Jill Adler jill.adler@wits.ac.za	
Research field	Mathematics teacher education, and language and the teaching/learning of mathematics in multilingual classrooms.
Research team	I lead the QUANTUM research team which is focused on mathematics for teaching across varying pedagogic sites, particularly teacher education and school classrooms
Position	Chair of Mathematics Education
Main responsibility	Director of the Marang Centre for Mathematics and Science Education, University of the Witwatersrand; also joint appointment as Chair of Mathematics Education at King's College London
Research themes connected with the book purpose	My interest in resources started with my study of teachers' knowledge of their practices in multilingual secondary mathematics classrooms where I used the notion of transparency to explore learners' languages as resources for mathematical learning. I extended the notion of resources and their transparency in a follow on study of teacher learning through formalised in-service programme, in order to explore how teachers used material, social and cultural 'resources' to re-source their practice, thus putting forward the notion of resources as a verb, and a shift of attention to how they are used in practices.
Two references linked with the project	Adler, J. (2000). Conceptualising resources as a theme for mathematics teacher education. *Journal of Mathematics Teacher Education.* 3. 3. 205-224. Adler, J., Davis, Z. (2006). Opening another black box: Researching mathematics for teaching in mathematics teacher education. *Journal for Research in Mathematics Education*. 37, 4, 270 – 296.
Webpage	http://web.wits.ac.za/Academic/Humanities/Education/Staff/AdlerJ

Paul Cobb paul.cobb@vanderbilt.edu	
Research field	Mathematics Education
Research team	Book chapter with Jana Visnovska is based on the projects "Supporting and Sustaining the Learning of Professional Teaching Communities in the Institutional Setting of the School and School District", and "Designing Schools and Districts For Instructional Improvement In Mathematics" for which I was the principal investigator This work informs my current research, which focuses on the process of supporting the improvement in the quality of mathematics teaching at scale.
Position	Full Professor
Main responsibility	
Research themes connected with the book purpose	In the above projects, we conducted an interventionist professional development study with a group of middle-school mathematics teachers. As a performance assessment in the last, fifth year of the study, the teachers collectively designed an instructional unit on statistics in which they hoped to both capture what they learned in the professional development group and address the objectives prescribed for middle-school statistics by the state standards. This provided a window into the teachers' documentation work, especially to the resources needed to make this work productive.
Two references linked with the project	Cobb, P., Zhao, Q., Dean, C. (2009). Conducting design experiments to support teachers' learning: A reflection from the field. *Journal of the Learning Sciences*,18(2), pp. 165-199. Cobb, P., Zhao, Q., Visnovska, J. (2008). Learning from and adapting the theory of Realistic Mathematics Education. *Éducation & Didactique*, 2(1), 105-124.
Webpage	http://www.peabody.vanderbilt.edu/x1212.xml

Paul Drijvers p.drijvers@fi.uu.nl	
Research field	Technology in mathematics education, algebra education, teacher development
Research team	Freudenthal Institute for Science and Mathematics Education
Position	Associate professor
Main responsibility	Management Team of the Freudenthal Institute
Research themes connected with the book purpose	Technological resources for the teaching and learning of mathematics Teachers' professional development concerning the integration of digital technologies
Two references linked with the project	Drijvers, P., & Trouche, L. (2008). From artifacts to instruments: A theoretical framework behind the orchestra metaphor. In G. W. Blume & M. K. Heid (Eds.), *Research on technology and the teaching and learning of mathematics: Vol. 2. Cases and perspectives* (pp. 363-392). Charlotte, NC: Information Age. Drijvers, P., Kieran, C., & Mariotti, M.A. (in press). Integrating technology into mathematics education: theoretical perspectives. In Hoyles, C. & Lagrange, J.-B. (eds.), *Digital technologies and mathematics teaching and learning: Rethinking the terrain*. New York/Berlin: Springer.
Webpage	www.fi.uu.nl/~pauld

