Harnessing science dynamics to transform learning

Anita Ponne/Shutterstock.com

Participants

Philip Abrami, Concordia University (Canada)

Philip Abrami is a Distinguished Professor Emeritus and Honorary Research Chair at Concordia University in Montreal, Canada. For more than two decades, he has focused on the design, development, validation and dissemination of evidence-based and evidence-proven software (The Learning Toolkit Plus) to promote the teaching and learning of essential educational competencies with a special focus on the Global South. In recent years, his team has focused on cost-efficient and effective forms of online teacher professional development. This training, coupled with the use of The Learning Toolkit Plus, an interactive multimedia software, has produced dramatic gains in early literacy, particularly for struggling readers, remote area learners and girls in Kenya and Rwanda. The Learning Toolkit Plus is available to educators worldwide without charge.

Sherlyne A. Almonte-Acosta, SEAMEO INNOTECH (Philippines)

Sherlyne A. Almonte-Acosta, PhD, is currently the Head of the Educational Research Unit, SEAMEO INNOTECH. She is a former professor at the College of Education and the College of Social Science and Philosophy, the University of the Philippines - Diliman. She received her undergraduate degree from the said university and her Master and Doctorate degrees from the Graduate School of Education, Hiroshima University, Japan. Her varied exposures and training fostered a strong interest in education and development in the Asia-Pacific Region. As a research leader and educator, she is adept at guiding lean teams to achieve ambitious research objectives. She directs research projects by fine-tuning protocols and partnering with diverse teams, academic entities, international NGOs and government agencies across Southeast Asia. She commands a deep qualitative research skill set, a master in conveying insights for varied audiences. She is a respected professor and academic administrator lauded for her humanistic approach and relentless pursuit of excellence.

Kwame Akyeampong, The Open University (UK)

Kwame Akyeampong is Professor of International Education and Development and Director of the Centre for the Study of Global Development (CSGD) at the Open University, UK. Over the years, his research has aimed to offer insights on educational policy and practice based on critical perspectives and experiences of policy makers, school leaders, teachers and students in African education environments. His most recent research in Ethiopia and Ghana has focused on understanding how second-chance education programmes for disadvantaged out-of-school children utilise principles of culturally responsive social, creative and emotional learning to promote their agency in learning. His current research explores how early grade Ghanaian school children and their teachers understand and adapt play-based approaches to learning. Kwame co-chairs the World Bank and UK Foreign, Commonwealth and Development Office (FCDO) Global Education Evidence Advisory Panel (GEEAP).

Gisele Alves Mizuta, Ayrton Senna Institute, UNESCO Chair in Education and Human Development (Brazil)

Gisele Alves Mizuta is a psychologist who holds a Master's degree in Psychology with a focus on Psychological Assessment from the Stricto-Sensu Postgraduate Program in Psychology at Universidade São Francisco. She is the executive manager of eduLab21, the education science laboratory at the Ayrton Senna Institute. Gisele is a consultant specializing in psychological assessments, cross-cultural adaptations, and training in psychological evaluation. She has experience in R&D, having worked with Pearson Clinical Assessment to develop and adapt psychological assessments in areas such as cognitive skills, academic performance, social skills, motivation and more. Additionally, she possesses expertise in project management.

Samuel Asare, Education Sub Saharan Africa (UK)

Samuel Asare is an education researcher and a Senior Research Manager for Education Sub Saharan Africa (ESSA). He is also an Associate Member of the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge. Before joining ESSA, he held a postdoctoral position at the REAL Centre where he helped to develop a database of education research by African-based scholars (the African Education Research Database) in partnership with ESSA. He is currently leading a project to enhance use of evidence from education research by Africa-based researchers to improve education outcomes for children and young people in the region. He holds a PhD in Education from the University of Otago in New Zealand. He is passionate about the field of student learning with a particular

interest in identifying and raising issues concerning the effects that culture and environment, including family, government, education systems, teachers and courses, have on student engagement with their learning, attitudes and behaviours.

