

Math Ed Listserv

Get email updates about program events, as well as job opportunities that get sent our way. Contact Aaron (brak@bu.edu) to be added to the email list.

BU Wheelock Math Education Newsletter

Welcome to our 3rd newsletter from the BU Wheelock Math Education Program! We are thrilled to announce our revised EdM in Mathematics Education program and share recent stories in the news involving our faculty, as well as recent publications and presentations from faculty and students. We hope you enjoy this issue and keep in touch - we'd love to feature the amazing work of our alumni in future newsletters!

Redesigned EdM Program!

Over the past several years, the Mathematics Education faculty have been hard at work to redesign our EdM in Mathematics Education degree program! After much work, we are happy to share that the redesigned program has been approved and will accepting students for the Fall 2026 semester. This hybrid program can be completed either in-person or online!

The revised program is aligned with recommendations from professional organizations that call for teachers who are knowledgeable about how the mathematics classroom has been used as a gatekeeper for many students, and are able to create equitable learning spaces that can support diverse students.

For more information about the program, please see the next page!





EdM in Mathematics Education

The Master of Education in Mathematics Education is designed for PreK-12 teachers who would like to expand their knowledge of mathematics curriculum and instruction and become a leader by becoming informed about the latest research and theories in mathematics education. This 34 credit program challenges the ways in which mathematics is used as a gatekeeper and has underserved different populations of students.

- Students take up to 30-credits in courses explicitly focused on mathematics teaching and learning (as opposed to broad issues of education).
- The coursework satisfies the Massachusetts course requirements for those pursuing their professional license.
- Teachers can complete this program in one academic year of full-time study or part-time as they continue to teach.
- Many courses offer online, remote synchronous participation.
- Discounted online and evening rates for coursework, as well as scholarship opportunities are available.

Hybrid Program!
In-person &
Online Options
Available

Course Highlights

The coursework focuses on advancing equitable mathematics teaching. We highlight how the classroom and its structures, curriculum, assessments, etc., can be structured in ways that support students in developing mathematical identities and the mathematical learning and flourishing of all students.

Courses Include:

- Advanced Equitable Assessment in Mathematics
- Mathematics Curriculum: Programs, Issues, and Trends
- Facilitating More Equitable Mathematics Discussions
- Equitable Pedagogies in STEM Education
- Strategies That Support Equitable Collaborative Learning in Mathematics
- The Design of Mathematics Curriculum
- Plus additional electives around content (Elementary or Secondary options), pedagogy, and research

Program Faculty

Dr. Greg Benoit 

Dr. Aaron Brakoniecki 

Dr. Sam Cook 

Dr. Leslie Dietiker 

Dr. Eric Cordero-Siy 

Dr. Alejandra Salinas 

Dr. Meghan Shaughnessy 

Math Education in the News

Changing the Equation

This article highlights how BU alumni and Wheelock faculty are transforming how math is taught — not as a chore, but as an opportunity for joy, collaboration, and real understanding. Featured in the article is Steve Campanella (Wheelock '24), is an alumnus of our MAT program and the NSF Noyce Grant - Joy & Justice in Mathematics Teaching and Learning Project (Co-PIs **Aaron Brakoniecki, Greg Benoit, Eric Cordero-Siy, Ale Salinas, & Debbie Borkovitz**). This grant investigates how to blend high-quality math instruction with mentorship around joy and justice in the math classroom. This article is showcases how our work is shaping innovative teachers who are making math matter with students.
<https://www.bu.edu/articles/2025/changing-the-equation/>



Office Artifacts: Leslie Dietiker

Step into the imaginative office of **Leslie Dietiker**, Wheelock's associate dean of research and math education faculty member. In this feature, BU Today reveals how her journey from 17 years of teaching high school math to leading curriculum innovation has shaped an inspiring philosophy—and a playful space. Dietiker's office is adorned tangible reminders that math can be joyful, personal, and deeply meaningful. Her work is helping reshape math education as a place to embrace their curiosity, ask big questions, and see mathematics as a space for exploration and identity.
<https://www.bu.edu/articles/2025/office-artifacts-leslie-dietiker/>



The Power of the Middle School Years

The article highlights new work from BU scholars (including **Aaron Brakoniecki**) who are reframing early adolescence not as a turbulent hurdle, but as an extraordinary window of opportunity for learning, identity-building, and innovation in the classroom. From insights into the middle-school brain to practical approaches that boost engagement and well-being, learn how BU-led research is helping educators understand why this moment in a child's life matters more than ever.
<https://www.bu.edu/wheelock/magazine/articles/2025/power-of-middle-school-years/>



Podcast - No Such Thing: Learning in the Digital Age

In our Spring 2025 newsletter, we highlighted a new publication, "Promoting Equity through Approximations of Practice in Mathematics Education" with chapters from BU Math Education faculty members, doctoral students, and alumni. The June episode of the podcast "No Such Thing: Learning in the Digital Age" featured some of the authors speaking about their chapters, including our faculty members **Greg Benoit** and **Meghan Shaughnessy**!
<https://shows.acast.com/nosuchthing/episodes/can-simulation-train-teachers-in-equitable-practices>



Conferences

BU Math Education at the NCSM, NCTM & PME-NA Annual Conferences



In October of 2025, Math Education faculty attended and presented their work at the annual conference of the National Council of Supervisors of Mathematics (NCSM) in Atlanta, Georgia.

