commonwealth of the Northern Mariana Islands, American Samoa, Hawai'i, and the Federated States of Micronesia (Kosrae, Pohnpei, Chuuk, and Yap). That and the subsequent Project MENTOR grant were completed, at which time NSF awarded a third grant to PREL, with Sandy as the PI, for the MACIMISE Project, a 5-year (2009-2014), \$3.4 million grant that focuses on the development of curriculum materials based on the indigenous practices of the peoples of the Pacific region noted above. This project has produced 6 PhDs and 11 Masters Graduates in the past five years. In August 2013 he retired from the University and was granted Professor Emeritus status in the Institute of Teacher Education, College of Education, University of Hawai'i. Though retired from the University he remains active in the field of Ethnomathematics through his NSF grant. He recently completed a six-week world trip presenting papers at the 5th International Congress of Ethnomathematics (ICEM5) in Mozambique, at the Psychology of Mathematics (PME38/PMENA36) Conference in Vancouver, Canada, and at the NSF Research (DRK-12) Conference in Washington, DC.



Aldo Parra-Sanchez

I am from Bogotá (Colombia). I have a B.Sc. in Mathematics (Universidad Nacional de Colombia). A MSc in Mathematics Education, (Universidade Estadual de São Paulo, Rio Claro, Brasil). Currently I am doing my Ph.D at Aalborg University. I have worked with mathematics teachers in several states in my home country: Bogotá, Nariño and Putumayo, also with Tikuna indigenous communities In the Amazonian region of Colombia. Since 2006 I have been working with the Centro Indígena de Investigaciones Interculturales de Tierradentro, an indigenous center of research, with Nasa indigenous people in Tierradentro, state of Cauca. I am lecturer at Colombian universities since 2005. Member of Red Latinoamericana de Etnomatemática. Contact: aldo@learning.aau.dk and aldo@etnomatematica.org.



Alejandra Santillán

Profesora de Historia, graduada en la Universidad Católica de Santa Fe, Argentina. Especialista en Investigación Educativa y en Historia Social . Formadora de formadores graduada en el CAEP. Trabaja como docente en el IES Juan Mantovani y en la Universidad nacional del Chaco Austral. Actualmente es coordinadora argentina ante la Red Latinoamericana de Etnomatemática.

Alejandro Jaén Rojas

Es costarricense, doctor en Ciencias de la Educación por la Universidad de La Salle (Costa Rica) y es Ingeniero en Desarrollo Local, graduado en la Universidad Católica de Lyon (Francia). Ha trabajado más de treinta años para la academia universitaria y actualmente es profesor del doctorado en educación de la Universidad de la Salle.



Alfredo Capítango de Lúcio

Alfredo Capítango de Lúcio é Doutorando em Ciências de Educação, pela Universidade Lusófona de Humanidades e Tecnologias-Lisboa, Portugal, Mestre em Geociências na área de Ambiente pela Universidade de Coimbra-Portugal e licenciado em Matemática pela Universidade Agostinho Neto-Angola. Atualmente, ocupa os cargos de professor assistente da Universidade Mandume Ya Ndemofayo, na cadeira de Matemática-Namibe, Angola, chefe do Departamento Provincial de Educação e Ensino no Namibe, Angola e Director do Instituto Médio de Administração e Gestão do Namibe, Angola. Realiza pesquisas na área de Metodologia de Ensino da Matemática, Etnomatemática e de Educação Matemática Ambiental.



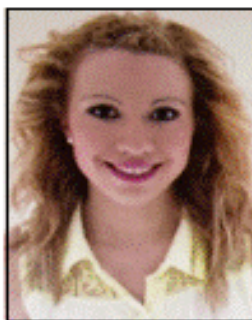
Alicia Fernández-Oliveras

Alicia Fernández-Oliveras received her B.S. degrees in physics and in Optics and Optometry, both with the Extraordinary Award of Degree from University of Granada, Spain, in 2007 and 2011 respectively, and the second one with the National Award of Degree from the Spanish Ministry of Education. She received the MS (2008) and PhD (2013) degrees in physics at the University of Granada, where she currently belongs, associated to the *Departamento de Didáctica de las Ciencias Experimentales*, at the Faculty of Education Science. She is engaged in research on teacher training in Scientific Areas.



Ana B. Cordero Sillero

Diplomatura Magisterio Educación Infantil. Estudiante de Máster Didáctica de la Matemática.



Ana V. Rodrigues

Assistant Professor in Department of Education of the University of Aveiro. Member of Research Centre “Didactics and Technology in Education of Trainers” [CIDTFF] since 1999. PhD in Didactics and Teacher Education (2011). Member of the Technical Advisory Commission of the National Teacher Education Programme in Experimental Science Teaching for Basic Education Teachers (PFEEC), appointed by Decree of the Minister of Education (2006-2010). Director of the Integrated Sciences Education Center [CIEC] of the Ciência Viva primary school of VNB (www.anavrodrigues.pt).



