Lead Story – Program Spotlight: Science Education’s Newest Program
Science Dental Medicine Education Program

The Science and Dental Medicine Master of Arts program is the newest addition to the Science Education program at Teachers College. The 32-point M.A. degree in Science and Dental Education serves students whose professional interests are centered in the enhancement of teaching and learning in the fields of oral and dental surgery; based on scientific and clinical research and evidence of best practices. Dental students, who have expressed an interest in becoming dental educators, can earn an M.A. degree at Teachers College while working toward their professional degree in dentistry (D.D.S) at Columbia University, College of Dental Medicine. Current students of this program will be spotlighted in this edition of the MST Times.

Traditionally, health science education has been content-oriented and the vast majority of medical dental educators have professional doctorates without grounding in education. This lack of preparation to become teachers of the profession, rather than just being excellent practitioners, is felt keenly by many dental educators. This program provides a sound preparation in theory and practice of dental education drawn from some of the best course offerings in the College of Dental Medicine and Teachers College, Columbia University.
Program Spotlight – Continued

Dr. Anderson Chair of the Department of Mathematics, Science and Technology (MST) and integral in the development of this program states, “This program is the most important innovation in our department in recent times, it provides a unique opportunity for the students in dental medicine to gain expertise not only in their particular field and profession, but also in the teaching of the Dental Science. It’s innovative because no other major university I know of has a unified pedagogical and dental medicine arrangement.”

The program of study combines content courses from the School of Dental Medicine with professional education courses in dental medical research and practice, complemented by courses that establish breadth in modern theory and practice of education, with special emphasis on adult learning. In addition to completion of the required course of study all M.A. students submit a final Integrative Project. This is typically an essay of approximately 15 to 20 pages that presents an integrative perspective on theory and practice within their domain of professional interest and demonstrates mastery of the relevant major principles and practices of a field of study. It also usually includes an appropriate data-gathering research report.

This program is officially registered as a dual program with New York State; therefore, students in the program register at both Teachers College and the Dental School at the same time. The origin of the program was a joint effort with Dr. O. Roger Anderson a Chair of the MST Department at Teachers College and Dr. Letty Moss-Salentijn Senior Associate Dean in the College of Dental Medicine.

Students, on average, can complete their coursework and submit the Integrative Project within two academic years. This assumes that the student plans their studies to complete the 12 points of core courses in dental medicine before beginning the remaining 20 points of coursework in the M.A. degree program. Some courses can be taken during summer sessions if necessary to accommodate commitments to clinical work and other coursework and professional obligations in the College of Dental Medicine. Some students may take longer if personal and professional commitments require a less intense commitment to the course of study.

Need More Information on the Science and Dental Education Program?
For more information about this program and degree requirements, visit http://www.tc.edu/mst/ScienceEd/ or contact Dr. O. Roger Anderson, at ora@LDEO.columbia.edu or Dr. Roseanna Graham at rg2032@columbia.edu.

Teachers College
O. Roger Anderson: Biology content and curriculum research including the application of cognitive theory to science teaching and learning. Prof. Anderson also holds a joint appointment at Columbia University as a Senior Research Scientist (Biology: Lamont-Doherty Earth Observatory). E-mail: ora@LDEO.columbia.edu.

College of Dental Medicine
Dr. Letty Moss-Salentijn: Dr. Moss-Salentijn is Edwin S. Robinson Professor of Dentistry and Senior Associate Dean in the College of Dental Medicine. Her research is in anatomy and cell biology, including oral histology. E-mail: lm23@columbia.edu.
Program Spotlight – Continued

**Dr. Marlene Klyvert:** Dr. Klyvert (Ed.D. in College Teaching of Biology, Teachers College) is Special Research Scientist and Special Lecturer in the Department of CDM-Diversity Affairs/DATP. E-mail: mk29@columbia.edu.

**Dr. Roseanna Graham:** Dr. Graham (D.D.S., Columbia University and Ph.D. Science Education, Teachers College) is Assistant Professor of Clinical Practice in the College of Dental Medicine. Her research is in dental clinical practice and dental medical education. E-Mail: rg2032@columbia.edu.

---

**Current Student Spotlight: Benjamin Pass,** Science and Dental Medicine Education, M.A. 2013

**Benjamin Pass** is a current Science Education student in the Science and Dental Medicine Education M.A. program. Benjamin was born in Ohio; he has lived in several places, mostly Michigan, but has also lived in Florida and Colorado.