Grégoire Borst, Université Paris Cité (France)

Gregoire Borst is a full Professor of developmental psychology and cognitive neuroscience of education at the Université Paris Cité. He is the director of the Child Development and Education Lab at the Centre national de la recherche scientifique (CNRS), at La Sorbonne and a senior member of the Institut Universitaire de France. His work focuses on the role of cognitive control on the cognitive and socio-emotional development of children and adolescents and on learning at school. He has published more than 90 articles and 9 books. He is a visiting scientist at the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). He is the co-director of an interdisciplinary research network on Education and Learning of 100 labs and 700 researchers in France. He is also the co-director of the 10-year research program on the Sciences for Education in France. In 2021, he received the Daignan-Bouveret Prize from the French Academy of Moral and Political Sciences for his research on the science of learning.

Laurie Catteeuw, Babilou Family (France)

Laurie Catteeuw, PhD, is the Education Expert for Babilou Family, a key player in early childhood education present in 12 different countries. She is a member of the educational group of the Pikler Lóczy-France association and is also an author. Her journey boasts significant hands-on experience as a young children's educator and director of 2 nurseries in Paris for several years. A graduate of Université Paris 1 Panthéon-Sorbonne and the School for Advanced Studies in the Social Sciences, she also served as a researcher at at the Centre national de la recherche scientifique (CNRS) in France and an associate lecturer professor at Sciences Po, Paris. Her latest publication is titled "Philosophie du premier âge : l'émergence du sujet au miroir de l'attention" published in 2002.

Raúl Esteban Chacón Zuloaga, SUMMA (Chile)

Raúl Esteban Chacón Zuloaga is the Director of the Knowledge Innovation and Exchange (KIX) Hub for Latin America and the Caribbean, led by SUMMA, the Laboratory of Education Research and Innovation in Education for Latin America and the Caribbean, in partnership with the Organization of Eastern Caribbean States (OECS). With more than twenty years of experience in the field, he currently focuses his work on the development and improvement of educational systems in Central America and the Caribbean, collaborating with governments, universities, teachers' unions and civil society organizations, through the production and mobilization of research for informing policy and practice, and implementing initiatives for strengthening regional and national capacities. Previously, he led and collaborated in the design, implementation, monitoring and evaluation of educational policies in Chile, especially in the design and implementation of the National System for Quality Assurance in Education.

Anya Chakraborty, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (India)

Anya has a PhD in psychology from the University of Reading with an investigative focus on social and cognitive neuroscience, multimodal self-representation and autism spectrum condition. Previously, she was a research assistant at the National Brain Research Centre investigating the neural correlates of language and motor functions in diverse clinical populations, including patients with brain tumours and Parkinson's disease. Her research interests span education for and about mental health, inclusive educational practices and how formal and informal learning emerge as an interaction between the brain and the environment. In her off time, she plays online poker and MOBA games like league of legends.

Nandini Chatterjee, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (India)

Nandini Chatterjee Singh is senior national program officer at UNESCO MGIEP (Mahatma Gandhi Institute of Education for Peace and Sustainable Development). She is a cognitive neuroscientist who has worked on literacy, emotion, dyslexia and autism. She is now a science-policy practitioner in education. Her priority is student and teacher well-being in school education policy using science and evidence.

Andrea A. Chiba, University of California, San Diego (USA)

Andrea A. Chiba is a Professor in the Department of Cognitive Science and in the Program of Neuroscience at the University of California, San Diego. She is a co-founder of the Global Science of Learning for Education Network (GSoLEN). She was also the founding Science Director of the Temporal Dynamics of Learning Center. Her laboratory team is gaining an understanding of the neural systems and principles underlying aspects of learning, memory, affect, and attention, with an emphasis on neuromodulation and neuroplasticity. She uses a variety of neurobiological, neurochemical, neurophysiology, computational, robotic, and behavioural techniques. Prof Chiba and her team were awarded a National Science Foundation (NSF) BRAIN Initiative Award and their translation of aspects of this work to study classroom learning was granted an NSF Director's Award. Prof Chiba had an early career as a high school mathematics teacher and has been dedicated to various STEM outreach projects for K-12 education since that time.
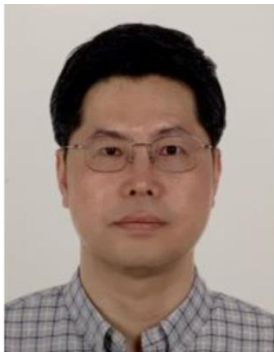
Young Hoan Cho, Seoul National University (Republic Korea)

