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HAMTE Crossroads

The Official Newsletter of the Hoosier Association of Mathematics Teacher Educators

Message from the President

My applause and gratitude to each of you over the last several months as you have maximized your creativity and effort in providing the best instruction you can during a time of constant changes and challenges. Training the next generation of mathematics teachers becomes increasingly difficult when circumstances don't allow for the modeling and experience of best practice. New modes of best practice are developing as we live within certain instructional constraints. We sometimes hear that "necessity is the mother of invention."The necessity of instruction in new formats has brought about many inventive techniques that will probably influence mathematics education for some time. Thanks for your efforts in developing these new practices.

In addition to a battle against invisible viral agents, our society continues to battle the subtle influences that encourage us to stereotype and label individuals based on some outward feature. My applause to so many of you who work diligently to value the dignity and contribution of each student – and who model and promote this with our future teachers. Here are some statistics from the Indiana Department of Education (IDOE) for the employed mathematics teachers in Indiana.

Year	Female	Male		American Indian	Asian	Black	Hispanic	Multiracial	White
2011	64.6%	35.4%		0.2%	0.4%	4.1%	0.7%	0.4%	94.1%
2012	63.8%	36.2%		0.2%	0.4%	4.1%	0.7%	0.4%	94.1%
2013	64.1%	35.9%		0.2%	0.5%	4.0%	0.8%	0.4%	94.0%
2014	64.1%	35.9%		0.2%	0.5%	4.1%	0.9%	0.4%	93.7%
2015	64.6%	35.4%		0.2%	0.6%	4.4%	1.1%	0.5%	93.1%
2016	64.9%	35.0%		0.2%	0.6%	4.3%	1.1%	0.5%	93.2%
2017	64.6%	35.4%		0.2%	0.6%	4.9%	1.0%	0.5%	92.7%
2018	65.5%	34.5%		0.2%	0.6%	5.0%	1.1%	0.5%	92.5%
2019	66.1%	33.9%		0.3%	0.6%	5.1%	1.4%	0.7%	91.8%
2020	66.3%	33.7%		0.3%	0.7%	5.3%	1.5%	0.7%	91.4%
Census	50.7%	49.3%		0.4%	2.6%	9.9%	7.3%	2.2%	77.5%

Inside This Issue:

- Message from the President
- Call out: Advertising your program
- Article from HAMTE board
- NCTM standards and HASTI and ICTM virtual conference
- HAMTE elections
- What's the word on campus?

Newsletter Editor:
Elizabeth Suazo-Flores
Purdue University
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As you can see, women are certainly not underrepresented as mathematicians in Indiana. (In fact, we may need to put forth some recruitment efforts for male mathematics teachers.) While we can still encourage more ethnic diversity in our mathematics work force, it is good to see improvements. Careers can have a strong cultural connection (How many of you have mathematics in your family history?).

Changes take time. Keep up the good work of encouraging all of the future mathematics teachers in your programs.

Finally, we would like to applaud your diligence in pursuing excellence in your preparation of future mathematics teachers by promoting your programs through the HAMTE website. Please complete the online form shared in the newsletter to allow us to include your program as one committed to the ongoing pursuit of best practices. The opportunities to collaborate and share ideas through HAMTE helps all of us keep strong programs meeting the needs of tomorrow's mathematics teachers.

Advertising our Programs

Would you like to promote your mathematics teacher education program? HAMTE board members would like to advertise information about your program in the new website. Let us know your program information by completing this survey: https://forms.gle/a432qWCfHgYDi61r5

ICTM CALL FOR MANUSCRIPTS!

The Indiana Mathematics Teacher is the official journal of the Indiana Council of Teachers of Mathematics (ICTM). It is published **twice a year** and is distributed by mail to all current members.

The journal provides ideas and information for mathematics teachers at all levels of the curriculum (PreK-16). The editors invite submissions from new and experienced authors and accept articles on a range of topics including innovative classroom activities and lessons, practical applications of pedagogical research and theory, thoughtful reflections on challenges faced in the mathematics classroom, strategies and stories of mathematics coaching and teacher leadership, and any other topics that support the professional learning of ICTM members. **We especially encourage collaborations between PreK-12 teachers and higher education faculty**.

