

**Meet the Authors Volume 5(2) The Journal of Mathematics and Culture
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A Study of Estimation by Professionals at Work

Thomasenia Lott Adams is a Professor of mathematics education in the School of Teaching and Learning, College of Education at the University of Florida, Gainesville, FL. Dr. Adams also leads the Lastinger STEM Initiative which provides job-embedded professional development for middle and high school teachers of mathematics and science. Dr. Adams research interests include teachers' professional development and cultural contexts and factors that impact the teaching and learning of mathematics.

Gregory K. Harrell is an Associate Professor in the Dept. of Mathematics & Computer Science at Valdosta State University, Valdosta, GA. Dr. Harrell teaches mathematics content courses for pre-service teachers. His scholarship is grounded in an interest of helping students build strong mathematical connections and relevance of mathematics through a variety of contexts.

Promoting Culturally Responsive Teaching through Action Research in a Mathematics Methods Course

Emily P. Bonner is currently an Assistant Professor of Mathematics Education in the Department of Interdisciplinary Learning and Teaching at UTSA. After receiving her B.A. (mathematics) and M.A.T. from Trinity University, she taught in Houston public schools for several years before pursuing her Ph.D. in Mathematics Education from the University of Florida, which she received in 2009. She currently works with pre-service and in-service teachers in a variety of settings, and research interests include equity in K-12 mathematics classrooms, culturally responsive mathematics teaching, and successful teachers of students living in poverty.

Public Good or Private Commodity? Mathematics Education in Japan and Implications for the U.S.

Dr. Linda Furuto is an Assistant Professor of Mathematics at the University of Hawai'i – West O'ahu. She completed her bachelor's degree at Brigham Young University, master's degree at Harvard University, and Ph.D. at the University of California, Los Angeles. Research interests include number theory, ethnomathematics, mathematics achievement, and educational access and equity. Over the past ten years, Dr. Furuto has been a Visiting Scholar of Mathematics at the University of Tokyo, worked with students in the Boston public school system as a research-practitioner in Harvard University's "Inventing the Future" project, taught mathematics and music at the L.D.S. Technical College in Fiji, collaborated with the East-West Center and Ministry of Education of Vietnam on the International Forum for Education 2020 initiative, managed mathematics projects at the U.S. Department of State in Washington, D.C., researched at the UCLA Center for International and Development Education, and consulted at Pacific Resources

for Education and Learning. Dr. Furuto grew up on the North Shore of O'ahu, and enjoys surfing, spear-fishing, and playing the organ.

International Service-Learning for Preservice Teachers: Strengthening Mathematical Literacy in West Africa

Dr. Angela Hare is Professor of Mathematics and Department Chair at Messiah College in Grantham, PA. She and her students work in an ongoing partnership with a primary school for children with disabilities in a remote village in Burkina Faso, West Africa. In 2006-2007, students Katie Patton, Brittany Williams, and Kristin Wilt completed the service-learning project described in this article, with artistic design provided by student Gregory Snader. All four students graduated in 2008. Since the completion of this first project, students at Messiah College have continued their work in West Africa, conducting a community survey of educational practices in the village of Mahadaga, a professional development workshop for Burkinabè schoolteachers, a financial literacy workshop for adult learners, and a summer academic enrichment program for Burkinabè children. Messiah College students studying mathematics and education who are involved in these projects gain valuable cultural perspectives on both western (French) and non-western mathematical practices and approaches to reasoning.

The Incan Abacus: A Curious Counting Device

Molly Leonard is currently a graduate student/instructor in the program Hispanic Literatures and Cultures at the University of Minnesota. She completed B.A. degrees in both mathematics and Spanish from the University of St. Thomas (2009). Her combined interests took her to Peru where she extensively researched Incan mathematics and then went on to prepare course materials for further undergraduate Incan mathematics courses in Peru. Molly is currently working on expanding her research to look at the influences mathematics has had on Spanish-Inca relations and culture during the conquest and colonial period.

Cheri Shakiban: I am a professor of mathematics at the University of St. Thomas in St. Paul, Minnesota, where I have been a faculty member since 1983. My recent research is mostly in the area of computer vision, with applications to description of DNA folding. I love to work with undergraduate students, in particular, underrepresented students, to get them involved in doing research in mathematics and encourage them to give conference presentations/posters and submit their work for publication. In addition to teaching regular math courses, I also like to create and teach innovative courses such as "Mathematical symmetry of Southern Spain" and "Math and architecture of the Incas", which I have taught as study abroad courses several times.