Young Hoan Cho is a professor at the Department of Education, Seoul National University, Republic of Korea. He has a PhD degree at the School of Information Science and Learning Technologies, University of Missouri. He is a director of the Learning Sciences Research Institute at Seoul National University. He has conducted research focusing on how to design meaningful learning with advanced technologies. His research interests include AI in education, learning analytics, problem-based learning and computer-supported collaborative learning.

Donika Dimovska, Jacobs Foundation (Switzerland)

Donika Dimovska is the Chief Knowledge Officer of the Jacobs Foundation. She joined in 2020 to spearhead the Foundation's ambitious efforts to be a leading learning foundation. Prior to her role at the Jacobs Foundation, she established the education and health innovations practice at Results for Development (R4D), overseeing the Center for Education Innovations and the Center for Health Market Innovations. With extensive international development experience, she has worked with organizations such as the Council on Foreign Relations, Action Against Hunger, The Trickle Up Program, Religions for Peace International and the National Democratic Institute for International Affairs (NDI). She holds a M.A. in International Relations from the Maxwell School of Citizenship and Public Affairs at Syracuse University.

Anantha Duraiappah, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (India)

Anantha Duraiappah is the director of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), UNESCO's first and only Category 1 Institute in the Asia-Pacific region. He is responsible for developing the Empathy, Mindfulness, Compassion, Critical inquiry (EMC2) model, the Institute's novel approach on Social and Emotional Learning, to achieving SDG 4. A strong believer in personalized learning and Artificial Intelligence for good, he initiated and oversaw the development of the Institute's Artificial Intelligence-powered General Data Protection Regulation (GDPR) compliant learning platform, FramerSpace, now being used across many countries. He is an academic and science-policy advocate at heart and is a Fellow of The World Academy of Sciences (TWAS) and the World Academy of Arts and Sciences (WAAS). Anantha co-chaired the International Science and Evidence-based Education (ISEE) Assessment and the Biodiversity Synthesis Group of the Kofi Annan commissioned Millennium Ecosystem Assessment. He continues to publish extensively in the field of economics, environment and education. He is also an avid Kenda player.

Meg P. Gardinier, RESULTS (USA)

Dr Meg P. Gardinier is a global education policy specialist with two decades of academic and professional experience. She holds an Ed.M. from Teachers College, Columbia University and a PhD in Education from Cornell University. Meg currently works as the Global Education Policy Manager at the non-profit organization, RESULTS. Prior to joining Results, Meg held academic positions including as a faculty member at the School for International Training (SIT), Assistant Professor of International and Intercultural Education at Florida International University (FIU) and Associate Professor of Global Leadership at the Indiana Institute of Technology. Meg has a background in peace, human rights and global citizenship education and has consulted with organizations including UNESCO, the Open Society Foundation in Albania and the Hague Appeal for Peace. Her research has been published in peer-review journals and in edited volumes.

Ximena Andrea González-Grandón, Iberoamericana University (Mexico)

Dr González-Grandón coordinates the Socioemotional Education Program at the Iberoamericana University in Mexico City. She is a medical doctor, holds two Master's degrees, one in Philosophy of Science at the National Autonomous University of Mexico (UNAM) and the other in Cognitive Sciences at the Basque Country University, and a PhD in Cognitive Sciences at UNAM. Her research experience as a full-time researcher at Iberoamericana University considers the educational implications of an embodied account of cognition (or 4e). She conducts interdisciplinary research into the cognitive, socio-emotional and cultural aspects of perceptual learning, including other sensory pathways such as proprioception, kinesthesia and interoception, to enrich education through the design of innovative educational practices to learning and teaching applied in classroom settings. Currently, she is working on the "Empathy Interbodily Project" that aims at a better understanding of affective and relational teaching-learning processes using neurophysiological and qualitative measures in different learning environments.