Indiana residents whose feature articles appear in the Indiana Mathematics Teacher will be granted free membership to ICTM for one year.

Deadlines for Winter/Spring issue:
- Feature articles should be submitted by January 1
- Departmental manuscripts should be submitted by February 1

Deadlines for Summer/Fall issue:
- Feature articles should be submitted by July 1
- Departmental manuscripts should be submitted by August 1

Visit the ICTM (http://ictm.onefireplace.org/page-819122) and/or contact editors **Doris Mohr** (djmohr@usi.edu) and **Angela Miller** (millera@caston.k12.in.us.) for more information.

Attacks, racism, and Math Ed community: Where do we stand?

Elizabeth Suazo-Flores | Purdue University

There is no doubt that these are unprecedented times. If you are reading this, I hope you stay healthy and cope with the current pandemic and political issues surrounding us. As I grow in mathematics education, I have experienced and witnessed events that have prompted me to continue updating my views and roles as a mathematics teacher educator (MTE). Different MTEs, among them Rochelle Gutiérrez, Laurie Rubel, and Eric (Rico) Gutstein have been attacked for the content of their publications (for more details see https://mathedcollective.wordpress.com/). Attacks have had different forms, but they are all harmful to the authors of the comments and their community (see Gutiérrez 2018). In this reflection, I address one of the latest attacks. As an early-career scholar and colleague of many graduate students, I empathize with Brittany Marshall's experience this summer (more details here: https://mathedcollective.wordpress.com/2020/07/09/attack-on-brittany-marshall/#more-232). Brittany was attacked for the content of one of her tweets. I decided to take action and invite colleagues like you to question and re-read comments made towards others. I was inspired to write this reflection after reading *How to be an antiracist* by Ibram X. Kendi this summer. I appreciate you reading this with an open mind and heart and sharing your opinions publicly with the HAMTE community or privately with me.

Reading Kendi's (2020) book made me conscious of some of my past racist practices and ways of thinking. I learned that when I do not question the status quo of expressions or actions I hear, I participate in racist practices. Phrases such as 'Asians are smarter' and 'Blacks are good at sports' are examples of racist expressions I heard growing up. In my journey to become a better person and MTE, I am grateful for the spaces I have had to rethink and question these notions. Below is an excerpt from one reflection I wrote after attending a graduate class discussion in 2016. At that time, I was wrestling with the colonized and decolonized forms of mathematics education that Martin (2015) and Gutiérrez (2002) encouraged me to consider:

We tried to understand what Danny Martin (2015) meant by "a decolonizing form of mathematics education." As we were discussing, two ideas came to mind: Gutiérrez's (2002) concept of essentialism and the effects of colonialism in my home country, Chile.

As you might already know, Chile was colonized by Spain. One way to track colonialism's effects in our society is by looking at Mapuche's main native people's status. Besides being robbed of their land, Mapuche people were forced to believe in a specific creed, speak Spanish, and learn Spanish. These are some of the aspects that were valued and socially privileged. As a consequence, Mapuche's religion, language, and culture were diminished. For many years, they have been treated as ignorant and lazy people (here is the essentialism that Gutiérrez mentioned). Nowadays, we Chileans, who most of us have Mapuche's heritage in our blood, are trying to raise their social status by, for example, incorporating their language, Mapudungun, in the school curriculum. Tonight, Danny Martin (2015) made me think that this "reform" could have happened as soon as people realized some of colonialism's effects in Chilean society. However, I think we are still far from having a decolonized education in Chile because the leading educational organization is still in the hands of privileged people who are trying to make cosmetic changes to the system without giving up control. As a researcher, I hope to increase my awareness of the colonizing ways of operating in educational systems. I hope to challenge them by privileging those ways of being that are diminished.

