

Angiline Powell, Ph. D.

Assistant Professor
Mathematics Education
University of Memphis
Memphis, TN

Email: apowell3@memphis.edu



Research Interests:

The African American experience in mathematics education and pre-service teachers' use of technology.

While working as a reviewer for EJITE, what you have learned about yourself as researcher?

I have been working as a reviewer for EJITE since its inception. It was my first time reviewing an electronic or print journal. Initially, I approached the task tentatively and apprehensively, not positive my input was needed or valued. As time has passed, I have become more confident, comprehensive and secure in my abilities as a reviewer. Like the journal, I have matured and found my place in education.

Recent Publication:

Rousseau, C. & Powell, A. (in press 2005). Understanding the significance of context: A framework to examine equity and reform in secondary mathematics: *High School Journal*

Powell, A. & Zhou, C. (2004). It takes only a Spark! In Chappell, M. F. & Pateracki, T. (Eds.) *Searching for Solutions: A Guide for Empowering the Beginning Teacher of Mathematics*. (pp. 13).

Powell-Mikle, A. & Patton, M. (2004). The Geometry of Quilts: Funpacks and the African American Experience. *Childhood Education*.

Powell, A. (2003). We are more than numbers! African American students' perceptions of exemplary mathematics teachers. *International Journal of Education Reform*, 12, 84-96.

Kelly, J., Stetson, R., & Powell-Mikle, A. (2002). Science adventures at the local museum. *Science & Children*, 39(7), 46-48.

Powell, A. & Reynolds, S. (2001). Fated, Disregarded, and Overlooked: African American Mathematics Education. *Journal of Thought*, 36(1), 67-76.