Dominique Forest dominique.forest@bretagne.iufm.fr	
Research field	Comparative didactics, proxemics and educational sciences
Research team	Research Center on Education, Learning and Didactics (Rennes 2 University- Western Brittany University)
Position	Associate Professor
Main responsibility	Scientific council of european Visa project : member. http://visa.inrp.fr/visa
Research themes connected with the book purpose	I study the didactic situations in their school and nonschool forms. I work more particularly on the non-verbal aspects of didactic transactions. This leads me to treat specificity of the video data as potential resources, with a methodological and epistemological point of view.
Two references linked with the project	Forest, D. (2006). Analyse proxémique d'interactions didactiques. *Carrefour de l'Education.* Amiens : CURSEP.
Webpage	http://cread.bretagne.iufm.fr/ecrire/articles.php3?id_article=79

Ghislaine Gueudet Ghislaine.Gueudet.1@univ-rennes1.fr	
Research field	Mathematics didactics and educational sciences
Research team	Research Center on Education, Learning and Didactics (Rennes 2 University- Western Brittany University)
Position	Full Professor
Main responsibility	Co-leader of the CREAD research axis: « Technologies for education and training : design, models, uses »
Research themes connected with the book purpose	My interest in resources started with the didactical study of the use of e-exercises bases, from grade 3 to mathematics master degree. It led me then, in a joint work with Luc Trouche, to consider all the resources intervening in the teacher's activity. We introduced (at the French mathematics didactics summer school 2007) an approach for the study of mathematics teachers documentary work. We still work on the development of this approach, and simultaneously test it in different research projects.
Two references linked with the project	Gueudet, G., Trouche, L. (Eds.) (to be published). *Le travail documentaire des professeurs, regards croisés, le cas des mathématiques*, Presses Universitaires de Rennes et INRP. Gueudet, G., Trouche, L. (2009). Towards new documentation systems for teachers? *Educational Studies in Mathematics,* 71, 199-218*,* DOI 10.1007/s10649-008-9159-8.
Webpage	http://educmath.inrp.fr/Educmath/recherches/projets-de-recherche/approche_documentaire/

Carolyn Kieran kieran.carolyn@uqam.ca	
Research field	Learning and teaching of algebra; Use of technology in the teaching of mathematics; Algebraic reasoning
Research team	I lead the Algebra in Partnership with Technology in Education (APTE) research group
Position	Retired adjunct professor of mathematics education in the Département de Mathématiques of the Université du Québec à Montréal
Main responsibility	Director of the APTE research group
Research themes connected with the book purpose	The current project of the APTE research group focuses on the ways in which teachers use and transform the resources that were initially designed by the research group, as well as on the factors underlying these adaptations.
Two references linked with the project	Kieran, C., & Guzman, J. (in press). Role of task and technology in provoking teacher change: A case of proofs and proving in high school algebra. In R. Leikin & R. Zazkis (Eds.), *Learning through teaching mathematics: Development of teachers' knowledge and expertise in practice.* New York: Springer. Kieran, C., & Saldanha, L. (2008). Designing tasks for the co-development of conceptual and technical knowledge in CAS activity: An example from factoring. In K. Heid & G.W. Blume (Eds.), *Research on technology and the teaching and learning of mathematics: Syntheses, cases, and perspectives* (Vol. 2, pp. 393-414). Greenwich, CT: Information Age Publishing.
Webpage	www.math.uqam.ca/~kieran/index_english.htm

Maria-Dolores Lozano lolis_l@yahoo.es	
Research field	Mathematics education, mathematics teaching and learning with the use of interactive learning environments
Research team	I am part of a team focused on teaching Linear Algebra using modeling and also of a team interested in teaching mathematics with technology at different school levels.
Position	Mathematics Teacher, Researcher, Instituto Tecnológico Autónomo de México (ITAM)
Main responsibility	Teaching mathematics at university level and doing research on Mathematics Education at ITAM.
Research themes connected with the book purpose	For three years (2004-2007) I was involved in the development of the mathematics section of Enciclomedia, a Mexican national project which intends to complement existing materials in primary school classrooms with computer programs and teaching resources that are to be used with an interactive whiteboard. My work consisted, on the one hand, in participating in the design of digital resources and teaching materials and, on the other, it involved carrying out research in the classrooms with the purpose of investigating the way in which teachers and students use the programs. The latter continues to be part of my current work.
Two references linked with the project	Trigueros, M.; Lozano, M.D. (2007) Developing resources for teaching and learning mathematics with digital technologies: an enactivist approach, en For the learning of mathematics, 27, 2, pp. 45-51 Lozano, M.D., Sandoval, I. T., Trigueros, M. (2006) 'Investigating mathematics learning with the use of computer programmes in primary schools', in *Proceedings of the 30th Conference of the International Group for the Psychology of Mathematics Education*, Prague, Czech Republic, Vol. 4, pp. 89-96.