As you can interpret from my 2016 reflection, I came to see, in new ways, the approaches, and language used to address Mapuche people in Chile. Growing up, I heard expressions such as "Mapuche are lazy people," and I would not question them. It was not until I was in a different place (i.e., the U.S.) and reading Gutiérrez (2002) and Martin (2015) that I opened my eyes to those comments and became conscious of how harmful they were, and are, for Mapuche people. After reading Kendi's book this summer, I now identify those comments as racist comments. When we hear statements that place people in categories, such as "Mapuche as lazy people" and decide to do nothing, we are implicitly accepting those comments and validating the transmitters of those comments. Our silence harms people and maintains the status quo.

When I hear of attacks on our mathematics education community members, I now know I need to act and express my opposition to comments that harm scholars, no matter their rank or status. As members of the mathematics education community, I would like to care for and ensure civility in our scholarly discourses. This reflection is my way of doing something to get closer to the antiracist side of the continuum of being. Being antiracist involves questioning and revising comments we hear and actively doing something to challenge those ideas (Kendi, 2020).

When we think of racism in mathematics education, our first reaction may be skeptical. Yet, scholars are calling for research in mathematics education that addresses racism (for example, see Wagner et al., 2020). Not recognizing racism in mathematics education may come from our personal views of mathematics and how we think people learn mathematics. MTEs' views of mathematics and its learning lie somewhere on a continuum that ranges from thinking that mathematics is out there to be acquired to mathematics is a human activity used to understand and question the world around us (e.g., Burton, 1995; Mura, 1993; Thompson, 1984). Researchers in mathematics education have been calling us to broaden our perspectives about what mathematics is and what it means to do mathematics (e.g., the work of Ernest, Ubi D'Ambrosio, Marta Civil, Rochelle Gutiérrez, Danny Martin, and many others). With broader perspectives of what it means to do mathematics, we can start thinking about providing various experiences to accommodate the diversity of learners' ways of knowing.

Why am I sharing all of this with you? MTEs, who have publicly embraced race and political issues in mathematics education, have been attacked. After learning about attacks on Brittany Marshall, the HAMTE board decided to open the space for members to inform and discuss these issues. Brittany is a graduate student, yet as I shared above, veteran MTEs have also been attacked. HAMTE members were invited to share their responses to the following questions inspired by Kokka (2019), TODOS: Mathematics for all, and Oakland Unified School District – Restorative Justice (https://www.ousd.org/Page/12328):

- In what ways are attacks to mathematics educators harming the mathematics education community?
- What are some of our needs and obligations, as a mathematics education community, to bring people to openly and respectfully discuss their diverse ways of seeing mathematics and mathematics teaching?
- How can we, as a mathematics education community, start healing from racism?

Acknowledgments

I thank the HAMTE board members, and to Karie Brown-Tess, Hanan Alyami, Jill Newton, and Jonathan Rojas-Valero for their feedback in earlier versions of this reflection.

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The Author

Elizabeth Suazo-Flores is a Research Associate at Purdue University. She is interested in learning about different ways people know mathematics and become mathematics teachers.

Responses from HAMTE board members

- In what ways are attacks to mathematics educators harming the mathematics education community?

"Attacks" or any difference of opinion causes us to be more cautious in our views, possibly keeping them silent to avoid any future conflict. As in any form of learning, this can serve as a hindrance to developing the cognitive accommodations that constitute learning. I've often heard that we have two ears, two eyes, and one mouth and that we should use them in those proportions. (A nice mathematical thought!) We can gain a lot by listening and observing, trying to understand each individual. We all have characteristics and views that contribute to our uniqueness. We can learn a lot from hearing and seeing from other perspectives.

- What are some of our needs and obligations, as a mathematics education community, to bring people to openly and respectfully discuss their diverse ways of seeing mathematics and mathematics teaching?