He attended college in Colorado at the United States Air Force Academy and majored in biochemistry. Benjamin was an admissions advisor, helping to recruit diverse students, by sharing his experiences at the Academy while traveling around the United States.

Soon after completing his work at the Academy Benjamin enrolled in the dual degree Science and Dental Education Masters of Arts program at Teachers College and Columbia University, College of Dental Medicine.

Benjamin has reported a positive TC experiences having the opportunity to engage in discussion and take courses with educators. **“Being a student all of my life and being able to have these interactions, has definitely help my development process; seeking to be an educator one day.”**

The educators come from all walks of life and originate from different countries around the world this influence continues to enrich Benjamin’s educational experience at TC.

Teachers College offers many educational resources; discussion panels, speakers, symposiums, lectures, and networking events. **“I know the resources are vast here at TC.”**

He decided to study education because of his own personal obstacles with educational delivery. Benjamin comes from a family of educators; both of his grandmothers and sister are educators. His childhood experience sparked his interest in education at a young age when he decided to become an educator as an adult.

Benjamin’s educational background has lead to his strong interest in science and dental education. He chose to attend Teachers College to learn diverse methods of pedagogy in order to improve the educational experience of students he could identify with.
Current Student Spotlight – Continued

His academic interests are in special needs dental patients. “It’s an area that is neglected in dental education, in dentistry as a whole, and in private practice.” He seeks to locate what information currently exists concerning dental education and special needs and then integrate the two into a single dental program.

Benjamin’s most recent research project is to help identify dental students’ intentions when treating patients with special needs. The goal is to analyze current dental students behavior through the theory of planned behavior, to be able to detect peoples initiatives for making decisions. “However, we predicted that most people would not go into special needs education after a literature review, due to the constraints of Medicaid and the issue of reimbursement.” Therefore, he shifted his focus to a more applicable project; designing a curriculum with influences of all the courses he has taken at Teachers College and integrated them into a proposed dental program. It will be a 10-12 point program that he intends to pitch to the Columbia Dental School to be implemented someday.

Dr. Langer’s course How Adults Learn at Teachers College, in particular has, impacted Benjamin’s perception of the world; the course forced him to be critical of himself and how he processes information.

The dual degree program is unique since the students receive an education from two very different schools. “Very progressive thinking at Teachers College more discussion based, more original thinking towards generating new information, and students are able to hear the beliefs and ideals about education from their peers. Versus a very knowledge based education at the Columbia University Dental School.” The diversity in educational delivery of the two schools provides Benjamin with the opportunity to build his knowledge and integrate the best of both in his work and enrich his educational development.

Upon completion of his degree Benjamin has a service obligation to the military for eight years. He plans to specialized in general dentistry and then use this as a route to enter education. To become an educator in the Air Force requires a specialization, Benjamin plans to become a resident instructor with specialization in the United States Air Force.

In addition to his academic life Benjamin loves photography, where he was the president of the photography club at Columbia University. He even helped return the photography club to Columbia Dental School. His group was integral in the renovation of the dark room on the dental and medical campus, the facility and it is now full functioning.

He is on the executive board of the Student National Dental Association, which targets the recruitment and retention of minorities in dental school. The association also promotes oral health in racial and ethnic minority communities. He is a member of the American Dental Education Association, which affords Benjamin the opportunity to network and discuss with dental educators at conferences and other events.

Benjamin finds time to enjoy cooking and fine dining. His favorite restaurant is Daniel located on the East Side of New York City. He also finds pleasure in traveling, working out, and engaging in outdoor activities.

Dental education is fascinating to Benjamin; he loves to help others and give back to his community.
Dr. Francis Oh, DDS, is a current Science Education student in the Ph.D. in Science Education program at Teachers College.

He was born in South Korea, and came to United States when he was a freshman in high school. He is a product of the K-12 system of both South Korea and United States.

He went to Northfield Mount Hermon School in Massachusetts, and then attended Boston College where he majored in biochemistry. After college, he worked in the pharmaceutical industry for a few years, and then he came to New York to attend Columbia University College of Dental Medicine for four years. After graduating from the dental school, he trained for a year as a resident at New York Presbyterian Hospital Advanced Education in General Dentistry program. Seeking more knowledge, Dr. Oh joined Columbia University College of Dental Medicine's Post Graduate Prosthodontics 3 years program to become a specialist in full mouth reconstruction.

