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Meet the Authors

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Meet the Authors

Nurit Zehavi gained her Ph.D at the Weizmann Institute of Science, and has been working on curriculum development and research in the Science Teaching Department at the Weizmann Institute since 1972. She had also taught mathematics in high schools for two decades. She has coordinated mathematical software development and implementation since 1984. Her current research interest is in using Computer Algebra Systems for teaching mathematics. She is the head of the MathComp project which was initiated in 1996 with the aim of integrating CAS into the mathematics curriculum.

Giora Mann received his Ph.D at the Hebrew University in Jerusalem. He taught Mathematics on the undergraduate level (High school, Teacher College, University) for four decades, and is retired now. During most of his career he was involved in curriculum development (including a program for teaching Topology in high school). His main field of interest is integrating technology into undergraduate mathematics. He has been serving as an adviser for the MathComp project in the Science Teaching Department at the Weizmann Institute.

Bettina Dahl (Søndergaard) has been an Assistant Professor at the School of Education at Virginia Tech since 2004. She has previously (2002-2004) worked as Senior Advisor at the Norwegian University of Science and Technology at the Norwegian Centre for Mathematics Education and (2000-2002, part-time) as Research Officer in European Union education policy at the University of Oxford, Department of Educational Studies, UK. She has a Ph.D. in Mathematics Education (Roskilde University, Denmark), a M.Sc. in Educational Research Methodology (University of Oxford, UK) and a Cand.scient. (Danish B.Sc. + M.Sc.) in mathematics and social science (Aalborg University, Denmark).

Robyn Pierce obtained her PhD from the University of Melbourne. She is currently Deputy Head of the School of Information Technology and Mathematical Sciences at the University of Ballarat, in Victoria, Australia, where she teaches mathematics and statistics. Robyn has researched the use of CAS for teaching and learning mathematics in both secondary and tertiary mathematics courses and incorporated its use in her own classes over the past decade. She is currently part of the research team for the RITEMATHS project, exploring the role of real world problems and IT in engaging students and enhancing mathematical learning in the middle secondary years.

Steve Humble is Head of Mathematics at Newcastle College in England. He has worked in a number of state and private schools. Steve is the author of the book *The Experimenter's A to Z of Mathematics* published by David Fulton (ISBN 1-85346-817-7), which develops an experimenter's investigative approach to mathematical ideas. The following article is one of his books twenty six chapters and shows his ideas on teaching mathematics through experiment and story.

Constantinos Christou (Ph.D., 1993, University of Toledo, Ohio, USA) is Associate Professor of mathematics education at the University of Cyprus. His research focuses on the cognitive development of mathematical concepts. Currently he studies (a) the effects of memory and information processing on the development of students' abilities in problem solving, (b) the reasoning of students in mathematical tasks including their intuitive knowledge, (c) the effects of integrating technology in the teaching of mathematics on the cognitive development of students. He has published more than 80 books, book chapters, and journal articles. He is in the editorial board of the Journal "Mediterranean Journal of Mathematics Education", and a reviewer of scientific journals in mathematics education. He participated in four European research projects and was the co-ordinator of four other research projects funded by the University of Cyprus and the Cyprus Research Foundation.

Nikos Mousoulides (Ph.D. candidate) is a researcher and educational personnel of mathematics education at the University of Cyprus. His research focuses on the cognitive development of mathematical concepts and the implementation of ICT in mathematics education. Currently he studies (a) the relation between cognitive development and the development of students' abilities in problem solving, (b) proof in dynamic geometry contexts and (c) the effect of integrating modelling in the learning and teaching of mathematics. He has a number of research publications in scientific journals, books and conference proceedings. He participated in three European research projects and three other research projects funded by the University of Cyprus and the Cyprus Research Foundation. He also participated in the TIMSS 2003 research study.

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