Randa Grob-Zakhary, Education.org (USA)

Randa Grob-Zakhary, MD, PhD, is the Founder and CEO of Education.org (EO). Motivated by training in medicine and neuroscience, she moved into global education to contribute to reducing the gap between knowledge and practice and has worked closely with ministries of education and other education leaders. She is a former Board Member with the Global Partnership for Education (GPE), and the former Chair of its Strategy and Impact Committee. Prior roles include CEO at LEGO Foundation, Global Head of Education at Porticus, member of the High-Level Working Group for the OECD Education 2030 project, Senior Fellow at Brookings Institute and Management Consultant at McKinsey. She holds an MD and PhD in neuroscience from Johns Hopkins University (USA).

Vikram Guria, Pratham Education Foundation (India)

Vikram heads the Educational Measurement Unit at Pratham Education Foundation, Delhi, India, where he leads program evaluations and educational measurement related projects. He supports Pratham's educational projects from early grades, primary and middle school to skilling in measuring learning outcomes. His work includes designing student learning assessments, designing and implementing impact evaluations, capacity building and public policy research. His interest areas include game-based assessments, pedagogical research and ethnomathematics. He studied Civil

Engineering and since then has worked as a teacher and software developer and now as educationist.

Dirk Hastedt, International Association for the Evaluation of Educational Achievement (Germany)

Dr Dirk Hastedt is the Executive Director of the International Association for the Evaluation of Educational Achievement (IEA), leading its high-quality comparative research. He oversees operations, studies and services, and drives the overall strategic vision. Prior to assuming his current role, he was Co-Director of the IEA Data Processing and Research Center (IEA DPC), where he was responsible for the centre's international research activities. Dr Hastedt has an in-depth knowledge of large-scale educational assessment, built on years of experience. Dr Hastedt is also the acting chair of IEA's Technical Executive Group and Co-editor in chief of the IEA-ETS (Educational Testing Service, USA) Research Institute's journal, Large-Scale Assessments in Education. His PhD in Education is from the University of Vienna.

Beth Havinga, European EdTech Alliance (Germany)

Beth Havinga is the Managing Director of the European EdTech Alliance. Beth currently serves on the Digitisation Council of the state of Berlin in Germany, on the steering committee of DigiEduHack, and serves on the international advisory boards of Consortium for School Networking (CoSN), the International Society for Technology in Education (ISTE) and the Children's Future Foundation. Beth represents the European Economic Area (EEA) in the EdTech Roundtable of the European Commission, UNESCO's Broadband Commission Data for Learning Group and the Digital Transformation Collaborative (DTC). Additionally, she consults to the Council of Europe on the topic of AI and education. Beth is chairwoman of the German standardization committee for Learning Technologies and represents Germany as head delegate to the European committee for standardization of interoperability of learning technologies and education technology. In addition to creating her own consulting firm, Beth has taught in schools, managed education software and publishing houses, founded two start-ups, and worked in over 45 countries to develop digital structures and strategies.

Kathy Hirsh-Pasek, Temple University (USA)

Kathy Hirsh-Pasek is a faculty fellow at Temple University's Department of Psychology and a Senior Fellow at the Brookings Institution. Her research delves into early language and literacy development and the significance of play in learning. Known as a translational researcher, she bridges scientific findings with educational applications. Together with collaborator Roberta Golinkoff, they've authored 16 books and numerous publications. Kathy is affiliated with many esteemed organizations and has garnered several awards, notably the 2023 Great Friend to Kids from the Association of Children's Museums. She contributed to various boards and advisory panels, including for Nickelodeon and the Public Broadcasting Service (PBS) in the USA. Additionally, Kathy co-developed a language screener for young children and spearheaded global initiatives like Playful Learning Landscapes. She penned best-selling books such as "Becoming Brilliant," and her latest, "Making Schools Work," has gained global attention. Kathy earned her PhD from the University of Pennsylvania and regularly represents her field in major media outlets.