When Dr. Oh was a second year dental student, he was given an opportunity to participate as a prototype student in the dual degree program, where he was able to earn Doctorate of Dental Surgery from the Columbia University College of Dental Medicine and earn a Masters of Arts Degree in Science and Dental Education at Teachers College. The dual degree program was developed between Dr. Anderson at Teachers College and Dr. Salentijn at the dental school in effort to produce dental educators who are proficient in both the dental science content knowledge and pedagogical knowledge in teaching. Eventually, Dr. Oh transitioned into the Science doctoral program at Teachers College under Dr. Anderson's guidance.

"The problem at many professional schools is that majority of professors identify themselves as researchers, doctors, and scientists first, not as an educators first... Our dual degree program is unique because the focus is on education first."

Currently at CU CDM PG Prosthodontics clinic, Dr. Oh splits his work between student education and patient treatment. Dr. Oh also does private practice work in downtown Manhattan. He is studying as a 5th year Ph.D. student in Teacher's College.

One of Dr. Oh's current research interests is in the area of human cognition. “You have to think about the students’ mind, and you go into their minds and try to find out how their mind works, and how to develop it further to maximize their cognitive load.” Dr. Oh is currently working on creating a computer based cognitive tool to help students develop diagnostic problem solving skills to improve patient care. Under the guidance of Dr. Anderson, Dr. Oh is working to infuse concept mapping, learning progression, technology and cognitive load theory. This research project serves as his doctoral work.

"Diagnostic problem solving is the most important skill for doctors. In the end, it is neither about the teeth nor the mouth. It is all about if you can solve your patients' problem or not."
“Dr. Anderson at TC has been more than a mentor to me... he has so much experience and knowledge in him that I feel I am just starting to tap into, and he is the reason why I am here.” Teachers College and Columbia University’s College of Dental Medicine both offer many resources. Dr. Oh has been able to present his research to several deans at Columbia University as a result, and a manuscript of his research is currently in preparation for publication.

Dr. Oh's long-term educational interest is in situated learning and legitimate peripheral participation, concepts he got interested through the mentorship of Dr. Ann Rivet, a professor in Science Education at Teachers College. “We should help students develop this skill to be an active part of the (scientific) community where you can extract from and contribute to the knowledge base of the (scientific) community.”

Dr. Oh has completed all his course work and is in the final stages of data collection, analysis and writing. He hopes to defend his dissertation this coming autumn.

When he completes his degree at Teachers College, Dr. Oh plans to work at a university, create a company that develops education software, and continue his clinical work.

Dr. Oh is an active member of the American Dental Education Association, which is the largest governing body for dental educators. He is also a member of the American Dental Association, American College of Prosthodontics, and Greater New York Academy of Prosthodontics.
Adjunct Faculty Spotlight: Dr. Joseph Malkevitch, Mathematics Education Program

**Dr. Joseph Malkevitch**, an Adjunct Professor in the Mathematics Education Program, has taught Advanced Topics in Geometry, Advanced Game Theory in Mathematics Education and co-taught Mathematical Modeling. He is a retired professor from York College of the City University of New York (CUNY) and the Graduate Center at CUNY.

He was born and raised in East New York, Brooklyn. He attended PS108, PS171, Stuyvesant High School, and Queens College. This area of Brooklyn near Highland Park is often referred to as Cypress Hills.

As a child he enjoyed reading books. His mother encouraged him to apply to Stuyvesant High School, which specialized in mathematics and science. Many of his peers at Stuyvesant were very precocious in mathematics, which initially discouraged him from studying mathematics. However, he did well on the Regents exams and he enjoyed the subject. He later made the decision to study mathematics when he was in college.

He majored in mathematics at Queens College, although he was more interested in the humanities at the time. While in college he studied anthropology in addition to his studies in mathematics. Dr. Malkevitch comments, "I still dream that someday I will use mathematics to get some special insight into anthropological issues." Once he graduated he attended the University of Wisconsin where he was trained to be a research mathematician.

He studied geometry as a branch of pure mathematician. Dr. Malkevitch was very excited about mathematics; he thought it was a “nifty subject.” Dr. Donald Crowe was an influential mentor and his thesis advisor at the University of Wisconsin in the subject of geometry. Attending the University of Wisconsin was a very broadening experience for Professor Malkevitch.

He started teaching at York College, which is a part of the CUNY in 1968. It was a new college when he began his career; the College was only one year old. He discovered that many of his students saw mathematics differently than he did. Dr. Malkevitch became interested in what areas within mathematics might motivate or interest students more in mathematics.

