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**Jeremy Kilpatrick** was appointed Regents Professor in 1993. Before joining the faculty at Georgia in 1975, he taught at Teachers College, Columbia University. He served two terms as Vice President of the International Commission on Mathematical Instruction. In 2007, he received the Felix Klein Medal from the ICMI honoring lifetime achievement in mathematics education. He also received the 2003 Lifetime Achievement Award from the National Council of Teachers of Mathematics. He is a National Associate of the National Academy of Sciences, a Fellow of the American Educational Research Association, and a Member of the National Academy of Education.

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**John Mason** was retired by the Open University in 2009 having taught mathematics for some 50 years. He spent 40 years at the Open University writing materials for distance taught courses for 10 years in mathematics, and for 30 years in mathematics education at all phases from primary to tertiary and undergraduate to PhD. His core interest is in thinking mathematically, and supporting those who wish to foster and sustain mathematical thinking in others. He has published widely, usually promoting a phenomenological approach to capturing the lived experience of mathematical thinking so as to be sensitised to the struggles of others. He is a Senior Research Fellow at the Department of Education at the University of Oxford, and professor emeritus at the Open University.

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**Nicole McNeil** is an assistant professor of psychology at the University of Notre Dame. She is interested in the mechanisms that propel and constrain the development of problem solving, quantitative reasoning, and symbolic understanding. Two questions motivate her work: (1) Why are some domains of knowledge, such as mathematics, so difficult for children (and adults) to learn? and (2) How do domain experience and practice affect learning and problem solving? She is interested in theoretical issues related to the construction and organization of knowledge, as well as practical issues related to learning and instruction.

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**Elizabeth Warren** is a professor and an academic with an ardent commitment to academic and research leadership, and service to others. She has an excellent track record with respect to research projects in mathematics education and particularly in school algebra. Her PhD investigated Interactions between instructional approaches, students' reasoning processes and their understanding of elementary algebra. She has presented several invited International Keynote addresses on this area of research. In the last five years from her research in the algebraic domain she has been sole author on 14 refereed papers and co-authored 12 refereed papers, and a text book series for use in the elementary school (Algebra for all, Origo Press).

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