Anahí Arlette Huencho Ramos

Estudiante Doctorado en Educación PUC, Coordinadora Capítulo Chile Red Latinoamericana en Etnomatemática (RELAET). Estudió Pedagogía en Matemática en la Universidad de la Frontera. Obtuvo el Magíster en Ciencias de la Educación, Mención Curriculum y Evaluación en la Universidad de Santiago de Chile. Actualmente cursa el Programa de Doctorado, de la Pontificia Universidad Católica de Chile con Beca de financiamiento Conicyt-Chile y Coordina el Capítulo Chile de la Red Latinoamericana de Etnomatemática-RELAET.



Armando Aroca Araújo

Licenciado en Matemáticas y Física - Universidad Popular del Cesar Magister en Educación con Énfasis en Educación Matemática - Universidad del Valle. Doctorando en Educación con énfasis en Educación Matemática - Universidad Distrital Francisco José de Caldas. Coordinador Regional para Centro-Norteamérica y el Caribe de la Red Latinoamericana de Etnomatemáticas, RELAET. Editor Asociado de la Revista Latinoamericana de Etnomatemáticas, RLE. Profesor de Tiempo Completo, Universidad del Atlántico - Facultad de Ciencias de la Educación, Licenciatura en Matemáticas.



Arthur B. Powell

As an associate professor and chair in the Department of Urban Education at Rutgers, the State University of New Jersey, Arthur B. Powell teaches, publishes and conducts research in mathematics education. His books (co-edited and co-authored) are *Math: A Rich Heritage* (1995, Globe Fearon); *Ethnomathematics: Challenging Eurocentrism in Mathematics Education* (1997, SUNY); *A Escrita e o Pensamento Matemático: Interações e Potencialidades* [Writing and Mathematical Thinking: Interactions and Potentialities] (2006, Papirus); *Culturally Responsive Mathematics Education* (2009, Routledge); and *Combinatorics and Reasoning: Representing, Justifying and Building Isomorphisms* (2010, Springer). He is Faculty Research Scientist and Associate Director of the Robert B. Davis Institute for Learning of the Graduate School of Education and directs the Research Group on Communication, Technology, and Mathematics Learning, Rutgers University. He was Co-Chair of the AERA SIG/Research in Mathematics Education and teaches undergraduate and graduate courses in mathematics education, technology, and qualitative research methods. His research areas include ethnomathematics, critical mathematics, subordination of teaching to learning in mathematics, and collaborative mathematical problem solving with technology. He created the NGO, Elevating Learning above Teaching (ELAT), to support professional development projects for teachers of elementary schools in Haiti. In 2003, he co-founded the Bronx Charter School for Better Learning (BCSBL) in New York City and there he conducts professional development seminars on mathematics learning and teaching for teachers. At present, he is the Principal Investigator of a research project, funded by the National Science Foundation, about urban mathematics teachers' and their students' development of dynamic-geometrical discourse in a collaborative, online environment.



Begoña Bosque Artaza

Licenciada en Matemáticas. Máster en Tecnologías de la Información y la Comunicación Aplicadas a la Formación. Máster en Didáctica de la Matemática.



Bruce Taplin

Bruce Taplin is from the Whakatohea tribe and is currently a mathematics facilitator with The University of Auckland. His work entails providing support to teachers in Māori immersion classes to teach the mathematics curriculum in the Māori language. Prior to this work Bruce lectured mathematics education in Maori language pathways for students training to be

teachers at the University of Auckland. From 1998 to 2005 Bruce taught year 5 and 6 students in a Māori language and culture enhancement unit.



Camila Cortés Toro

Profesora de Educación Primaria con mención en Matemática. Máster en Didáctica de la Matemática.



Cecília Costa

Portuguesa, nascida no Porto a 7/6/1966, é licenciada em Matemática (Ramo Educacional) em 1990, pela Universidade do Porto, mestre em Ciências da Educação (ramo de Psicologia da Educação) em 1994, pela Universidade de Coimbra, doutora em Matemática, em 2000 e agregada em Didática de Ciências e Tecnologia (especialização em Didática de Ciências Matemáticas), em 2013, ambos pela Universidade de Trás-os-Montes e Alto Douro. Tem várias publicações nacionais e internacionais, em particular na área da etnomatemática.



Charoula Stathopoulou

Professor Stathopoulou is an Associate Professor of Didactics of Mathematics in the Department of Special Education at the University of Thessaly. She completed a bachelor's degree in Mathematics and pursued additional postgraduate study in the Didactics and Methodology of Mathematics at the University of Athens. She studied Social Anthropology and completed her doctorate in Ethnomathematics at the Aegean University. Her main research foci include: Ethnomathematics and Sociocultural Factors of Mathematics teaching/learning in and out of school, Language and Mathematics teaching, CTI and Drama in Education Techniques for Mathematics teaching, Mathematics teaching for students with special needs, teachers' education. She had published more than 90 papers and is the author

of “Ethnomathematics: Exploring the cultural dimension of both mathematics and mathematics education”.