One important obligation for open and respectful dialogue in any community is to be cautious about activist tendencies. Activists, by definition, seek change or reaction. While that change and reaction may be part of the learning we desire, the methods of activism often pursue a reaction at any cost. Circumstances are "spun" to promote the most persuasive argument for our activist cause rather than being considered objectively. This "spinning" of ideas can be its own form of bullying those who do not hold those ideas. Martin Luther King, Jr. said, "I believe that unarmed truth and unconditional love will have the final word in reality. This is why right, temporarily defeated, is stronger than evil triumphant." (Nobel Peace Prize Speech, Oslo, Norway, 1964) We don't have to "arm" or "spin" our ideas so that they beat down the opposition. "Unarmed truth" shared in a manner that opens dialogue will bring about open and respectful discussion.

- How can we, as a mathematics education community, start healing from racism?

Sharon Daloz Parks, in her book *Big Questions, Worthy Dreams: Mentoring Emerging Adults in Their Search for Meaning, Purpose, and Faith* (2011), shares, "As human beings, we all have a need to be 'seen' throughout the life span but in a particular way as an emerging adult." (p. 167) One of the ways we can heal from racism is to "see" others … really see them. Seeing a person goes beyond any outward identification and learning to see the individual behind the mask. It requires listening and observing without labeling or stereotyping. Cognitively we find it easier to assimilate others into a stereotype. We need to resist this tendency and develop eyes that "see" and value each individual for who they are.

Patrick Eggleton, PhD
Professor of Mathematics
President – Hoosier Association of Mathematics Teacher Educators (HAMTE)

I always feel that community means where the ideas are respected and appreciated, no matter how different those from one another are. Especially in a community like ours, where people have different backgrounds, varied experiences, and multiple perspectives. Any attack on the member of the mathematics education community causes a disparate among its counterparts. People try to seek shelter with the people with whom they relate, rather than considering this community as a family on its own. To ensure a collegial relation and to break the prevalence of subgroups within this family, we need to unite together and support each other. Some of us are seasoned educators, and some are still learning. As a family, we need the support of our seniors to ensure that the juniors and naïve members get a direction to streamline their thoughts and ideas productively. The main goal for all of us is to make the mathematical experiences meaningful for the learners. This is possible only when we all engage together, by leaving our differences aside and forming a strong union so that no outsider can bring their negative energies inside our lives.

Pavneet Kaur Bharaj
Doctoral Candidate
Indiana University Bloomington

As a mathematics education researcher, I believe it is extremely important that young scholars in the field feel empowered and supported to do research that questions any assumption that the mathematics (education) community takes for granted. I believe that organizations such as AMTE (or HAMTE more locally) should publicly support scholars to challenge existing systems of power and not skirt political issues.

As a human being, I am deeply saddened by the racist and hateful comments to Ms. Marshall's tweet. While I do not see her tweet as constituting research, the fact that it stirred such vitriol almost certainly will impact Ms. Marshall's research in some way. If I stand committed to the point above, then I must speak up against attacks on scholars designed to silence marginalized voices. If there are sustained personal attacks on scholars doing political work, then such work will likely progress slower (part of the intent of the attacks).

As a community, we cannot stop such attacks, but we can make strong showings of support for those on the front line of this work. We should use platforms available to us to make those under attack not feel alone.

Another obligation we have as a community is to take the politicized work seriously. We cannot uncritically accept that any work that is under attack is inherently valuable or valueless. By reflectively engaging with the work of scholars who are being attacked, we as a community signal that their work is legitimate and valued. The more nuanced our discussions are of political research in our field, the more completely such work can be integrated into the field as a whole.

Andrew J. Hoffman, PhD
Director of Program Assessment
Assistant Professor of Mathematics, Huntington University

What do you think? How would you like to move forward personally and as a community? Let us know your thoughts to any of the HAMTE board members or to Elizabeth at esuazo@purdue.edu.

NCTM 2020 Standards for Mathematics Teacher Preparation

Did you know NCTM released its 2020 standards for middle and secondary mathematics teacher preparation? The NCTM Standards serve as the basis for programs to determine which required assessments provide evidence of candidate mastery of the standards. The new 2020 NCTM Standards may be used for program submissions beginning in Fall 2020.