The current mathematics curriculum is designed for STEM majors and does not ideally suit students seeking careers in other areas. His experience as a college professor at York sparked his interest in mathematics education. “I tried to find examples rooted in daily life that were things that even if these students weren’t going to pursue solving those kinds of problems in their careers they could stop and say, … yes I could see why learning this kind of thing is of important and of value to society even thought I in particular may not enjoy it or have skill in it.” He developed units around some of the mathematics behind the cell phone, such as error correcting codes and data compression codes that are necessary for cell phone technology.

As an advisor of doctoral students, CUNY did not allow him to advise students writing about historical and educational mathematics issues. A position at Teachers College offered him the possibility that he could supervise doctoral students working on these topics.
Adjunct Faculty Spotlight – Continued

“I like to teach because I think it is an intrinsically exciting profession, you change the lives of people almost on a daily bases, you enrich yourself by the teaching process.”

Dr. Malkevitch works with Math for America in several different capacities. Math for America provides support and resources for teachers in urban settings to prevent teacher burnout. He helps select speakers for the summer and monthly seminars with a brief review of the mathematics discussed during these sessions.

He does a lot of expository writing for the American Mathematical Society’s Public Awareness Division’s web-based column. For three years he wrote 11 columns per year. “I write to try to appeal to all levels.” Now he writes 3 or 4 columns a year.

He is chairman of the Mathematics Across Disciplines (MAD) Committee sub-committee of the Committee on Undergraduate Program in Mathematics (CUPM) for the Mathematical Association for America. He was on the committee when the 2004 CUPM report was issued.

Dr. Malkevitch firmly believes in breadth over depth. He is a member of American Mathematics Society for Research Mathematicians, Mathematical Association of America for College Teachers, Society for Industrial and Applied Mathematics, National Council for Teachers of Mathematics (NCTM) for Secondary Mathematics Teachers, American Women in Mathematics (AWM), and the Consortium for Mathematics and It’s Applications, so he can see as many aspects of mathematics as possible.

Although Dr. Malkevitch maintains an active career as a mathematics educator he finds time to indulge in reading, listening to music, and watching movies from other countries, countries such as France, Japan, the Middle East. “I really love to listen to music, I love opera and chamber music.” People close to Dr. Malkevitch would describe him as being very devoted to learning, compassionate, and having a strong sense of trying to make the world a better place.
Dear MST Alumni,

As you may know the mission of the Alumni Association is to re-connect you, our alumni, to Teachers College. As President of the Alumni Council, the Association’s governing body, I wish to congratulate all of the recent MST graduates and welcome you as the newest members of the TC Alumni Association.

Part of the mission of the alumni council is to explore how alumni of specific programs at TC can feel inspired, continue learning and experience a sense of kinship with those who share a common educational experience and belief in life-long learning.

This past year, our annual signature homecoming event, Academic Festival, featured insightful faculty, alumni and student presentations related to the theme; “Rewiring the Learning Landscape” and explored the intersection of technology and humanity. To see videos from Academic Festival 2012, please visit: www.tc.edu/festival. Academic Festival 2013, scheduled for April 6, will celebrate the 125th Anniversary of Teachers College. Mark your calendars to join us! Stay tuned, as speakers will be announced soon.

For those MST alumni who want to play an active role in shaping the alumni experience, the Alumni Council offers a unique opportunity. For those who may have wanted to get involved, but aren’t yet sure if the Alumni Council is the perfect fit, you can learn more about the commitment required and the kinds of projects it works on by taking advantage of the “ad hoc member” role. This offers an opportunity to be an integral part of evenings with experts, networking events that you may have read about or attended. Take a look at the committee descriptions below, and consider how you might want to engage, either as an Alumni Council member (Applications are available online and due December 1, 2012.), an ad hoc volunteer or simply an event attendee.

The Programs and Resources Committee determines council activities that would be most attractive to TC alumni and actively plans lectures, socials, screenings and networking events. Members take leadership roles in executing events, supported by ad hoc council members and the Office of Alumni Relations. The committee, among other events, has most-recently sponsored an event held at IBM on the topic of Learning Analytics. If you want to represent the interests of alumni from your particular TC program, contact the Office of Alumni Relations at tcalumni@tc.edu or call 212.678.3215. If you simply want to be informed about these events, contact us to be added to our distribution list.