Cláudia de Jesus Meira

Professora de Matemática da Rede Pública Estadual do Estado do Rio de Janeiro. Mestranda em Educação da Universidade Federal Fluminense e bolsista da CAPES. Coordenadora para o Brasil da Red Latinoamerica de Etnomatemática. Atuando há 7 anos na Educação de Jovens e Adultos privados de liberdade.



Cláudia Georgia Sabba

Claudia Georgia Sabba é professora doutora pela Universidade de São Paulo-USP, mestre e licenciada em matemática pela mesma universidade. É professora no Programa de Mestrado em Gestão e Práticas Educacionais-PROGEPE, da Universidade Nove de Julho-UNINOVE, além de ser avaliadora Ad Hoc e pesquisadora desta instituição. Avaliadora institucional e de cursos de graduação do SINAES/INEP do BASIS e Avaliadora institucional e de cursos do Conselho Estadual de Educação CEE/SP. É líder do Grupo de Pesquisas e Estudos em Educação Matemática-GPEEM da UNINOVE.



Colleen McMurchy-Pilkington

Colleen is from the Ngati Pikiaio, Ngati Rongomai (Maori tribal affiliations). She was a teacher educator at The University of Auckland, New Zealand for 20 years. She is a trained teacher with 10 years experience in primary schools. Taught all levels from preschool through to Tertiary. Presented and published papers nationally and internationally. Research interests include Ethnomathematics and Indigenous learners. Supervised students for Bachelor of Education, Master, and PhD.



Cris Edmonds-Wathen

Dr. Edmonds-Wathen is a lecturer in Mathematics Education who researches language and mathematics, with an interest in how mathematical concepts are expressed in various languages, particularly indigenous languages with oral traditions. Her PhD research focused on spatial frames of reference in Iwaidja, a language of Northwest Arnhem Land, Australia.



Daniel Clark Orey

Daniel Clark Orey, Ph.D. is Professor Emeritus of Mathematics and Multicultural Education at California State University, Sacramento where he served from 1987 to January 2011. As Coordinator and Principal Investigator of Algorithm Collection Project, Dr. Orey is interested in studying the various ways in which newly arrived immigrants in California communities, think, reason and calculate mathematically. Dr. Orey graduated from Oregon State University in 1978 and taught in Oregon and in Guatemala. He earned his Ph.D. in Curriculum and Instruction in Multicultural Education at the University of New Mexico in 1988. His masters work took him to Patzun, Chimaltenango in Guatemala where he did field research with Logo, computers and Mayan children. In 1998, at the invitation of Professor Ubiratan D'Ambrosio, Dr. Orey served as a Fulbright Scholar at the Pontifícia Universidade Católica de Campinas in Brasil, which he conducted research in classrooms and taught courses in ethnomathematics and mathematical modeling. During the 2005-2006 school year, Dr. Orey served as visiting professor and researcher, sponsored by CNPq in the area of mathematics education, ethnomathematics at the Universidade Federal de Ouro Preto. In 2007, Dr. Orey served as Senior Fulbright Specialist in Kathmandu University, Nepal, giving lectures on topics related to mathematics education and teaching on Ethnomathematics and modeling. He is currently professor of mathematics education in the Centro de Educação Aberta e a Distância at the Universidade Federal de Ouro Preto, Brasil.



Danilo Díaz-Levicoy

Profesor de Matemática y Computación. Magister en Ciencias de la Educación en Currículum y Evaluación. Máster en Didáctica de la Matemática.



Domingos Dias

Angolano, nascido na Huíla a 07 de abril de 1968, é licenciado em matemática (ramo educacional) em 2007, pela Universidade “Dr. António Agostinho Neto” – Lubango (Angola); Mestrado em matemática pela Faculdade de Ciências da Universidade do Porto – Portugal em 2011; Doutorando do curso de Educação Matemática pela Universidade do Minho (UM) em Braga- Portugal (2012-2015); Tem publicações nacionais e internacionais em particular na área da etnomatemática. Colaborador no centro de investigação em Estudos da Criança da UM.



Emilio García Gálvez

Maestro Especialidad Educación Primaria. Licenciado en Pedagogía. Máster Interuniversitario en Cultura de Paz, Conflictos, Educación y Derechos Humanos. Máster en Didáctica de la Matemática.



Filipe Sousa

É doutorando em Ciências da Educação, na especialização em Educação Matemática, no Instituto de Educação da Universidade do Minho. Foi formador em tempo integral no âmbito do Programa de Formação Contínua em Matemática para Professores dos 1.º e 2.º ciclos do Ensino Básico, ao longo de 4 anos (2005-2009) onde exerceu funções de formador e supervisão de prática letiva em sala de aula. O principal interesse de investigação é a

educação matemática (etnomatemática), onde tem publicações em atas de Encontros Científicos, livros, revistas com arbitragem científica e comunicações orais.