NCTM is also calling for reviewers. If you are interested, check out: https://www.nctm.org/Standards-and-Positions/CAEP-Standards/Request-for-NCTM-CAEP-Reviewers/

Let us know if you are part of this process. We are planning on having an article comparing the standards in the upcoming Crossroads issue.

2021 HASTI – ICTM Joint Virtual Conference

The Hoosier Association of Science Teachers Inc. and the Indiana Council of Teachers of Mathematics are joining forces to organize their first joint conference in 2021.

For safety reasons, this year's conference will be a virtual conference. Conference dates are as follows.

- **Saturday, Feb 6: 9 am - 1:30 pm**
- **Sunday, Feb 7: 1 - 5 pm**
- **Monday, Feb 8: 5 - 8 pm**
- **Tuesday, Feb 9: 5 - 8 pm**

Plenary Speakers

Billy Almon "STEM Storyteller" (https://www.billybiology.com/)
Dr. Crystal Hill, Indiana University – Purdue University Indianapolis
Dr. Elizabeth Allan, NSTA President
Dr. Trena Wilkerson, NCTM President

Deadline for Proposals: October 30, 2020.

As with previous ICTM conferences there will be a HAMTE strand and a virtual space for HAMTE members.

Conference Web Page

https://ictm.onefireplace.org/2021-Conference

HAMTE Elections!

The HAMTE Board is still accepting nominations, including self-nominations, for open positions. This year those open positions include president-elect, treasurer, and graduate student outreach coordinator.

Please send any nominations to the Elections Coordinator, Jill Newton (janewton@purdue.edu) by **October 1st, 2020**.

President-elect (one year as president-elect, two years as president, one year as past-president)

The President-Elect shall serve as assistant to the President and assume the office of President in the year following her/his election. The President-Elect, with the consent of the Board of Directors, shall assume the Presidency during his/her term of office upon the incapacity or unavailability of the President.

Treasurer (three years)

The Treasurer shall ensure that all revenues and expenditures of HAMTE conform with the Constitution, Bylaws, and policies of the HAMTE; shall be responsible for maintaining records of all monies received and paid in the name of the Association; shall maintain the Association's non-profit status; shall transact the financial affairs of the Association upon recommendation of the Board of Directors; and shall prepare financial reports to be presented at the meetings of the Board of Directors and prepare an annual report to be presented at HAMTE's annual business meeting.

Graduate Student Outreach (two years)

The Graduate Student Outreach Coordinator shall organize the annual Indiana Mathematics Education Research Symposium (IMERS) as well as recruit a planning committee to help with planning and facilitating the conference. This individual shall also work to recruit graduate students into HAMTE and coordinate graduate student collaborations across institutions.

- **AMTE Affiliated Corner:** https://www.amte.net/connections/2020/05/affiliates-corner
- **AMTE podcasts:** https://mtepodcast.amte.net/

Connect with HAMTE!

- Please check out our new website at https://hamte.org. This site will replace our current site at https://hamte.wildapricot.org, so please bookmark our new-old home ;)

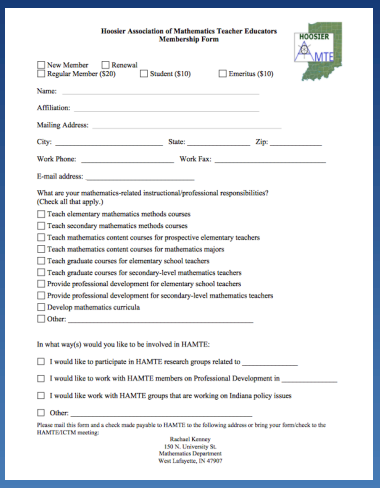
- Wild Apricot will be up until September 20, 2020. Please renew your membership before then if you haven't done it yet. Thank you to all who renewed their membership already.

- Please share our new site: https://hamte.org!