Paul Howard-Jones, University of Bristol (UK)

Paul Howard-Jones is Professor of Neuroscience and Education at the School of Education, University of Bristol, with degrees in Engineering, Psychology, and a PhD in Medical Physics. Prior to arriving at the University of Bristol in 2003, he was a schoolteacher, trainer of schoolteachers and an inspector of schools. His work now entirely focuses on research and issues at the interface of cognitive neuroscience and educational theory, practice and policy. He applies diverse research methods from neurocomputational imaging studies to classroom observations in order to understand learning processes. He is particularly interested in addressing neuromyths, the neural processes by which games and learning games engage their players and has recently begun publishing and researching in climate change education. Professor Howard-Jones authored "Evolution of the Learning Brain," published by Routledge (2018). He is known for public engagement work through the TV series "Secret Life of 4-Year-Olds" and other broadcasts.

Ronghuai Huang, Beijing Normal University, UNESCO Chair on Artificial Intelligence in Education and Director of the UNESCO International Research and Training Centre for Rural Education (People's Republic of China)

Dr Ronghuai Huang is a professor at Beijing Normal University (BNU). He is currently the Co-Dean of BNU's Smart Learning Institute, the Director of the National Engineering Research Center of Cyberlearning and Intelligent Technology and the Director of the Educational Informatization Strategy Research Base in Beijing, under the Ministry of Education of the People's Republic of China. Additionally, he serves as the UNESCO Chair on Artificial Intelligence in Education and the Director of the UNESCO International Research and Training Centre for Rural Education. With extensive expertise in educational informatization, smart learning environments, technology-supported innovative teaching and artificial intelligence in education, Professor Huang has received notable accolades throughout his career. His influential ideas have reached wide audiences through the publication of more than 300 academic papers and over 40 books, both domestically and internationally.

Kaja Jasińska, University of Toronto (Canada)

Dr Jasińska is an Assistant Professor of Applied Psychology and Human Development at the University of Toronto and the Scientific Director of the Brain Organization for Language and Literacy Development (BOLD) Laboratory. Dr Jasińska studies the neural systems that support language, cognitive, and reading development using a combination of behavioural, genetic, and neuroimaging (fNIRS, s/fMRI, EEG/ERP) research methods. Her research aims to understand how early life experiences (including bilingual language experience) shape neurocognitive development and learning, with a focus on understanding development in environments with poverty-related risk, including rural communities in West Africa and recently resettled refugee children in Canada.

Jonathan Kay, Education Endowment Foundation (UK)

Jon Kay is Head of Evidence Synthesis and International Development at the Education Endowment Foundation (EEF), the UK's What Works Centre for Education. He is responsible for the evidence synthesis work at the EEF including the Teaching and Learning Toolkit, an evidence portal that is used by 70% of school leaders in England. Jon has been at the EEF since 2014 in a number of roles, including leading the policy team and the publication of evaluation reports on EEF funded randomised controlled trials. Prior to joining the EEF, Jon worked on a randomised controlled trial of "nudge" interventions on parental engagement. He is an honorary fellow at Durham University.

Silvia Koller, Universidade Federal do Rio Grande do Sul (Brazil)

Silvia Koller is a Developmental Psychologist and Chair at the Universidade Federal do Rio Grande do Sul, Brazil, leading the Center for Psychological Studies of At-Risk Populations. She has been a Visiting Scholar at the Harvard Graduate School of Education and a Visiting Scientist at Harvard T.H. Chan School of Public Health (2016-2017). Additionally, she is an Extraordinary Professor at North West University, South Africa, collaborating annually on Positive Psychology. Committed to globalizing psychological knowledge, she has promoted Brazilian research globally and held roles in international organizations. Her research emphasizes at-risk populations, rooted in a bioecological perspective, and studies topics like children's rights, resilience, and moral development. She has lectured globally, including institutions like Harvard, the University of Zurich, and various universities in Colombia, Peru, and Chile. As a PhD and Master's mentor, she has guided emerging psychologists in Brazil, Colombia, Portugal and the USA.