The Awards and Recognition Committee recommends ways to recognize the accomplishments and contributions of alumni, in particular by selecting candidates for the annual Distinguished Alumni and Early Career Awards, which are given at Academic Festival. Nominate an alumnus whom you think deserving of this honor today. Nomination forms are available online at www.tc.edu/alumni/DAANominationForm and due September 1, 2012. This year, we are also exploring more creative forms of recognition, to further celebrate our 125th Anniversary. Share your ideas!
The International Outreach Committee recruits alumni living abroad to serve as country representatives for the International Alumni Network and supports them in organizing local alumni activities. The committee also promotes events for current international students to keep connected to TC after they return to their home countries. If you would like to get involved as your country’s IAN Rep, email tcalumni@tc.edu.

Finally, the Nominating Committee solicits nominations and selects candidates for membership on the council. If you think you would make a strong contribution to the Association as either an ad hoc or full member, download the nomination form at tc.edu/alumni or contact the Office of Alumni Relations for more information at tcalumni@tc.edu or 212-678-3215.

I hope you take advantage of the many opportunities that exist for you to engage with the College and fellow alumni. I encourage you, to stay up to date with all of the latest news and events for alumni, by updating your contact information and signing up for monthly e-newsletters from Alumni Relations or visiting www.tc.edu/alumni. Here you can also find our links to social media, where we hope you will join us in our ongoing dialog.

Please send any further suggestions to Rosella Garcia, Director of Alumni Relations, at garcia@tc.edu.

Thanks for all of your contributions. I look forward to connecting with you at one of our events this year.

Sincerely,

Adam Vane
President, Teachers College Alumni Association
The Mathematics, Science & Technology Department has recently launched a new YouTube Channel.

The MST Department channel gives faculty, students, and the public access to MST-produced videos of lectures, events, MST Times newsletter clips, and promotional content on the popular YouTube platform.

The Department incorporates the programs in three areas: Mathematics Education; Science Education; and Communications, Computing, and Technology in Education.

This channel is managed by the Mathematics Science & Technology Department at Teachers College Columbia University.

Please Visit the New MST Department YouTube Channel: http://www.youtube.com/user/teacherscollegemst.
MST Faculty, Alumni & Student Spotlight
in TC Today Magazine

Several Mathematics Science and Technology Department faculty, alumni, and current students are spotlighted in the newest issue of the TC Today, The Magazine of Teachers College, Columbia University. The articles describe the current research projects and accomplishments of MST faculty, alumni, and students.

MST Faculty Spotlight Direct Reference

For more information follow the links highlighted in blue embedded in this article.

8 Cool Toys from TC MAT-MATICS Professor Dan Hoffman, and Seungoh Paek, Selen Yurkay, Zhou Zhou, doctoral students in Instructional Technology & Media.

8 Cool Toys from TC TC Educator, Second Life Selen Turkay, doctoral student in Instructional Technology & Media.

11 Essays@tc High Tech, Low Expectations by Dr. Howard Budin.

13 Essays@tc Toward A Multimodal Stance in Pedagogy by Dr. Lalita Vasudevan.

26 Special Report_Data-Mining in Education How Old Are You Now? Dr. Herbert Ginsburg by Joe Levine.

32 Robots That Get It Wrong To err is human- but machines can do it too. Dr. Sandra Okita believes we can learn from our mistakes by Patricia Lamiell.

38 Play than Smoke by Patricia Lamiell.

42 Learning Because We Want To Dr. Charles Kinzer uses technology to understand the role of motivation in education, by Joe Levine.

45 Helping Non-Native Speakers Write Academic English An Integrated Digital Writing Space for English Language Learners, Developed by Dr. Jo Anne Kleifgen and Dr. Charles Kinzer, by Suzzane Guillette.

46 Game for Learning By "gamifying" science and other subjects, Dr. Joey Lee is getting students to take an active approach to their learning, by Suzanne Guillette.

48 Learning By Doing 2.0 Dr. John Black and his students are leaders in exploring technology that makes use of grounded cognition, by Joe Levine.

51 Learning From Scratch A user- friendly design and programming language has gone viral, with help from some advocates at TC Dr. Cameron Fadjo, by Suzanne Guillette.

61 Alumni News Learning By Teaching Daniel Schwartz (TC ’88, ’92) has created software that puts students in the driver's seat, by Barbara Finkelstein.
62 Alumni News **Communication and Education** Robert Vassalotti (M.A. ’02) is Co-Chair of the Middle States 2012.