- **Join a Working Group/ Advocacy Group** or suggest a new topic to connect and collaborate with others across the state in order to address crucial issues in the field of mathematics education!
  - IMERS (Pavneet Bharaj, pkbharaj@iu.edu)
  - Teacher Recruitment & Retention (Jean Lee, jslee@uindy.edu)
  - Elementary Mathematics Specialists (Sheryl Stump, sstump@bsu.edu)

- ***Submit an article and/or teaching methods or ideas to the newsletter***, *HAMTE Crossroads.* You can also ***write a special article for*** *the new newsletter section called "Thinking Equity in Mathematics Education."* Email your submission or questions to Elizabeth Suazo-Flores, Newsletter Editor, at esuazo@purdue.edu. We publish Fall and Spring editions.

BECOME A HAMTE MEMBER!



Hoosier Association of Mathematics Teacher Educators
Membership Form

☐ New Member ☐ Renewal
☐ Regular Member ($20) ☐ Student ($10) ☐ Emeritus ($10)

Name: _____

Affiliation: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Work Phone: _____ Work Fax: _____

E-mail address: _____

What are your mathematics-related instructional/professional responsibilities?
(Check all that apply.)
☐ Teach elementary mathematics methods courses
☐ Teach secondary mathematics methods courses
☐ Teach mathematics content courses for prospective elementary teachers
☐ Teach mathematics content courses for mathematics majors
☐ Teach graduate courses for elementary school teachers
☐ Teach graduate courses for secondary-level mathematics teachers
☐ Provide professional development for elementary school teachers
☐ Provide professional development for secondary-level mathematics teachers
☐ Develop mathematics curricula
☐ Other: _____

In what way(s) would you like to be involved in HAMTE:
☐ I would like to participate in HAMTE research groups related to _____
☐ I would like to work with HAMTE members on Professional Development in _____
☐ I would like work with HAMTE groups that are working on Indiana policy issues
☐ Other: _____

Please mail this form and a check made payable to HAMTE to the following address or bring your form/check to the HAMTE/ICTM meeting:

Rachael Kenney
150 N. University St.
Mathematics Department
West Lafayette, IN 47907

Become a new member or renew your existing HAMTE membership

Membership Cost:

Regular Member: $20

Student, Emeritus Faculty: $10

You can also pay by cash or check at the annual HAMTE business meeting.

The membership year runs October 15 to October 15 (to coincide with our annual meeting).

What's the Word on Campus?

University of Indianapolis

Congrats to Jean Lee and Enrique Galindo for their new publication:

"Project-Based Learning in Elementary Math Classrooms: Making Mathematics Come Alive," anticipated date of publication is Feb 2021 by NCTM.

- Ryan Steuer, Jean Lee, and Jeff Spencer presented virtually at 2020 CELL Conference. Their presentation can be accessed here: https://www.youtube.com/watch?v=YlA2Awv953M&feature=youtu.be

- Jean Lee & Enrique Galindo facilitated PD on project-based learning with 40 elementary and secondary teachers on June 8-19, 2020. "Making the Elementary/Secondary Classroom Come Alive with Project-Based Learning" was made possible through the STEM Teach IV Grant funding.

- Jean Lee is a Get the Facts Out Change Agent for AMTE Task Force.

University of Southern Indiana

From Rick Hudson:

The Enhancing Statistics Teacher Education through E-Modules (ESTEEM) project (Rick Hudson, co-PI) has recently made revisions to our modules. You can find all three modules and two major assignments ready for use at the ESTEEM portal (https://place.fi.ncsu.edu/course/view.php?id=80).

We also have a number of video resources intended for statistics teacher education available on our YouTube channel (https://www.youtube.com/channel/UCpRGZZdInCviJj83hKoYmww/).

Ball State University

From Jerry Woodward:

The Department of Mathematical Sciences at Ball State is excited to welcome two new tenure-track mathematics education faculty this year.