Maria Alessandra Mariotti mariotti.ale@unisi.it	
Research field	Mathematics Education
Research team	LEM (Laboratorio di Eduacazionea Matematica) of the Departiment of Mathematics and Computer Science
Position	Full Professor
Main responsibility	
Research themes connected with the book purpose	My research study have always been the research field of Mathematics Education. At the very beginning my research interest concerned Geometrical thinking and Proof. In the last years, these main directions have been articulated with the issue of integration of new technologies in school practice. In particular, my main stream of research has been focused on the mediating role of Computer environments in pupils' approach to theoretical thinking.
Two references linked with the project	Mariotti, M. A. (2001a). Justifying and prooving in the cabri environment, *International Journal of Computer for Mathematical Learning, Vol. 6, n°3* Dordrecht: Kluwer, 257-281 (ISSN 1382-3892) Bartolini Bussi, M. G., Mariotti, M. A. (2008). Semiotic mediation in the mathematics classroom: artifacts and signs after a Vygotskian perspective, in: *Handbook of International Research in Mathematics Education, second revised edition*, L. English, M. Bartolini Bussi, G. Jones, R. Lesh, and D. Tirosh, eds., Lawrence Erlbaum, Mahwah, NJ.
Webpage	

Mirko Maracci mirko.maracci@gmail.com	
Research field	Mathematics Education
Research team	Department of Mathematics and Computer Science, University of Siena, Italy
Statut/ Position	Secondary school teacher
Main responsibility	
Research themes connected with the book purpose	My research interests have always been in the field of Mathematics Education. I became interested in the themes related to this book recently with the study of ICT tools integration in the classroom. In particular I am currently concerned with study of the role which the teacher can play for exploiting the potentialities of ICT according to a semiotic mediation perspective, and with the related issue of the teacher's education.
Two references linked with the project	Maracci, M., Mariotti, M. A. (in press). The teacher's use of ICT tools in the classroom after a semiotic mediation approach. Proceedings of CERME 6, January 28 - February 1, 2009, Lyon, France. Maracci, M., Cazes C., Vandebrouck F., Mariotti, M.A. (in press). Casyopée in the classroom: two different theory-driven pedagogical approaches. Proceedings of CERME 6, January 28 - February 1, 2009, Lyon, France.
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Alain Mercier alain.mercier@inrp.fr	
Research field	Comparative didactics, educational sciences, mathematics didactics
Research team	UMR P3 (Apprenticeship, Didactics, Rearing, Professional development)
Position	Full professor
Main responsibility	Director of UMR P3 (Joint Research Unit), Aix-Marseille Université, Institut National de Recherche Pédagogique.
Research themes connected with the book purpose	Classroom phenomena. I consider that classroom transactions are addressed to a piece of knowledge. I work within the two theories of didactic transposition (Chevallard, 1991; Mercier, 2002) and teacher's and student's joint didactical action (Sensevy and Mercier, 2007).
Two references linked with the project	Mercier, A., (2002), Transposition of knowledge to be taught as a definition of the didactical environment, the case of mathematics. Revue Française de Pédagogie, 141, pp. 135-171. Sensevy, G., Mercier, A., (2007), Joint action of teacher and pupils. Rennes: PUR.
Webpage	http://www.adef-umr.fr