Francisco Javier Perales

Es español, Doctor en Ciencias Físicas por la Universidad de Granada (España). Ejerce actualmente como Catedrático de Universidad (área de Didáctica de las Ciencias Experimentales), habiendo desempeñado desde 1978 otros puestos como profesor en la Escuela Universitaria de Magisterio de Granada y en la actual Facultad de Ciencias de la Educación, impartiendo asimismo cursos de posgrado en otras universidades españolas y extranjeras. Su actividad investigadora ha estado relacionada con la *Visión del Color*, la *Educación Ambiental* y, en especial, con la *Didáctica de las Ciencias Experimentales*, sobre la que ha publicado diversos artículos y libros.



Gimo José Maundera

Formado em Ensino de Matemática pela Universidade Pedagógica. Docente da Faculdade de Ciência Naturais e Matemática da Universidade Pedagógica – Delegação de Manica desde 2010. Actualmente docente da cadeira de Etnomatemática e Estatística. Foi professor da Escola Pré Universitária Samora Moisés Machel da Beira em 2007. Em 2007 a 2010 foi docente da Universidade Católica de Moçambique na cidade da Beira e Chimoio, onde elaborou Módulo para o ensino à distância da disciplina de Etnomatemática.



Hélio Vasco Nganhane

Licenciado em Ensino de Física pela Universidade Pedagógica – Moçambique. Professor de Matemática no Ensino Secundário de 2009 á 2012 na Escola Secundaria de Chicumbane-Gaza. Formador de professores primários em matemática cultural – Ensino Bilingue 2009-2011. Docente estagiário na UP-Manica 2013-2014. Actualmente mestrando na Universidad Complutense de Madrid – Espanha.



Hilbert Blanco-Álvarez

Estudió Licenciatura en Matemática en la Universidad del Valle, Colombia. Realizó un Magister en Educación Matemática en el Instituto de Educación y Pedagogía de la Universidad del Valle, Colombia y un Máster en Investigación en Didáctica de las Matemáticas en la Universidad Autónoma de Barcelona, España. Actualmente, es candidato a Doctor en Didáctica de las Matemáticas en la Universidad de Granada, España con el proyecto de investigación titulado La formación de maestros, que enseñan matemáticas, desde las Etnomatemáticas: elementos para la reflexión. Se ha desempeñado como docente de aula, docente universitario, como consultor de la Fundación Internacional Save the Children y como investigador. Actualmente trabaja como docente del Área de Educación Matemática del Departamento de Matemáticas y Estadística de la Universidad de Nariño, Colombia, como Director de la Red Latinoamericana de Etnomatemática- RELAET y como editor de la Revista Latinoamericana de Etnomatemática: Perspectivas Socioculturales de la Educación Matemática.



Jason D. Johnson

Mr. Johnson is an associate professor in the Department of Mathematics and Statistics at Zayed University, Dubai, United Arab Emirates. Dr. Johnson teaches mathematics and mathematics for prospective teachers. He is especially interested in teaching mathematics for social justice and effective use of technology in the teaching and learning of mathematics. Dr. Johnson is from Buffalo, New York (USA) and has experience teaching mathematics at the elementary, middle grades, and secondary levels in Orlando, Florida (USA). Prior to joining Zayed University, he spent several years teaching at Middle Tennessee State University (where he was promoted and tenured), The Florida State University, and Florida A&M University. He received his Ph.D. in Mathematics Education from The Florida State University.

Joana Latas

Professor Latas has a degree in mathematics and computer science at the University of Évora and a Master's in educational sciences at the same University with research carried out in the field of Ethnomathematics. She is the representative for the project Mathematics of Planet Earth in São Tome and Príncipe, a country where she has professional experience at the level of teaching mathematics in high school and Mathematics Education in higher education. She is a PHD student of History of Sciences and Scientific Education at the University of Coimbra and the University of Aveiro, Portugal, and her research is centered on the exploration of Ethnomathematics practices in Príncipe's Island.



Juan D. Godino

Catedrático de Didáctica de la Matemática de la Universidad de Granada. Desde 1993 viene desarrollando el “Enfoque Ontosemiótico del Conocimiento y la Instrucción Matemática”, marco teórico que está siendo reconocido a nivel internacional a través de publicaciones en las principales revistas del área de conocimiento. Una selección de sus trabajos está disponible en la página web del grupo: <http://www.ugr.es/local/jgodino>



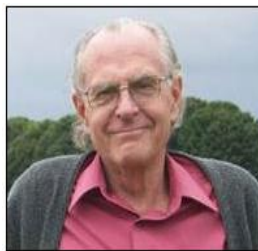
Kay Owens

Dr. Owens has developed extensive research databanks on counting (from Glen Lean's and other data) and measurement from her own project from multiple (over 350) language groups of Papua New Guinea. She has been involved in designing and carrying out a number of evaluation projects of education with a focus on Indigenous education in both Papua New Guinea and Australia. She has extensive research in the area of space and geometry and visuospatial reasoning.



