

## Mathematics Teaching-Research Journal On-Line

A peer-reviewed scholarly journal

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### **Editorial**

With this issue of the Mathematics Teaching-Research Journal, we begin the theme of democratization of mathematics and science education. Over the next several issues, our articles, your thoughts and the discussion will create the climate to arrive at a common shared understanding of what it means to have a democratic access to mathematics education. The word democratic includes equal access and existence of a level playing field. Do these two phrases also then include, creating the conditions necessary to address the learning needs of the students?

Section 1 of the current issue addresses different aspects of the process of democratization. In Section 2 we bring mathematics classroom innovations from around the world and in Section 3 we present two reflective pieces upon our teaching work.

### **Editorial News**

Our journal is now funded jointly by the National Science Foundation and CUNY's Office of Undergraduate Education.

A new project undertaken by the teaching-research methodology - VISUALIZE- A TR-NYC project is aimed at creating a base, where students combine their tactile and visual sense to guide themselves in visualizing the geometry they create out of making paper models of polyhedra. The project is conducted jointly with the Siedlce group of teachers and mathematicians in Poland. The nets for the polyhedra, largely a creation of Waclaw Zawadowski and Krystoff Mostowski, are entertaining students of all ages in mathematics classes and outside.

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