Birgit Pepin birgit.pepin@hist.no	
Research field	Mathematics didactics and educational sciences; curriculum materials; comparative mathematics education
Research team	Mathematics Education Research group at HiST- Norway; CRèME at the University of Manchester-UK; LPS team Norway
Position	Full professor of Mathematics Education
Main responsibility	Leader of the research group at HiST (Norway)
Research themes connected with the book purpose	• Teachers working with curriculum materials • Analysis of mathematics curriculum materials with respect to learning mathematics with understanding • Curriculum materials and classroom instruction in an international comparative perspective
Two references linked with the project	Pepin, B. (2009) 'The role of textbooks in the 'figured world' of English, French and German classrooms- a comparative perspective' in Black, L. Mendick, H and Solomon, Y. (Eds.) *Mathematical Relationships: identities and participation.* London: Routledge Pepin, B. and Haggarty, L. (2003) 'Mathematics textbooks and their use by teachers: a window into the education world of particular countries?, in Van den Akker, J. , Kuiper, W. and Hameyer, U. (eds) *Curriculum Landscapes and Trends,* Dordrecht: Kluwer (pp. 73-100).
Webpage	

Christine Proust christine.proust@paris7.jussieu.fr	
Research field	History of science
Research team	SPHERE (CNRS & University Diderot-Paris 7)
Position	Researcher ; member of Institute for Advanced Study, Princeton (Sept.-Dec. 2009)
Main responsibility	Co-leader of the SPHERE research axis: « Algebra, Instruments, Operations, Algorithms » and « History of Sciences in Asia »
Research themes connected with the book purpose	- Mesopotamian mathematics - Computing methods in ancient mathematics - Structures of mathematical cuneiform texts - Development of ancient mathematics in school context - Resources for education in the field of history of mathematics
Two references linked with the project	Proust, C. (2007). *Tablettes mathématiques de Nippur*. Varia Anatolica Vol. XVIII. Istanbul: IFEA, De Boccard. Bernard, A., Proust, C. (Eds.) (in progress). *Studying ancient scientific sources produced in an educational context: problems and perspectives*.
Webpage	http://www.rehseis.univ-paris-diderot.fr/spip.php?article228

Sebastian Rezat Sebastian.Rezat@math.uni-giessen.de	
Research field	Mathematics Education, Instruments of teaching and learning mathematics
Research team	Mathematics Education research group at the University of Giessen, Germany
Position	Post-doc
Main responsibility	
Research themes connected with the book purpose	The utilization of mathematics textbooks The role of artefacts in learning mathematics
Two references linked with the project	Rezat, S. [2006]: The Structure of German Mathematics Textbooks. In: *ZDM, 38*(2006)6, pp. 482-487. Rezat, S. [2008]: Learning Mathematics with Textbooks. In: O. Figueras; J. L. Cortina; S. Alatorre; T. Rojano & A. Sepúlveda (Ed.): *Proceedings of the Joint Meeting of PME 32 und PME-NA XXX*. 4. Morelia: Cinestav-UMSNH, pp. 177-184.
Webpage	http://www.uni-giessen.de/math-didaktik/

Janine T. Remillard janiner@gse.upenn.edu	
Research field	Mathematics education, teacher development and learning, urban education
Research team	Research associate with the Center for the Study of Mathematics Curricula, co-Principal Investigator for MetroMath: The Center for Mathematics in America's Cities
Position	Associate Professor
Main responsibility	Chair of The Foundations and Practices of Education Division at the University of Pennsylvania, Graduate School of Education
Research themes connected with the book purpose	My interest in teachers' use of and learning from mathematics curriculum materials began as a classroom teacher implementing an innovative mathematics program. Since 1990, I have studied teachers using a variety of reform-oriented materials. I am particularly interested in understanding the participatory interaction between teachers and the curriculum resources they use and am currently developing a project to examine the capacities underlying teachers' use of materials.
Two references linked with the project	Remillard, J. T. (2005). Examining key concepts in research on teachers' use of mathematics curricula. *Review of Educational Research, 75*(2): 211-246. Remillard, J.T., Herbel-Eisenmann, B.A., & Lloyd, G.M. (Eds.) (2009). *Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction.* New York: Routledge.
Webpage	http://www.gse.upenn.edu/faculty/remillard

