



Marcelo C. Borba

Marcelo C. Borba is a Professor of the Graduate Program in Mathematics Education and of the Mathematics Department of UNESP (State University of São Paulo) in Brazil, where he chairs the research group GPIMEM. Marcelo researches the use of digital technology in mathematics education, online distance education, modeling as a pedagogical approach and qualitative research methodology. He is a member of the editorial board for *Educational Studies in Mathematics* and an Associate Editor of *ZDM*. Marcelo has delivered invited presentations internationally in 14 countries all over the world. He is the current vice-chair in the Teaching Committee of the main funding agency in Brazil. He has also been a member of the program committee for several international conferences. Marcelo has published several books, book chapters and refereed papers in Portuguese and in English. He is the editor of a collection of books in Brazil which have been published over the last twelve years and include 26 books to date.



João Frederico C. A. Meyer

João Frederico C. A. Meyer (a.k.a. "Joni") has been teaching at Campinas State University (UNICAMP) since 1971. He majored in Mathematics and has worked in Applied Mathematics ever since completing

his graduate studies, working mainly in Mathematical Ecology and Numerical Analysis at UNICAMP. Besides papers, chapters in books and two complete books, he has tutored over 50 Master's dissertations and Doctorate thesis in 3 different countries and several universities. He has been on the directing board of the Brazilian Society for Computer and Applied Mathematics as well as on its Scientific Committee. He was a co-founder of this society as well as the Brazilian Society for Mathematics Education in which he coordinated the Math Modelling Work Group. He is on the editorial board of several scientific journals and is an ad-hoc reviewer for other journals. He has a great interest in Mathematical Education with which he has been involved ever since the seventies (of the last century...).



Chris Rasmussen

Chris Rasmussen, Ph D., is Professor of mathematics education and Associate Chair in the department of mathematics and statistics at San Diego State University. He received his B.A., M.A. and Ph.D. from the University of Maryland in Mechanical Engineering, Mathematics, and Mathematics Education, respectively. After receiving his undergraduate degree he served as a Peace Corps Volunteer in Sierra Leone, West Africa. He is currently co-Editor-in-Chief of the *International Journal of Research in Undergraduate Mathematics Education*. His research investigates inquiry-oriented approaches to the learning and teaching of undergraduate mathematics, focusing on how mathematical ideas are developed through student exploration and teacher-student classroom discourse. He has also been at the forefront of a national study of successful calculus programs, which has identified a number of programmatic features that are common among the programs identified as being more successful than peer institutions. Currently, he is co-PI on two national studies of the Precalculus to Calculus 2 sequence with the goal of better understanding current departmental practices related to these courses and the process of departmental and institutional change and ways that professional organizations can support and help sustain such change.



Mónica Villarreal

Mónica Villarreal is Associate Professor in the Faculty of Mathematics, Astronomy, Physics, and Computation at the University of Córdoba, Argentina. She is a researcher of the National Scientific and Technical Research Council (CONICET). Her interests in teacher education, mathematical modeling, and use of digital technologies in educational contexts, have inspired her research during the last years. Since 2016, she is the Argentinean representative on the International Commission on Mathematical Instruction (ICMI).



Dr. Greg Oates

Dr. Greg Oates holds a Master's degree in logic and a Ph.D. in mathematics education from the University of Auckland and a Diploma in Secondary Mathematics Teaching from the Auckland College

of Education, New Zealand. He began his career teaching secondary mathematics, latterly as Head of Department, before returning to Auckland University where he taught undergraduate mathematics and post-graduate mathematics education until 2016 when he moved to the University of Tasmania, Launceston Australia. He currently teaches mathematics education for pre-service teachers in primary and secondary school at UTAS. His research interests include the integration of technology into mathematics curricula, collaborative learning in mathematics, and professional development for teachers at all levels (primary to undergraduate), with a specific focus on pedagogical content knowledge (PCK). He has attended every Delta since 1999, been a member of the Delta International Steering Committee (ISC) since 2005, was the Chair of the 2011 Delta Conference in Rotorua, New Zealand, and Guest Editor for the ijMEST Proceedings in 2007, 2009 and 2017.



Ansie Harding

Prof Ansie Harding is a Professor at the Department of Mathematics and Applied Mathematics in the Faculty of Natural and Agricultural Sciences. Her research focuses on the challenges of teaching and learning mathematics at a tertiary level. Her research contributes to understanding and alleviating the current education crisis in the field of science in South Africa, especially in addressing the under-preparedness of school leavers for the transition to university mathematics. Her overall passion is in the creative side of mathematics, an interest that has led to numerous popular talks both locally and internationally.