- Transforming Mathematics Instruction: A Framework for Discussable Tasks and Student Engagement - **Meghan Shaughnessy**, Nicole Garcia
- Coaching Beginning Teachers: Strategies for Impactful Feedback and Practice Development - Nicole Garcia, **Meghan Shaughnessy**



Concurrently with the NCSM conference, the Math Education faculty and graduate students also attended and presented their work at the annual conference of the National Council of Teachers of Mathematics (NCTM) also in Atlanta, Georgia.

- AI for Lesson Planning: Possibilities and Limitations - Meghan Riling, **Leslie Dietiker**, **Anna Dailey**, Evan Roberts, Matthew Melville



In October of 2025, Math Education faculty and graduate students attended and presented their work at the annual conference of the North American Chapter of the Psychology of Mathematics Education (PME-NA) in State College, Pennsylvania.

- Maintaining or Enhancing Curricular Complexity: The Case of Mr. Mitchell - **Leslie Dietiker**, Madeline Keyes, **Anna Dailey**, **Pelin Jackson**
- "Why Does it Work?" Teacher Educator Feedback in Simulations about Teacher Candidates' Eliciting Student Thinking - **Ben Freeburn**, **Brit Claiborne**, **Meghan Shaughnessy**, Nicole Garcia, Tim Boerst
- Examining Classroom Mentors Conceptions of The Work Of Mentoring: Toward Collaborative Pedagogical Reasoning - Janine Remillard, **Meghan Shaughnessy**, Hala Ghousseini, Riku Sayuj



Publications



Beyond Technical Fixes: Reconsidering Equity Sticks and Expanding Notions of Equitable Teaching

In July of this year, faculty member **Meghan Shaughnessy** and her research team were published in the journal of Urban Education. Their article “Beyond Technical Fixes: Reconsidering Equity Sticks and Expanding Notions of Equitable Teaching” explores how a professional development program enabled educators to stretch their ideas related to (a) equitable participation in elementary mathematics classrooms, and (b) their district's policy aimed at promoting equitable participation. Their findings highlight how collective inquiry into tensions between policy, theory, and the mechanisms of teaching and learning can create fissures—opportunities to shift educators’ views on and understandings of equity.

<https://journals.sagepub.com/doi/10.1177/00420859251359261>

Leveraging Memes for Student Reflection



In the November issue of the NCTM journal “Mathematics Teacher: Learning and Teaching PK-12” (Volume 118, Issue 11), the article “Leveraging Memes for Student Reflection”, coauthored by Math Education faculty member **Greg Benoit** was published. This article showcases how to involve students in the conversation about mathematics, what it is and how they relate to it, to gain a glimpse into their sense of belonging within the field of mathematics and the mathematics community. This article represents just part of the work of the Math Meme Team, of which Dr. Benoit is a member. This diverse group of interdisciplinary educators and researchers aims to not only analyze and deconstruct the mathematical messages embedded in online forms of mathematical representations and expressions, but also cultivate critical conversations about mathematics that challenge stereotypes, promote equity, and foster a deeper sense of belonging within the field. Feel free to check out their work on the web as well as on Instagram, Facebook, and BlueSky (@MathMemeTeam).

<https://pubs.nctm.org/view/journals/mtlt/118/11/article-p856.xml>



Leveraging Simulated Student Interactions to Learn About Prospective Teachers’ Formative Assessment Practice



Already published online (see the link below), the March 2026 issue of the Journal of Mathematical Behavior will feature an article from faculty member **Meghan Shaughnessy**! Titled “Leveraging Simulated Student Interactions to Learn About Prospective Teachers’ Formative Assessment Practice”, this article describes a study that used simulated student interactions to investigate whether such a simulated student interaction could reveal details about prospective teachers’ capabilities with formative assessment. Findings from the study affirm that this type of interaction can encourage prospective teachers to engage in elements of formative assessment practices and reveal aspects of prospective teachers’ mathematical knowledge.

<https://doi.org/10.1016/j.jmathb.2025.101298>

Awards

Dr. Ann S. Ferren Research Fund in Education Award Winner: Brit Claiborne



Established in 2019, the Ann S. Ferren Research Fund in Education Award provides support annually for the research efforts of one doctoral student who is pursuing a degree in education with the goal of producing a joint scholarly article or conference presentation under the guidance of a faculty mentor. We are very proud to share that math education doctoral student **Brit Claiborne** was selected as the year's recipient. Brit's work is focused on exploring prospective teachers' radical imagination for the future of mathematics education, and what barriers and opportunities future educators imagine affecting their future work. Please join us in celebrating Brit and her incredible work!

New Students

We would like to close out our Fall newsletter by welcoming our newest cohorts of students to the Mathematics Education programs here at BU Wheelock! We've been so excited to work with you so far in your programs, and can't wait to continue learning together!

New **Master of Arts in Teaching (MAT)** in Mathematics Education Students

- Jaewon Hyun (Northeastern University '25)
- Kevin Ji (UMass - Boston '25)
- Noelle Mellouk (Framingham State University '24)
- Nicholas Mount (UMass - Amherst '25)
- Sydney Wantman (University of Chicago '25)

New **Master of Education (EdM)** in Mathematics Education Students

- Daniel Mulno (UMass - Amherst '22)
- Akerke Kuanyshbayeva (Nazarbayev University '24)
- Kacie Perry (Boston University '25)

New **Certificate of Advanced Graduate Studies (CAGS)** in Mathematics Education Students

- Natalie Mosher (Smith College '21 & University of Oregon '24)
- Wesley Pierce (Michigan State University '03 & Teachers College, Columbia University '07)