Kenneth Ruthven kr18@cam.ac.uk	
Research field	Education (especially Mathematics Education)
Research team	Science, Technology & Mathematics Education group, in the Faculty of Education, University of Cambridge
Position	Full professor
Main responsibility	Chair of ST&M Education group (recently completed 5-year term as Director of Research for the Faculty of Education)
Research themes connected with the book purpose	I have a longstanding professional and research interest in the use and integration of digital tools and materials in mathematics education.
Two references linked with the project	Ruthven, K., Hennessy, S., Deaney, R. (2008). Constructions of dynamic geometry: a study of the interpretative flexibility of educational software in classroom practice. *Computers and Education* 51(1), 297-317. Ruthven, K. (2007). Teachers, technologies and the structures of schooling. *Proceedings of the Fifth Congress of the European Society for Research in Mathematics Education* [CERME 5] pp. 52-67.
Webpage	http://www.educ.cam.ac.uk/people/staff/ruthven/

William H. Schmidt bschmidt@msu.edu	
Research field	Mathematics Education and Teacher Preparation
Research team	Center for the Study of Curriculum; College of Education; Michigan State University, East Lansing, MI, USA
Position	University Distinguished Professor
Main responsibility	C0 Director University Policy Center Co Director US China Center Co Director Center for the Study of Curriculum Co PI PROM/SE
Research themes connected with the book purpose	TIMSS and PROM/SE work in mathematics education. Examination of instructional materials and standards, as well as teacher training internationally.
Two references linked with the project	Schmidt, W.H. and Richard S. Prawat. *Curriculum coherence and national control of education: Issue or non-issue*. J. Curriculum Studies, 2006, Vol. 38, No 6, 2006, pp. 641-658. Valverde, G.A., Bianchi, Wolfe, Schmidt, et.al. (2002) According to the Book: Using TIMSS to investigate the translation of policy into practice through the world of textbooks. Kluwer Academic Publishers.
Webpage	www.timss.msu.edu, promse.msu.edu, usteds.msu.edu

Gérard Sensevy gerard.sensevy@bretagne.iufm.fr	
Research field	Didactics of Mathematics, comparative approach in didactics, Theories of Action
Research team	EA CREAD (Rennes 2 University-West Brittany University)
Position	Full professor.
Main responsibility	Director of the CREAD
Research themes connected with the book purpose	I'm interested in didactic joint action. With this respect, a crucial issue consists of identifying what are resources for this action and how they determine both the intentions of agents and the action in itself.
Two references linked with the project	Sensevy, G., Mercier, A. (2007) *Agir ensemble. L'action didactique conjointe du professeur et des élèves*. Presses universitaires de Rennes. Sensevy, A., Tiberghien, A., Santini, J., Laubé, S., Griggs, P. (2008). Modelling, an epistemological approach: cases studies and implications for science teaching. *Science Education*, *92*(3), 424-446.
Webpage	http://cread.bretagne.iufm.fr/article.php3?id_article=50

María Trigueros trigue@itam.mx	
Research field	Teaching and learning mathematics with technology, teaching and learning mathematics at university level and Teaching and learning the concept of variable.
Research team	I lead a team focused on teaching Linear Algebra using modeling and am part of a team interested in teaching mathematics with technology at different school levels.
Position	Mathematics Professor Instituto Tecnológico Autónomo de México (ITAM)
Main responsibility	Teaching courses at university level and doing research on Mathematics Education at ITAM.
Research themes connected with the book purpose	The use of technology in mathematics classroom has interested me for a long time. I have study how teachers use technological resources in their classes and how students learn when technology is integrated in mathematics classes. Working with Dolores Lozano and other colleagues in a team we have participated in the development of resources in national projects, particularly ENCICLOMEDIA. Together we have analysed activity in classrooms where technology is introduced, and we have studied changes introduced by resources' use in different school contexts, and with different teachers.
Two references linked with the project	Trigueros, M.; Lozano, M.D.; Lage, A. (2007) Development and use of a computer–based interactive resource for teaching and learning probability in primary classrooms, in Special Issue of the International Journal for Technology in Mathematics Education: Embedding New Technologies in the Practice of Mathematics Education: Selected papers from ICTMT-7, Vol. 13, No. 4, pp. 205-211, 1744-2710, Trigueros, M.; Lozano, M.D. (2007) Developing resources for teaching and learning mathematics with digital technologies: an enactivist approach, en For the learning of mathematics, 27, 2, pp. 45-51
Webpage	