Lawrence Shirley

Lawrence Shirley is a mathematics educator with special interest in the history and culture of mathematics and ethnomathematics. He is originally from Arizona USA and has a B.S. in mathematics and history from Caltech, and M.Ed. in comparative and international education from the University of Illinois, and a Ph.D. in mathematics education from Ahmadu Bello University (Nigeria). After Peace Corps service as a secondary mathematics teacher in Sierra Leone, he taught mathematics education at Ahmadu Bello University in Nigeria for fifteen years and was head of the mathematics education section. He has been at Towson University (Maryland, USA) since 1989 and previously served as Assistant-Chair and Acting Chair of the Mathematics Department. Between 2001 and 2011, he served as Associate and Acting Dean of Graduate Studies. He is a past-president of the North American Study Group on Ethnomathematics and the organizer of the Fourth International Conference on Ethnomathematics in July 2010.



Marcos Ascanio Zárate

Licenciado en Matemáticas. Máster de Formación de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas, especialidad Matemáticas.



Marcos Cherinda

Professor Cherinda was first trained in 1980-1981 as mathematics and physics teacher for secondary school at the Faculty of Education of the Eduardo Mondlane University in Maputo. After two years of teaching in Nampula, a northern province of Mozambique, he went to Germany where in 1989 concluded the “Diplom Lehrer” in Mathematics and in 2002 he received his Ph.D. in mathematics education from the University of the Witwatersrand, Johannesburg, South Africa. Presently he is Assistant Professor at the Universidade Pedagógica in Mozambique where he serves as the dean of the Faculty of Natural Science and Mathematics. Since 2012 he has the position of Mozambique National Representative at ICMI-International Commission on Mathematical Instructions. His special interest is in geometry and in Ethnomathematics, working with Professor Paulus Gerdes at the Ethnomathematics Research Centre in Mozambique.



Maria Cecília Fantinato

Possui graduação em Pedagogia pela Pontifícia Universidade Católica do Rio de Janeiro (1980), mestrado em Educação pela Pontifícia Universidade Católica do Rio de Janeiro (1987) e doutorado em Educação pela Universidade de São Paulo (2003), incluindo a realização de Doutorado Sanduiche na Rutgers University (NJ, USA), em 2001. Realizou pós-doutorado na Universidade de São Paulo (2011) e na Universidade de Lisboa (2011-2012). Atualmente é professor associado II da Universidade Federal Fluminense, atuando na Faculdade de Educação, no curso de Pedagogia e na Pós-Graduação Stricto Sensu, e também na Especialização do Instituto de Matemática. Coordena o Grupo de Etnomatemática da UFF (GETUFF). Tem experiência na área de Educação, com ênfase em Ensino e Aprendizagem de Matemática, atuando principalmente nos seguintes temas: etnomatemática, educação matemática, educação matemática de jovens e adultos, formação contínua do educador e pesquisa etnográfica.



María Elena Gavarrete

Es costarricense, doctora en Didáctica de la Matemática y master en Didáctica de la Matemática por la Universidad de Granada (España); además es licenciada en Ciencias de la Educación y licenciada en Enseñanza de la Matemática por la Universidad Nacional (Costa Rica). Actualmente trabaja como profesora e investigadora en la Escuela de Matemática de la Universidad Nacional (Costa Rica) y colabora como consultora en distintas instancias gubernamentales para proponer mejoras para la formación docente en matemáticas.



Maria Luisa Oliveras

Professor Oliveras is an accredited Chair of Mathematics Education at the University of Granada. Since 1990 she has conducted research in ethnomathematics and teacher education. In 1998, she organized the First International Congress of Ethnomathematics, which was held in Granada, Spain. She is the Vice President of ISGEm (International Study Group on Ethnomathematics). Between 1974 and 2014 she has produced 250 scientific works such as courses, writing books, international conferences, and publication in journals in which 90% of this work is contextualized in the research field of Ethnomathematics.



Miguel Vílchez Marín

Licenciado en Matemáticas. Máster en Didáctica de la Matemática.



Milton Rosa

Milton Rosa was born in 1961, Amparo, São Paulo, Brazil. He graduated in Mathematics and Sciences from Faculdade de Ciências e Letras Plínio Augusto do Amaral in 1983, earned a Masters degree in 2001 and Doctorate degree in 2010 both in Education from California State University in Sacramento. He also earned a post-doctorate degree in Education from Universidade de São Paulo and his studies focuses on ethnomodeling research, which is the connection between ethnomathematics and mathematical modeling. He worked as a mathematics teacher at Encina Preparatory High School in Sacramento, California, from September 1999 to January 2011. Since February 2011, Dr. Rosa has been a professor at the Centro de Educação Aberta e a Distância of the Universidade Federal de Ouro Preto, Ouro Preto, Minas Gerais, Brazil. He has experience in Mathematics Education acting on the research areas such as ethnomathematics, mathematical modeling, ethnomodeling, curriculum and instruction, educational leadership, long distance learning, and history of mathematics. Dr. Rosa has published over 60 papers and articles, chapter books, and books in Portuguese, Spanish, and English in national and international journals. He joined over 130 conferences and symposia in international and national level with contributions of plenaries, round tables, communications, and posters. He also has supervised numerous masters thesis in the area of Mathematics Education. In 2010, Dr. Rosa was awarded the Dr. Carlos J. Vallejo Memorial Award, in the area of Multicultural and Multiethnic Education (MME), in

the Special Interest Group (SIG) in the American Education Research Association (AERA) as an emerging researcher in the area of Mathematics Education