62 Alumni News **Mathematics Education** Jeremiah Sumter Jr. (M.A. ’04) is currently finishing his third year of course work for a doctorate in Educational Policy and Leadership at Hofstra University.

62 Alumni News **Science Education** Tom Holt (M.A. ’08) received a Ph.D. in Organic Chemistry from the University of Illinois.

63 Alumni Focus **Empirically Speaking** As President and COO of Wireless Generation, Josh Reibel has learned to follow the data, by Joe Levine.

66 **If at First You Don't Succeed** Manu Kapur (TC ’06), by Suzanne Guillette.

70 Alumni Focus **(DE)Vice Squad Leader** Nabeel Ahmad (Ed.D ’09), by Siddhartha Mitter.
Accomplishments and Announcements

Mr. Phillip Boda, Science Education Ed.M. 2014, Abstract accepted for a 1-hour interactive break-out session on an inquiry-based pedagogical strategy to use student prior knowledge and personal interest as tools to develop curricular maps for specific student populations. Breakout session consists of participants being active learners of the strategy, as it would be enacted in their classroom to provide more comprehensive understanding of how it might be performed by the students and mediated by the teacher.

Dr. Anthony Cocciolo, CCTE Ed.D. 2009 graduate, Dr. Cocicolo was featured in the New York Daily News about his project, German Traces NYC. German Traces NYC is a mobile, augmented reality experience designed to let learners explore German cultural heritage in New York City. The article is available online at: http://www.nydailynews.com/life-style/real-estate/das-east-village-mobile-site-traces-nabe-german-roots-article-1.1044652.

Thomas Covotsos, Professor in Science Education was highlighted in an article, “Why Teachers Matter,” is most inspirational moments of his career. For More information visit: http://ahopefulsign.com/making-to-difference/thomas-covostos-why-teachers-matter.

Reshan Richards, CCTE Ed.D. 2013, Explain Everything, an interactive whiteboard screencasting App for iPad, whose development was largely informed by Reshan's research interests, was published on the Apple App Store in August and has reached 50,000 downloads worldwide. Check out www.explaineverything.com to learn more.

Mathematics Education Program, 2012 Yearbook of International Mathematics Education: A collection of essays about mathematics education in eight nations by current program students to appeared in late June.

Dr. Erica N. Walker, Professor of Mathematics Education, “This book studies what math students do, how they do it, and what support they need to disengage themselves from our national caste system as it manifests itself through educational inequality.” —From the Foreword by Bob Moses published a book titled, “Building Mathematics Learning Communities” is an insightful and informative account of what is required to raise the math performance of students, not only in urban high schools, but in all high schools. Walker provides a blueprint for changing the way urban students should be served in mathematics classrooms and beyond, and offers explicit perspectives and strategies for closing the achievement gap. This is a must-read for the mathematics education community.” —Lee V. Stiff, professor, mathematics education, North Carolina State University; past president, National Council of Teachers of Mathematics. For more information visit: http://www.tc.edu/mst/index.asp?Id=Announcements&Info=Dr%27s+New+Book+%22Building+Mathematics+Learning+Communities%22

Sonam Tobgye, Science Education M.A., 2012 graduate, was one of the students highlighted on the graduation Video. To read the article and view the video, please visit: http://www.tc.columbia.edu/news.htm?articleID=8547.
Faculty, Adjunct, Student, and Alumni
Publications and Presentations


The MST Times is available online. The e-newsletter features interview videos, active links, and articles archives.

MST Times e-newsletter:
http://blogs.tc.columbia.edu/mst

MST Department YouTube Channel:
http://www.youtube.com/user/teacherscollegemst

Kenny Nienhusser, Former Director of Academic Administration for the Department of Mathematics, Science and Technology, created MST Times in Fall 2005.

Deiana Jackson, the Assistant to the Director of Academic Administration for the Department of Mathematics, Science and Technology, created the MST Department YouTube Channel in Spring 2012.

Each year, the MST Department Graduate Assistant is responsible for writing and editing the newsletter. Below, editors and respective volume numbers are listed.

Volume I (2005-2006): Raven Hebert  
Volume V (2009-2010): Amy J. Rae and Diane R. Murray  
Volume VI (2010-2011): Diane R. Murray  
Volume VII (2011-2012): Yamit Daon (editor of Issue I) and Deiana Jackson (Issue II and Issue III), deiana.jackson@tc.columbia.edu

If you would like a copy of the MST Times, please email your request, including full name, phone number, and mailing address to Jeffrey Jaech at jj2205@tc.columbia.edu.