# Urban Education Alumni Publications

## Janice Bloom


## Joanne Carris


## Christopher Emdin


# BOOK CHAPTERS


Lidia Gonzalez


Abstract:
In this article, the author reports on a study that explored, in part, the developing identities of seven New York City public high school mathematics teachers as teachers of mathematics and agents of change. Meeting regularly as a community of practice, the teachers and author/researcher discussed issues of teaching mathematics for social justice; explored activities and lessons around social justice; and created a unit of study that attempted to meet high school level mathematics standards, while addressing a social justice issue affecting the lives of urban students. The author reports on the mathematics teachers, growing awareness of and concerns about infusing issues of social justice into their teaching as well as the teachers, developing conceptions of what it might mean to teach mathematics in an urban school, of the nature of mathematics itself, and of what their roles as educators might include.

Tricia Kress

Journal Articles


Journal (As editor)

Books (As single author)

Book chapters


Kathleen Nolan

Kate O'Hara


Abstract:
This chapter reflects narrative and auto-ethnographic research in secondary New York City schools and classrooms. It is an examination of the complex relationships that arise when students and teachers use technology as an instructional tool. The interrelated accounts expose the significant impact and implications that the use of computers and related technologies have on educational and societal spheres. This narrative, drawing from personal experiences in an urban education system, is couched in social theory and critical theory. Within a hermeneutical framework and referencing current research related to instructional technology, the empowering potential of effective technology use by students and teachers is discussed as well.

Jose Vázquez