Mogege Mosimege

Professor Mosimege is the Registrar at the University of South Africa (Unisa) in Pretoria, South Africa. In this position he is responsible for providing leadership in activities related to Institutional Governance, Academic Administration, Student Development, Student Disciplinary Matters, and Committee Services. He previously served as Vice Rector at the Mafikeng Campus of North West University (NWU) where he was responsible for Teaching and Learning, Research and Community Engagement. He has also worked at the Council for Scientific and Industrial Research (CSIR) and the Department of Science and Technology (DST). He holds an M.A. in Mathematics Education from Eastern Illinois University in Charleston, Illinois, USA; An M.Sc in Science Education from Wits University; And a PhD in Mathematics Education (Ethnomathematics) from the University of the Western Cape.



Nirmala Naresh

Professor Naresh is an associate professor in the Department of Mathematics at Miami University of Oxford, Ohio. She received her bachelor's, master's and an M.Phil degree in Mathematics from the University of Madras, India. She received her Ph.D. in Mathematics Education from Illinois State University. Her research interests lie in the domains of ethnomathematics and teacher education.



Oswaldo Jesús Martínez Padrón

Profesor de Matemática, Magister en Educación Superior: Matemática y Doctor en Ciencias de la Educación, egresado de la Universidad Pedagógica Experimental Libertador (UPEL), Venezuela. Profesor Titular, Coordinador del Centro de Investigación para la Participación Crítica (CIPaC) y Asesor del Programa de Educación Intercultural Bilingüe del Instituto Pedagógico Rural El Mácaro de la UPEL. Miembro del Comité Editorial de la Revista Paradidma. Coordinador de la Red Latinoamericana de Etnomatemática - Capítulo Venezuela.



Panagiota Kotarino

Professor Kotarino has been a mathematics teacher in High school since 1982 and she now teaches in the High school of Arts of Athens. She has a Masters Degree in Didactics, History and Methodology of Mathematics and a PhD concerning the use of Drama in Education in Mathematics instruction, in the Department of Special Education of the University of Thessaly. She has attended several seminars and workshops in innovative methods of teaching such as Education and Museums, Performing Arts in teaching Science and Mathematics, and she has also been a teacher trainer in new didactical approaches. She has participated in conferences with papers concerning the use of Literature, Theater, Drama in Education, and Debate in teaching and learning Mathematics.



Paula Filipa Vivas Vilela

Nasceu em Vila Verde, distrito de Braga a 12 de Junho de 1985. Concluiu a licenciatura em Ensino Básico – 1.º ciclo na Escola Superior de Educação de Viana do Castelo, em 2008. Cinco anos após termina com sucesso o mestrado em Estudos da Criança – Ensino e Aprendizagem da Matemática, na Universidade do Minho. No que concerne às actividades profissionais destacam-se as seguintes: apoio técnico à organização e dinamização de acções de formação modular certificada, na ATAHCA, desde 2009 até à actualidade; docente das actividades de enriquecimento curricular na área das Actividades Lúdico – Expressivas, no Agrupamento de Escolas de Vila Verde, desde 2008 até à actualidade e dinamiza sessões de apoio ao estudo e explicações a alunos do ensino básico, desde 2012 até ao momento.