Jean Didier Ndekelipombo Lahopeta, Ministère de la Formation Professionnelle et Métiers (Democratic Republic of Congo)

Jean Didier Ndekelipombo Lahopeta is an expert in Administration and Information Technology, passionately dedicated to hard work and team collaboration.

Line Laplante, Université du Québec à Montréal (Canada)

Line Laplante is a professor in the Département de didactique des langues at the Université du Québec à Montréal and a researcher at the Centre d'études sur l'apprentissage et la performance in Canada. She holds the Chair on 'Recherche sur les apprentissages fondamentaux en littératie,' whose mission is to contribute to the enhancement of reading and writing skills through research, training and the transfer and mobilization of knowledge. She has expertise in reading and writing assessment, as well as in pedagogical practices that contribute to literacy success. She has collaborated in the development and scientific validation of reading and writing assessment tools and intervention programs designed to support early literacy learning success. His expertise has been repeatedly sought by the educational and school communities, including the Quebec Ministry of Education and the Ontario Ministry of Education.

Daniel Leeds, Global Science of Learning Education Network (USA)

Dan Leeds is a Science of Learning advocate. He co-founded the Global Science of Learning Education Network (GSoLEN) and Alliance for Excellent Education (All4Ed). He founded the Philanthropic Collaborative for Education and the National Public Education Action Fund. The son of refugees, the husband of an immigrant and a member of a public minded family, Dan lives the importance of an effective public education and strong social connections. A business career in international technology media taught him the importance of business skills, a global outlook and the use of the latest cost-effective science and technology. Dan's focus is the utilization of the global science of learning research to advance the learning of workforce and life skills. Along with his wife, Sunita, Dan co-chairs the Enfranchisement Foundation, which focuses on breaking the cycles of poverty and intolerance in the United States, as well as on women's issues. Dan earned a MS from MIT and a BS & BA from Cornell University. Dan and Sunita live in Washington, DC.

Roberto Lent, Federal University of Rio de Janeiro, UNESCO Chair on Science for Education (Brazil)

Roberto Lent is an Emeritus Professor of Neuroscience at the Federal University of Rio de Janeiro and a Researcher at the D'Or Institute. During his 50-year tenure at the university, he has led as both department head and institute director. His comprehensive research delves into neuroplasticity, neurodevelopment and the evolution of the nervous system, leveraging methodologies from cell biology to neuroimaging. Apart from being a director at the Brazilian Academy of Sciences, Roberto has a passion for broadening public understanding of neuroscience. He has authored books catering to both adults and children, garnering recognition with significant awards in 2007 and 2010 for his science popularization efforts. Moreover, he initiated the National Network of Science for Education, championing translational research in the educational sector. His continued dedication to the field was celebrated in 2022 when he was nominated as Director of the UNESCO Chair on Science for Education.

Soo-Siang Lim, National Science Foundation (USA)

Soo-Siang Lim, PhD is the Program Director for the Science of Learning and Augmented Intelligence Program in the Social, Behavioural and Economic Science Directorate at the US National Science Foundation (NSF). She served as the Lead Program Director and Chair of the Coordinating Committee for the Science of Learning Centers (SLC) Program when the SLCs were established in 2004 to provide intellectual and organizational infrastructure for interdisciplinary research to address large-scale, complex problems

about learning in humans, other animals and machines. This includes making connections to how fundamental knowledge about learning can address societal challenges in education, technology innovation and workforce preparation. Prior to her leadership of the NSF's initiatives in Science of Learning, Dr Lim served as the Cluster Leader for the six Neuroscience programs in the Biological Sciences Directorate at the NSF. Before joining the NSF, she was an Associate Professor at Indiana University, School of Medicine.

Chunming Lu, Beijing Normal University (China)

Chunming Lu obtained his PhD degree of Psychology in 2008 from Beijing Normal University. He then jointed the State Key Laboratory of Cognitive Neuroscience and Learning at Beijing Normal University (BNU). Between 2014-2015, he was a visiting scientist at the McGovern Institute for Brain Research at MIT. Now he is a professor and deputy director of the McGovern Institute for Brain Research at BNU. His research aims to understand the neurocognitive mechanism of social interaction, particularly the process of teaching and learning, by combining behavioural and cognitive approaches, fNIRS hyper scanning, as well as computational modelling methods. His work is mainly funded by the National Natural Science Foundation of China.

