

Meet the Authors Journal of Mathematics and Culture 16(2)



Shalini Verma is a Senior Research Fellow (SRF) at the Faculty of Education, Dayalbagh Education Institute, Dayalbagh, Agra, India. She is working on a Ph.D. in Universal Design for Learning. She has a keen interest in the pedagogy of mathematics and has completed two dissertations one in Ethnomathematics at the post-graduation level and another in Brain-Based learning Strategies as part of her M.Phil. work. She has been interested in developing mathematics content while connecting it with different art forms. She has good knowledge in the field of innovative teaching methods as she has done work in the different pedagogical fields like Ethnomathematics, Universal Design for Learning (UDL), Concrete-Pictorial-Abstract (CPA) Approach, and Brain-Based Learning Strategies. She received the director's medal for securing the highest marks in M.Phil. course. She is a content developer and currently running a YouTube channel named "Meta Education", on which videos related to Statistics and Research is being uploaded by her.



Thomas Gilsdorf is on the faculty in the Department of Mathematics at Central Michigan University, Mt. Pleasant, Michigan, USA. He has published over thirty research papers, and given more than fifty presentations at a variety of international conferences such as in Colombia, Peru, China, Mexico, India, Chile, Guatemala, and Canada. He is the author of *An Introduction to Cultural Mathematics, with Case Studies in the Otomies and Incas*. He was selected for a Solomon Lefschetz postdoctoral fellowship at the El Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional (CINVESTAV) in Mexico, and was awarded two Fulbright Scholarships, at the Instituto Tecnológico Autónomo de México (ITAM), and at the Centro de Investigaciones en Matemáticas (CIMAT), both in Mexico. Apart from typical professor activities, he has also served as department chair at the University of North Dakota, and at Central Michigan University.



Mavis okyere, Maiden name Awuah, is a PhD graduate in Mathematics Education from the University of Alberta and is currently teaching at the Catholic University of Ghana as a Senior lecturer. My PhD research focused on the mathematics of the Adinkra symbols of Ghana and how their use in mathematics lessons could impact students' learning. My research interest includes ethnomathematics in the Ghanaian culture and how to employ them for culturally responsive mathematics teaching to impact students' learning.



Molly Tun received her Ph.D. in Hispanic and Lusophone Literatures, Cultures and Linguistics from the University of Minnesota in 2015 and has taught Mathematics and Spanish for over a decade in secondary and post-secondary institutions. She currently serves as a founding Spanish guide at the STEAD School--a project-based learning public charter where she is interested in promoting underrepresented epistemologies through hands-on learning experiences. She has established connections with students, scholars, and indigenous communities across the U.S. and Latin America and her Ethnomathematics research primarily focuses on the interplay of mathematics and culture in the Americas, especially in relation to pre-Columbian civilizations and colonial contexts.



Heider Tun Tun received his B.A. in Cultural Anthropology from the *Universidad Autónoma de Yucatán* in 2013 and Ph.D. in History from the University of Minnesota in 2021. He later served as an ACTFL Emerging Voices Fellow at the University of California-Irvine and now works as an Assistant Professor of History, Politics, and Political Economy at Regis University where he teaches Latin American History. His research focuses on Human Rights, Indigenous histories, activism, and marginalized ways of knowing. He is an Indigenous, first-generation scholar committed to promoting diversity, equity, and inclusion in higher education.