

Latinxs and Hispanics in Mathematical Sciences



Judit Moschkovich

Dr. Judit Moschkovich is Professor of Mathematics Education in the Education Department at the University of California at Santa Cruz. Her research focuses on mathematical thinking and learning, and her publications examine algebraic thinking, classroom mathematical discussions, and language issues in learning mathematics. Dr. Moschkovich has conducted classroom research in secondary mathematics classrooms with students who are Latinx, bilingual, and/or learning English; analyzed mathematical discussions among bilingual Latinx students; examined the relationship between language(s) and learning mathematics; and described equitable teaching practices for Latinx students in K-12 mathematics classrooms. She is originally from Argentina, her family moved to the U.S. when she was an adolescent, and her mother tongue is Spanish.

“Hispanic Heritage Month is a time to remember and recognize the diversity and variety of Latinx contributions to our society.”

Judit Moschkovich is a researcher in mathematics education. Her research uses socio-cultural approaches to study mathematical thinking and learning in three areas: algebraic thinking, mathematical discourse, and mathematics learners who are bilingual, learning English, and/or Latinx. Her work has been published in the Journal for Research in Mathematics Education, Educational Studies in Mathematics, the Journal of Mathematical Behavior, the Journal of the Learning Sciences, and Cognition & Instruction. In addition to published articles and book chapters, she edited the book, *Language and Mathematics Education: Multiple Perspectives and Directions for Research* (2010), co-edited the ICMI volume *Mathematics Education and Language Diversity* (2016), co-edited (with Y. Li) *Proficiency and Beliefs in Learning and Detaching Mathematics* (2011), co-edited (with K. Tellez and M. Civil) *Latinos/as and Mathematics Education: Research on Learning and Teaching in Classrooms and Communities* (2013), and co-edited (with M. Brenner) the Journal for Research in Mathematics Education monograph, *Everyday and Academic Mathematics: Implications for the Classroom* (2002).

Professor Moschkovich was the recipient of the Spencer Dissertation Fellowship and the NAE/Spencer Postdoctoral Fellowship, the PI of the NSF research project “Mathematical Discourse in Bilingual Settings: Learning Mathematics in Two Languages” (1998–2003), and Co-PI for CEMELA (Center for the Mathematics Education of Latinos/as) a Center for Learning and Teaching funded by NSF (2004–2011). Dr. Moschkovich is a founding partner of Understanding Language—an initiative focused on supporting English Language Learners to meet the Common Core State Standards. She served on the initiative’s Steering Committee and co-chaired the Mathematics Work Group. She recently served as a member on the Consensus Committee “Supporting English Learners in STEM Subjects,” National Academies of Sciences, Division of Behavioral and Social Sciences and Education (2016–2019). She was named a 2018 Fellow of the American Educational Research Association (AERA) and received the 2019 Distinguished Scholar Award, Special Interest Group for Research in Mathematics Education (SIG-RME), American Educational Research Association.

Lathisms was founded in 2016 in order to showcase the contributions of Latinx and Hispanic mathematicians during Hispanic Heritage Month, which is celebrated in the United States from September 15 and October 15 every year. During this time, we feature/reveal a prominent Latinx/Hispanic mathematician daily. See all the featured mathematical scientists at LATHISMS.ORG.

Thanks to the American Mathematical Society and the Mathematical Association of America for support of Lathisms.