

Nataly Chesky is an assistant professor at the State University of New York at New Paltz in the Teaching and Learning Department. Dr. Chesky teaches undergraduate mathematics pedagogy courses and several STEM related graduate courses; of particular note is a workshop in environmental/outdoor education, which focuses on integrating environmental and sustainability awareness and experiences in elementary mathematics and science curricula. Her public school career began in 2001 in a middle school just outside the New York City limits, where she taught mathematics and writing.

Ross Collin is an associate professor of English education in the Department of Teaching and Learning, Virginia Commonwealth University, 3071 Oliver Hall, 1015 W. Main St., Richmond, VA 23284-2020, USA; e-mail: rcollin@vcu.edu; office phone: 804-828-8715. His interests center on literacy, curriculum theory, and ethics.

Stephanie Glick is a Ph.D. candidate in Educational Studies at the University of British Columbia. Her scholarship explores dominant societal groups' complicity and co-creation of systemic violences as well as possibilities for societal healing. In addition to teaching at the university level, Stephanie has worked with people experiencing immigrant and refugee statuses, cancer survivors and caregivers, women experiencing homelessness, as well as runaway and homeless youth.

Hope Kitts lives with her partner and son in Albuquerque, New Mexico. She teaches the graduate course: "Paulo Freire" at the University of New Mexico (UNM). Her dissertation is titled: "Public School Teachers' Ideological Positionings to Freire's Critical Pedagogy." Previously, she worked as UNM embedded faculty in the department of Teacher Education/Educational Leadership & Policy, and prior to that as a high school special education teacher in New York City and Albuquerque.

William Muth is a professor of literacy and adult education in the Department of Teaching and Learning, Virginia Commonwealth University, 3075 Oliver Hall, 1015 W. Main St., Richmond, VA 23284-2020, USA; e-mail: wrmuth@vcu.edu; office phone: 804-828-1305. His interests center on prison-based family literacy

programs, sociocultural approaches to adolescent and adult literacy, and phenomenological and posthumanist approaches to qualitative research.

Jihyun Nam is an assistant professor of Teacher Education at St. Norbert College in Wisconsin. His research areas include critical approaches to the ELL/ESL context, critical literacy, critical discourse analysis, critical ethnography, and critical qualitative methodology.

Jessica S. Powell is an assistant professor of education in the Department of Curriculum and Learning at Southern Connecticut State University. She is also the co-director of the Urban Education Fellows Program. Her research and teaching explore anti-racist pedagogies, queer pedagogy, and social justice issues in education.

Dilys Schoorman is a professor in the Department of Curriculum, Culture and Educational Inquiry in the College of Education at Florida Atlantic University where she teaches courses in Multicultural/Global Education, Curriculum Theory, and Critical Theory. Her research interests emerge from the intersections of multicultural and global education, curriculum, leadership and teacher education, explored within a framework informed by critical pedagogy, equity and social justice.

Meredith N. Sinclair is an assistant professor of Secondary English Education at Southern Connecticut State University. Her research focuses on anti-racist education, pre-service teacher education, and adolescent literacy. She co-directs the SCSU Urban Education Fellows Program.

Kalisha A. Waldon is a professor and department chair at Palm Beach State College. She earned a Ph.D. in Curriculum & Instruction with an emphasis in critical multiculturalism from Florida Atlantic University. She has over 18 years of experience in the PreK-20 system as a professor, administrator, educational consultant and instructional designer. Her areas of scholarship include critical media literacy, curriculum design, multicultural education, and equity/social justice education.

Mark Wolfmeyer taught mathematics in secondary public schools before receiving his PhD in Urban Education from the Graduate

Center, City University of New York. As a teacher educator at Kutztown University of Pennsylvania, he prepares future mathematics teachers and teaches educational foundations. Dr. Wolfmeyer is the author of several publications including his most recent book *Mathematics Education: A Critical Introduction* (Routledge, 2017). He regularly presents papers at international conferences including Mathematics Education and Society, American Educational Research Association and American Educational Studies Association.