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Meet the Authors

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Meet the Authors

Joran Elias (Montana) is currently a PhD student at the University of Montana, studying statistics. He received his MA in Algebra from the University of Montana in 2004. Currently, his interests include applied statistics and probability.

Viktor Freiman (Canada) is an Associate Professor at the University of Moncton, Canada. He received his PhD in the area of Computer Education from the Moscow Pedagogical University, Russia, and later an M.T.M in Math Education from the Concordia University, Montreal. Viktor participated in several comparative studies in Muenster, Germany. His recent research interests are: mathematical giftedness, challenging mathematics, virtual collaborative learning environments (www.umoncton.ca/cami), problem-based learning, laptops in schools, meta-cognition, interdisciplinary links between math and science.

Yutaka Nishiyama (Japan) has been a Professor at Osaka University of Economics, Japan, where he teaches mathematics and information since 1985. He is also proud to be known as the "Boomerang Professor." After studying mathematics at the University of Kyoto (1967-1971) he went on to work for IBM Japan for 14 years. He is interested in the mathematics that occurs in daily life, and has written seven books about the subject. The most recent one, called "The mystery of five in nature", investigates, amongst other things, why many flowers have five petals. He was a visiting fellow of the University of Cambridge, UK and joined the Millennium Mathematics Project (2005).

Steffen Iversen (Denmark) holds a BA in Mathematics and Philosophy and is currently working on finishing his Master's thesis in mathematics education at the University of Southern Denmark. His thesis concentrates on how to develop successful interdisciplinary activities involving mathematics at the undergraduate level. Steffen's main interests are interdisciplinary issues in mathematics education, mathematical modelling and development of the mathematics education of the future. In addition to his thesis he is engaged in a series of teaching experiments involving undergraduate students in the Natural Sciences. In these experiments, the goal is to analyse and identify connections between the students' abilities in standard mathematics and their modelling competencies when working with model eliciting activities in mathematics. As a teaching assistant Steffen has taught different subjects such as Calculus and History of Mathematics, and helped to develop educational programs and seminars concerning mathematics education for new teaching assistants at the University of Southern Denmark. After obtaining his degree in mathematics education he hopes to be able to continue my work on developing the mathematics education of the future.

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Fulvia Furinghetti (Italy) is Professor of Didactics at the University of Genoa, Italy. She was born and studied in Genoa. Her research concerns both mathematics education and history of mathematics. In mathematics education she has studied the impact of beliefs, the problem of proof, strategies for teachers' education. In history of mathematics her main interest are mathematical journals of the nineteenth century. Her publications have also explored and studied the role of history in mathematics education and in teacher training as a natural link between these two fields of interest. She is an internationally known scholar with seminal contributions to the field of mathematics education in the aforementioned areas. Among her worldwide contributions include playing significant leadership roles in organizations such as International Commission on Mathematics Instruction (ICMI) where she chaired the History and Pedagogy of Mathematics (HPM) Group. Her scholarly papers have appeared in journals like *Educational Studies in Mathematics*, *For the Learning of Mathematics*, as well as international handbooks like the *Handbook of International Research in Mathematics Education*. She recently co-edited a special monograph commemorating 100 years of the famous journal *L'Enseignement Mathématique*.

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Linda Sheffield (USA) is Regents Professor of Mathematics Education and Gifted Education at Northern Kentucky University, and is internationally recognized for her work on developing and challenging students from the pre-kindergarten through the university level. She is past president of the School Science and Mathematics Association (SSMA), was chair of the Task Force on



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Bulgaria, Denmark, Spain, Germany, England, Sicily, Japan, Australia, China, and Hungary with an emphasis on helping students develop their talents and abilities to the fullest extent possible.

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Agnis Andžans (Latvia) is Professor of mathematics at the University of Latvia, Corresponding Member of Latvian Academy of Sciences. His main research interests are theory of automata, new methods of advanced teaching of mathematics, the “informatization” of education. He has published 6 monographs, approximately. 90 research papers and approximately 120 teaching aids.

Inese Berzina (Latvia) is 3rd year mathematics bachelor student at the University of Latvia, Faculty of Physics and mathematics, and deputy educational director at A. Liepas Correspondence Mathematics School which is a centre of advanced mathematical educational system in Latvia. Her research area and main professional activities are connected with correspondence mathematics contests for junior students as well as with the curricula and teaching process in correspondence for gifted high school students, particularly those organized via internet. She is also active in arranging Olympiads, summer schools and regional mathematical clubs, mainly in the rural area of Latvia. She is the head of the team checking the papers of the multi-stage “Contest of young mathematicians”, involving ~ 150 participants from all regions of Latvia. Her non-professional interests include choir singing, traveling, swimming etc.

Dace Bonka (Latvia) is a PhD student at the University of Latvia, lecturer at the University of Latvia and an educational director at A.Liepas Correspondence Mathematics School. Already at school Dace Bonka was inspired from math olympiads. She has been a member of organizing committee and jury of Latvian mathematics Olympiad already for 10 years. Her research area and main activities are correspondence mathematics contests for junior students in Latvia. She is initiator and leader of the contest “So much or... how much?” (SMHM) for the students up to 4th Grade in Latvia and co-leader of Junior International Math Olympiad – the last round of contest SMHM, organized jointly with colleagues from Lithuania and other neighboring countries. She is also the author of problem set for “Contest of young mathematicians” (CYM) for students up to 7th Grade. She has published 11 research papers and 5 teaching aids for junior and high school students.