

## Meet the Authors 9(1)

### **Enculturation with Ethnomathematical Microprojects: From Culture to Mathematics**



Veronica Albanese is Italian, PhD in Education by the Faculty of Education of the University of Granada (Spain). She has been graduated in Mathematics in the University “La Sapienza” (Rome, Italy) in 2009, Master degree in Didactics of Mathematics by the University of Granada (Spain) in 2011; she worked as a mathematics teacher in an Argentinian secondary school.



F. Javier Perales is Spanish, PhD in Physics by the University of Granada (Spain). Currently he is a University Professor (area of Didactics of Experimental Sciences), having held other positions since 1978 as a professor in the School of Education of Granada and the current Faculty of Education, and teaching post degree courses in other Spanish and foreign universities. His research has been related to the Vision of Color, Environmental Education, and in particular with the Didactics of Experimental Sciences, on which he has published several articles and books.

## **A Etnomatemática na Comunidade Piscatória de Câmara de Lobos em Portugal**



Pedro Palhares, 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.

## **Relationships between the Hopi calendar and measurement concepts**



Janet Sharp is an associate professor at Washburn University where she teaches mathematics courses for prospective elementary and secondary teachers. She is very interested in developing strategies that help prospective and practicing teachers find and celebrate culturally responsive mathematics teaching. She has long been interested in teaching and understanding mathematical ideas through a range of cultural lenses. She began this journey the day one of her middle school students demonstrated *his* family's way of solving a subtraction problem. The procedure was, of course, at odds with the procedures she had been teaching. From that moment forward, she grew determined to embrace the importance of seeing mathematics with more culturally-sensitive eyes. She has grown considerably from

those early days of assigning certain mathematical artifacts to a specific culture; moving toward understanding mathematical ideas as uniquely illustrated only in relationship to culture. She is honored to contribute to this field and requests patience from the Hopi, who know that she can never really understand their way of knowing. She shared this work with thanksgiving to them and for their moons that showed mathematical ideas to her eyes.

### **The *Quinceañera* Event: Pre-service Teachers Implementing a Culturally Relevant Math Activity in a Hispanic Community**



Dr. Olga M. Ramirez is a Full Professor in the Department of Mathematics at the University of Texas - Pan American (UTPA). Her discipline is mathematics education. She has 40 years of professional teaching experience (38 at the post-secondary level).

Dr. Ramirez' research, publications, and teaching interests focus on the investigation of factors related to minority students' work with mathematics, family math learning events, and culturally relevant mathematics. Dr. Ramirez has always been interested in best teaching practices and as a result she encourages, by example as well as professional presentations, that instructional activities both motivate and challenge students while concurrently meeting their learning needs.

Among the many grant projects and other work assignments, from AY 2007 to AY 2013, Dr. Ramirez served as the Project Administrator of the UTPA Quality Enhancement Plan that successfully implemented all mathematics interventions to address high levels of attrition. She is currently a co-PI of a \$4+ million grant that established the UT-Pan American Center of Excellence in STEM Education.

## **Interdisciplinary Connections: Teaching Mathematics for Social Justice and Financial Literacy**

Madalina Tanase is an Associate Professor of Education in the Foundations and Secondary Education Department at the University of North Florida. She is teaching undergraduate and graduate courses with an emphasis in Foundations of Education. Her research interests include the interrelationship between mathematics, financial literacy, and social justice, classroom management, and preservice teachers' epistemological beliefs, among others.

Thomas A. Lucey

Dr. Thomas A. Lucey is an Associate Professor of Elementary Education in the School of Teaching and Learning at Illinois State University.

## **Thomas Storer's Heart-Sequence: A Formal Approach to String Figure-Making**



Eric Vandendriessche has obtained the French "Agrégation" of mathematics (1992). In 2010, he received his Ph.D. in History and Philosophy of Sciences from Paris Diderot University. Eric Vandendriessche is a member of the Sciences-Philosophy-History French laboratory (UMR SPHERE 7219 - CNRS & Paris Diderot University). He is currently carrying out research in ethnomathematics, doing fieldwork in Papua New Guinea and Vanuatu (Melanesia, South Pacific). He is in charge of the "String figures: cultural and cognitive aspects of a mathematical practice" research program (2012-2015), financially supported by the city of Paris (program "Emergences" 2011).

Webpage : <http://www.sphere.univ-paris-diderot.fr/spip.php?article580>