Paulus Gerdes

For many years Prof. Gerdes was a professor of mathematics at the Eduardo Mondlane University and at the Universidade Pedagógica in Mozambique, serving as Rector of the latter from 1989-1996. He was a visiting professor at the University of Georgia, USA from 1996 to 1998. He has served the African Mathematical Union as chair of AMUCHMA, the commission on the History of Mathematics in Africa, since 1996, and was the secretary of (SAMSA) the Southern African Mathematical Sciences Association (1991-1995). He wrote several books and articles and he has a large academic experience: Fellow - International Academy for the History of Science (2005 to present) / Vice President - African Academy of Sciences (2005 – to present) Fellow - African Academy of Sciences (2001 to present) / President - International Association for Science and Cultural Diversity (2001- to present) / Executive Committee Member (2000 - 2004) / President - International Study group on Ethnomathematics (2000 to present) / Treasurer (2000 to present) / Director - Ethnomathematics Research Centre, Maputo (1998 to present) / Chairman - Commission on the History of Mathematics in Africa (1996 -) / Visiting Professor - University of Georgia, USA (1996 - 1998) / Secretary - Southern African Mathematical Sciences Association (1991 - 1995) / Vice Chancellor – Universidade Pedagógica (1989 - 1996) / Dean - Faculty of Mathematical Sciences – Universidade Eduardo Mondlane (1987 - 1989) / Executive Committee Member (1986 - 1995) / Dean - Faculty of Education - Universidade Eduardo Mondlane (1983 - 1997) / Head - Department of Mathematics and Physics - Universidade Eduardo Mondlane (1981 - 1983). Professor Paulus Gerdes was honored and awarded with the highest distinction “Prize for Excellence in Higher Education (Research and Teaching)” on the occasion of the commemoration of 50 years of Higher Education in Mozambique (2012); Bagamoyo Medal for Education and Culture (Mozambique’s National Assembly, 1989); Honorable mention, Alba Tahan Prize (Brazil’s National Book Foundation, 1991); Special Commendation, Noma Award Competition for Publishing in Africa 1996 (“Women and Geometry in Southern Africa”); Outstanding Academic Book 2000, Choice Magazine, USA (“Geometry from Africa: Mathematical and educational explorations”); Special mention, Conover-Porter Award, African Studies Association, 2006 (“Mathematics in African History and Cultures: An annotated bibliography”). Currently, Professor Gerdes continues to serve as the leading researcher at Mozambican Ethnomathematics Research Centre and as the Senior Advisor for Research and Quality at ISTEg-Institute in Mozambique.



Pedro Palhares

É português, nascido no Porto a 23/7/1959. É licenciado em matemática (ramo educacional) em 1986, pela universidade do Porto, mestre em Educação Matemática pelo King’s College – Londres em 1992 e doutor em Estudos da Criança – Matemática Elementar pela Universidade do Minho. Tem várias publicações nacionais e internacionais, em particular na área da etnomatemática. É professor Associado no Instituto de Educação da Universidade do Minho.



Pilar Alejandra Peña-Rincón

Doctora (c) en Programa de Matemática Educativa, CICATA- Instituto Politécnico Nacional de México. Coordinadora para Suramérica RELAET. Estudió Pedagogía en Matemática e Informática Educativa en la Universidad Católica Silva Henríquez en Chile. Obtuvo el Magister en Ciencias en Matemática Educativa en el Centro de Investigación en Ciencia Aplicada y Tecnología Avanzada del Instituto Politécnico Nacional de México (CICATA-IPN). Es candidata a Doctora en Matemática Educativa en la misma institución con el proyecto de investigación titulado *Flexibilización de currículos de matemáticas en situaciones de interculturalidad*. Se ha desempeñado como docente de aula, como formadora de maestros en servicio, como asesora educacional y como investigadora. Actualmente trabaja como consultora para el Centro de Innovación en Educación de la Fundación Chile como Coordinadora para Suramérica de la Red Latinoamericana de Etnomatemática-RELAET y como editora asociada de la Revista Latinoamericana de Etnomatemática: Perspectivas Socioculturales de la Educación Matemática.



Ravi Jawahir

Prof. Jawahir was a high school mathematics teacher who was able to engage his students in mathematics learning. He undertook study on home background and numeracy and assisted a large southern African project looking at the same issue. Ravi's doctoral study considered the home influences but also investigated the effect of inquiry and language on geometric thinking by using a quasi-experimental design. He is currently lecturing at the Mauritius Institute of Education.

Silvia Marañón Mederer

Diplomada en Magisterio de Educación Primaria Especialista en Educación Musical. Graduada en Magisterio de Educación Infantil. Máster en Didáctica de la Matemática. Máster en Dificultades de Aprendizaje.



Sonia Salas Salinas

Profesora de Educación Matemática en Escuelas Primarias Públicas (Municipales) en Chile, por más de 15 años. Recientemente obtuvo su Maestría en Didáctica de la Matemática en la Universidad de Granada y actualmente cursa el Doctorado en Educación en la línea de investigación Teoría de la Educación Matemática y Educación Estadística de la misma universidad.



Steve Krevisky

Prof. Krevisky has been professor of Mathematics at Middlesex Community College, since 1985. He is a frequent presenter at annual conferences of the American Mathematical Association of Two Year Colleges (AMATYC) and is co-chair of the AMATYC International Math Education subcommittee. He is a frequent presenter at international mathematics conferences, such as ICME, and ICOTS, and recently delivered workshops for teachers at a university in Nigeria (July 2014). He is Past President of the Mathematical Association of Two Year Colleges of Connecticut (MATYCONN), which is an affiliate of AMATYC. His article analyzing data from TIMSS appeared in the May 2014 issue of AMATYC's journal, *The MathAMATYC Educator*.