Jasmine Y. Ma, New York University (USA)

Jasmine Y. Ma is an associate professor of Mathematics and Urban Education at New York University. She focuses on refining learning theories and research methodologies, emphasizing sociohistorical and socio-political processes that have overlooked certain learner populations, leading to significant disparities in educational access and success. Traditional learning theories often neglect the historical, cultural and political context of education. Ma delves into STEM learning in various settings, particularly outside of traditional classrooms. She concentrates on recognizing the valuable practices these marginalized groups already possess, aiming to provide a broader understanding of learning under sociohistorical challenges. Her research underscores the proactive roles young individuals play, considering aspects like identity, space and discipline in STEM fields. Since 2017, Ma has held roles within the International Society for the Learning Sciences (ISLS), including Secretary, Board member and currently President-Elect. Additionally, she's an elected ISLS Fellow and an Executive Editor for Cognition and Instruction.

Kelly McKenna, Institute of Electrical and Electronics Engineers (USA)

Kelly McKenna is the Institute of Electrical and Electronics Engineers (IEEE) REACH Sr. Program Manager with the IEEE History Center. She is responsible for the program's development, implementation, and distribution. Kelly's goal is to share stories that matter through all forms of multimedia as a way to inform, educate, and inspire. She is grateful for the opportunity to work with educators, and IEEE historians and volunteers on this innovative multimedia journey that provides a unique lens for students to think about the consequences of change, particularly in relation to the role technology and innovation play in global events and in addressing social problems. Self-described as passionately curious, Kelly aims to bring the same type of elevated inquiry and interest to students through the free resources found in REACH with the goal to improve students' technological literacy. Kelly has an MFA in Documentary Film, Wake Forest University and a BA in Communication Arts, Broadcasting, University of Dayton.

Bosiljka Milosavljevic, Queen Mary University of London (UK)

Bosiljka Milosavljevic is a Lecturer in Psychology at the Department of Biological and Experimental Psychology at Queen Mary University of London and a visiting researcher at the University of Cambridge. Her research focuses on identifying infant markers, as well as risk and resilience factors, that contribute to childhood neurocognitive and mental health outcomes. She is particularly interested in supporting the implementation of neurodevelopmental research into global contexts. She currently works on the Brain Imaging for Global Health (BRIGHT) project, a prospective longitudinal study of child development, from the antenatal period to preschool age, in a rural area of The Gambia. Prior to this, she completed her PhD at the Institute of Psychiatry, Psychology and Neuroscience at King's College London. Her PhD was done as part of the British Autism Study of Infant Siblings (BASIS), which is focused on identifying infant markers of autism among children with a family history.

Lisa-Maria Müller, Chartered College of Teaching (UK)

Lisa-Maria Müller is Head of Research at the Chartered College of Teaching, the professional body for teachers in England, where she works on linking research, policy and practice. She is an expert in teacher development and evidence-informed practice and passionate about capturing and sharing teachers' expertise. Lisa-Maria is lead author of a report series entitled 'Education in Times of Crisis' which explores the impact of school closures on students and teachers as well as teachers' perspectives on effective approaches to distance learning. Most recently, she led a research priority setting activity which culminated in the formulation of teachers' priorities for applied cognitive science research. She sits on numerous expert advisory boards, including for the PISA 2025 Foreign Language Measure. Prior to joining the Chartered College of Teaching, Lisa-Maria worked at the Universities of Cambridge and York on projects relating to foreign language teaching and as a secondary school teacher in Austria and England.