Luc Trouche Luc.Trouche@inrp.fr	
Research field	Mathematics didactics and interactive learning environments
Research team	Department « Education and ICT » of INRP (National Institute for Pedagogical Research) and Laboratory for Studying Scientific Phenomena (Lyon University)
Position	Full Professor
Main responsibility	Head of the department "Education and ICT" of INRP
Research themes connected with the book purpose	My interest in resources started with the didactical study of the conditions of ICT integration in mathematics classes, the resources design and teachers' training required by this integration. It led me then, in a joint work with Ghislaine Gueudet, to consider all the resources intervening in the teacher's activity. We introduced (at the French mathematics didactics summer school 2007) an approach for the study of mathematics teachers documentary work. We still work on the development of this approach, and simultaneously test it in different research projects.
Two references linked with the project	Gueudet, G., Trouche, L. (Eds.) (to be published). *Le travail documentaire des professeurs, regards croisés, le cas des mathématiques*, Presses Universitaires de Rennes et INRP. Gueudet, G., Trouche, L. (2009). Towards new documentation systems for teachers? *Educational Studies in Mathematics,* 71, 199-218*,* DOI 10.1007/s10649-008-9159-8.
Webpage	http://educmath.inrp.fr/Educmath/recherches/projets-de-recherche/approche_documentaire/

Jana Visnovska j.visnovska@uq.edu.au	
Research field	Mathematics Education
Research team	Book chapter with Paul Cobb is based on my collaboration on projects "Supporting and Sustaining the Learning of Professional Teaching Communities in the Institutional Setting of the School and School District", and "Designing Schools and Districts For Instructional Improvement In Mathematics" at Vanderbilt University. I am currently involved in a professional development study "Inquiry Teaching in Mathematics: Accelerating the Process of Change" at School of Education, The University of Queensland.
Position	Lecturer
Main responsibility	Research and teaching
Research themes connected with the book purpose	I have collaborated on an interventionist professional development study conducted with a group of middle-school mathematics teachers. As a performance assessment in the last, fifth year of the study, the teachers collectively designed an instructional unit on statistics in which they hoped to both capture what they learned in the professional development group and address the objectives prescribed for middle-school statistics by the state standards. This provided a window into the teachers' documentation work, especially to the resources needed to make this work productive.
Two references linked with the project	Visnovska, J., Cobb, P. (2009). Learning about building mathematics instruction from students' reasoning: A professional development study. In R. Hunter, B. Bicknell & T. Burgess (Eds.), *Proceedings of the 32nd annual meeting of the Mathematics Education Research Group of Australasia,* (Vol. 2, pp. 547-554). Wellington, NZ: MERGA. Cobb, P., Zhao, Q., Visnovska, J. (2008). Learning from and adapting the theory of Realistic Mathematics Education. *Éducation & Didactique*, 2(1), 105-124.
Webpage	

Carl Winsløw winslow@ind.ku.dk	
Research field	Didactics of Mathematics and Science
Research team	Department of Science Education (IND) University of Copenhagen, Denmark
Position	Full Professor
Main responsibility	Deputy Chair of Research at IND
Research themes connected with the book purpose	My interest in Japanese teaching, particularly in mathematics, dates from 2000 and even before (I did my phd in math at Tokyo U. 1991-1994). I have been lucky to be able to pursue this interest in collaboration with Japanese math educators (Emori, Yoshida, and most recently Miyakawa). Passed the first impressions of the teaching that one can observe in Japan, one starts wondering how it comes about. The modes of work (incl. documentations) certainly seem to be a promising place to look for explanations.
Two references linked with the project	Miyakawa, T. Winsløw, C. (2009). Un dispositif japonais pour le travail en équipe d'enseignants : étude collective d'une leçon. *Education & Didactique* vol. 3 no. 1, 77-90. Winsløw, C., Emori, H. (2006). Comparative research on secondary mathematics education: a semiotic approach. In K.-D. Graf *et al.* (eds.), *Mathematics education in different cultural traditions: A comparative study of East Asia and the West* pp. 553-566. Berlin: Springer.
Webpage	www.ind.ku.dk/winslow