Swapna Mukhopadhyay

Prof. Mukhopadhyay was born and raised in Calcutta, where she studied physics at Calcutta University and taught for many years at Patha Bhavan in Calcutta, an alternative school with progressive ideas. She went to Syracuse University for her PhD, which was based on fieldwork in a small village in West Bengal, studying the mathematical cognition of children of potters and weavers. She now is a Professor in Curriculum and Instruction in the Graduate

School of Education at Portland State University in Oregon, where she teaches future elementary teachers about mathematics education with an emphasis on mathematics as a cultural construction necessitating a culturally responsive approach to teaching mathematics. She also teaches classes on qualitative methods for the doctoral program. She was one of the main organizers of a conference at the National Science Foundation in 2004 on “Culturally Responsive Mathematics Education” which led to a book of the same name that she co-edited (Routledge, New York, 2009). Since 2006 she has organized an annual public lecture series “Alternative Forms of Knowledge Construction in Mathematics”, leading to the volume she edited with Wolff-Michael Roth “Alternative Forms of Knowing (in) Mathematics” (Sense Publishers, The Netherlands, 2012). Her current work includes vernacular engineering, a study of indigenous knowledge of boat-builders on the Bay of Bengal, for which she has been funded by the American Institute of Indian Studies, and by the Academy of Finland as part of her collaboration with Yrjö Engeström and the Center for Research on Activity, Development and Learning at University of Helsinki. She also works with the Tlingit of Alaska, being a Research Fellow of the Sealaska Heritage Institute at Juneau. She is PI of a project funded by Oregon Department of Education on “Culturally Relevant Elementary Mathematics Education” and is leading the organization of the 8th International Conference on Mathematics Education and Society that will be held at Portland State University in June, 2015. Within the last five years she has given plenary or invited talks in Odessa, Denmark; Mumbai, New Delhi, Kolkata, and Patna, India; UNESCO Headquarters in Paris; Cape Town, South Africa; Seoul, South Korea; Maputo, Mozambique.



Sylvia Madusise

Dr. Madusise holds a Doctor of Mathematics Education Degree. She is currently a mathematics lecturer in the Department of Teacher Education, Faculty of Education at Great Zimbabwe University in Zimbabwe. Her research interests are on marking meaningful connections in mathematics education.



Tim Craine

Prof. Craine’s first teaching experience was in the U.S. Peace Corps at Asanteman Secondary School in Kumasi, Ghana. Subsequently he taught in high schools in Connecticut and Michigan and then served on the faculties of Trinity College and Central Connecticut State

University (CCSU). From 2000 to 2009 he was chair of the Department of Mathematical Sciences at CCSU. He is editor of the 71st Yearbook of the National Council of Teachers of Mathematics, *Understanding Geometry for a Changing World* (2009). His scholarly interests include high school curriculum development and bringing ethnomathematics into the classroom.



Tony Trinick

Prof. Trinick is from the Whānau-a-Apanui tribe. He started out his career as a primary school teacher and then taught in secondary schools, teaching mathematics and science in the Māori language in the 1980s. He subsequently lectured in initial teacher education for 20 years. He was part of the team that modernised the lexicon to teach mathematics in the Māori language and has been part of a range of national level initiatives such as curriculum development to support schools and teachers. Research interests include the complex relationship between mathematics both traditional and western and the Māori language. He is currently director of Māori-medium Professional learning and Development programme for the University of Auckland that supports teachers in Māori immersion schools.



Uenuku Fairhall

Prof. Fairhall is from Ngāti Rangiwewehi and Ngāti Hē. He is the foundation principal and mathematics teacher at Te Kura Kaupapa Māori o Te Koutu located in Rotorua, NZ, since 1998. His career in mathematics education dates back to the 1980s where he was extensively involved in the creation of the lexicon to teach mathematics in the medium of Māori and has been part of a range of national level initiatives such as curriculum development to support schools and teachers. He has previously taught at a number of secondary schools and is fluent in Spanish, English and Māori having spent a number of years in Chile and Mexico.



Uzuri Albizu Mallea

She received her B.S. degree in mathematics from University of País Vasco, Spain, in 2013. She received the MS (2014), at the Faculty of Education Science of the University of Granada, from Granada, Spain, her T.F.M. is “Bases para la investigación y la práctica educativa desde las Etnomatemáticas”. She has publicated some papers. She is engaged in research on Ethnomathematics for her PhD degree.

Vagi Hanua Bino

Mrs. Vagi Hanua Bino is currently senior tutor in the Mathematics and computing division, at the University of Goroka. She has a PG diploma (Education) from University of Goroka, BSc in degree (mathematics/physics) from University of Papua New Guinea and diploma in website from Canberra Technology Institute. She has taught Mathematics and Computing Science courses at University of Goroka mainly. Altogether she has spent more than 16 years teaching at secondary school and tertiary institutions in PNG. Her research interests include ethnomathematics, mathematics education and semigroup theory. Bino is keen on doing research on the uses of cultural mathematics for teaching and learning both at the elementary and high school level.

**Veronica Albanese**

Es italiana, licenciada en Matemática por la Universidad “La Sapienza” (Roma, Italia) en el 2009; consigue una maestría en Didáctica de la Matemática por la Universidad de Granada (España) en el 2011; ha trabajado como profesora de Matemática en una escuela secundaria en Argentina; actualmente es estudiante de doctorado de la Facultad de Educacion de la Universidad de Granada (España).