Jonathan D. Watkins, Ph.D., is a new assistant professor in the Department of Mathematical Sciences at Ball State University. Before joining the faculty at Ball State, Jonathan was the REACH Math Resource Center's assistant director at the University of Louisville, where he coordinated and served as the primary instructor for the University intervention courses in mathematics. He also worked as an adjunct instructor, teaching mathematics and mathematics education courses at several other institutions. Jonathan's mathematical interests include probability and statistics,

algebra, and mathematics education; and his research interests include mathematical knowledge for teaching, educational technology/courseware, and equitable teaching practices and strategies in mathematics. Jonathan has been married for 13 years to his best friend, Diane, and they have two children, Natalie (age 6) and Evan (age 3).

Andrew Gatza is joining the Department of Mathematical Sciences at Ball State University as an Assistant Professor in Mathematics Education starting this Fall and is extremely excited to be there. He is a former middle grades mathematics teacher and attended Indiana University, Bloomington and IUPUI for his doctoral work in Mathematics Education and Urban Education Studies. He has studied issues of mathematical teaching and learning as well as systems of power and oppression, and broadly situates his work in the realm of problems of practice for social justice mathematics.

His current research examines the mutually supportive relationship between mathematical learning and critical race consciousness with middle grades students. Specifically, his work uses a quantitative and combinatorial approach to nonlinear meanings of multiplication and applies it with students to investigate equity issues. For example, he is interested in how combinatorics can be used to investigate and interrupt issues related to racism. In line with this research, his teaching seeks to develop socially conscious, inclusive-oriented educators who can understand and support students in their mathematical ways of reasoning and cultivate positive mathematics identities among students.

Indiana University Bloomington

From Enrique Galindo:

IU Mathematics Education Welcomes New Doctoral Students!

IU Mathematics Education community has enormous satisfaction in welcoming four outstanding international students. Mariela Iris Duarte, Hyunjeong Lee, Iwan A Sianturi, and Selim Yavuz will start their first year as students in the Indiana University Mathematics Education Ph.D. program.

Mariela is from Honduras. Before coming to IU, she was teaching at the only higher education institution dedicated to teacher training in Honduras, the National Pedagogical University. She has also had the opportunity to teach students from 5th grade to 10th grade in private and public institutions. At this point, Mariela is interested in the process of training math teachers.

Hyunjeong has both a bachelor's in statistics and a master's degree in Mathematics Education from South Korea. She has taught mathematics for middle and high school for four years in South Korean and Ethiopia before joining the Ph.D. program at IU. Her research interests are teaching fractions and irrational numbers to students at all levels, the difference in motivational levels between students studying natural and social science, and teaching math with technology.

Iwan taught high school mathematics in public and cram schools for about three years in Indonesia before pursuing his master's degree in mathematics education in Taiwan. After completing his master's degree, he was hired to co-conduct several research projects and served as

a teaching assistant supported by the Ministry of Science and Technology of Taiwan in the last three years. During the last five years, he conducted a robust inquiry to find a solution for improving education in Indonesia—in particular, comparing and analyzing mathematics curricula and textbooks in Finland, Indonesia, Malaysia, Singapore, Taiwan, and the United States. His research interests focus on students' number sense and their conceptual understanding of numbers and operations and the integration of technology and children's literature in mathematics teaching and learning. Ultimately, he is striving to offer insights into emerging issues in mathematics education to be considered by educational stakeholders worldwide, particularly in Indonesia.

Selim has a bachelor's and a master's degree in mathematics from Yildiz Technical University in Turkey. He taught high school math for five years before coming to IU and wrote five high school curricula related books and coordinated 15 books as an editor for a local publishing company in Turkey. He also mediated seminars to teachers, students, and parents on various topics such as Educational Psychology, Classroom Management, and Mathematics Teaching Techniques to cite a few. His research interests align with mitigating prejudgments on mathematics, mathematics methods for teaching, appropriate mathematical curriculum, and teacher's training.

Please join us in welcoming them to the HAMTE community.

In the picture from left to right. Upper row: Mariela and Hyunjeong. Lower row: Iwan and Selim.

A NOTE ABOUT PERSPECTIVES SHARED:

The perspectives presented in articles within issues of ***HAMTE Crossroads*** *represent the views of individual authors and do not necessarily represent the views and positions of the HAMTE organization.*