Andrew Tolmie, University College London, Institute of Education (UK)

Andy Tolmie is Chair of Psychology and Human Development at the University College London (UCL) Institute of Education, Deputy Director of the Centre for Educational Neuroscience and Chair of the British Psychological Society Research Board. He is a developmental psychologist with longstanding interest in the neurocognitive and social factors underpinning the growth of children's conceptual representations and behavioural skills in real world settings, particularly in the primary school age range. Most of his work has focused on educationally-relevant topics and settings, with a substantial emphasis on primary school science and most recently the role of motor control in the development of executive function. He was Editor of the British Journal of Educational Psychology from 2007 to 2012 and is currently an Associate Editor for Brain Sciences and Frontiers in Psychology (Cognitive Science). Andy was a member of a UNESCO Expert Group on Girls' Education in Science and Mathematics in 2016.

Shelley Xiuli Tong, University of Hong Kong (China)

Shelley Xiuli Tong, PhD, is a Full Professor at the University of Hong Kong's Faculty of Education where she directs the Speech, Language, and Reading Lab. Recognized as a Research Grants Council (RGC) Research Fellow and Fulbright Senior Scholar, her research, which has been funded by the National Academy of Education in the USA and the Hong Kong Research Grants Council, focuses on statistical learning impairments in children with dyslexia, the neural mechanisms responsible for processing high- and low-probability inputs, bilingual reading comprehension difficulties and the role of prosody. Her work has resulted in over 70 publications in journals such as Developmental Cognitive Neuroscience, Cognition, Child Development, Journal of Educational Psychology and Educational Psychology Review.

Pamela Wadende, Kisii University (Kenya)

Pamela Wadende is a lecturer of Developmental Psychology at Kenya's Kisii University, School of Education and Human Resource Development. Her interest is in how children acquire behaviour and how it develops over the lifespan. She believes environmental factors heavily shape developmental outcomes. Interventions aimed at improving the human condition need to target individual environments and experiences. One of her current research focuses is creating child-friendly preschool environments and experiences in rural areas of Africa. She has been awarded a Global Challenges Research Fund (UKRI/GCRF) grant from UK Research and Innovation to complete one of these projects in rural Kenya and Zambia. She is a member of a number of international scholarship societies including Society for the Study of Behavioural Development and Society for Research in Adolescence among others. She is also the co-director of the International Society for the Study of Behavioural Development (ISSBD) Jacobs Foundation African professional development fellowship that brings together 10 fellows from six different African countries for professional development and networking opportunities.
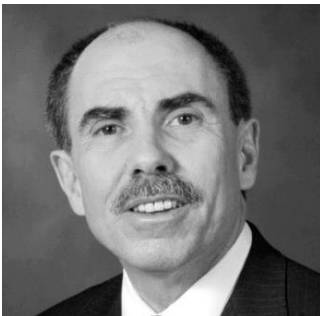
Bob Wise, Global Science of Learning Education Network (USA)

Bob Wise serves as the Interim Coordinator for the Global Science of Learning Education Network (GSoLEN). Additionally, he has held the position of president at the Alliance for Excellent Education (All4Ed) since 2005. This non-profit organization leads initiatives to transform American high schools, ensuring all students acquire essential skills for success in college and careers. With a background that includes a 24-year tenure as the Governor of West Virginia and a member of the House of Representatives in the USA, Bob is a recognized voice in the education sector. He actively collaborates with the Department of

Education and the White House in the USA. A proponent of technology's role in education, he introduced the Digital Learning Day in 2012 to emphasize the benefits of instructional technology in K-12 education. Furthermore, Bob pioneered "Project 24," culminating in the "Future Ready Schools" initiative. Supported by various organizations, this initiative now aids over 1,900 school districts, impacting more than 15 million students.

Jingjing Zhao, Shaanxi Normal University (China)

Jingjing Zhao is an academic who completed her undergraduate BSc studies in Electronic Information and Technology and her MSc in Psychology at Beijing Normal University. Later, she achieved her PhD in Psychology from the University of Connecticut. After her doctoral studies, she enriched her experience with postdoctoral roles at the Ecole Normale Supérieure in Paris and the National University of Ireland in Galway. In 2015, she transitioned to Shaanxi Normal University, taking up a position as a full professor in the School of Psychology. Dr Zhao's research contributions have been recognized internationally. She was awarded the Early Career Investigator Prize from the International Society of Psychiatric Genetics in 2015. Additionally, in 2020, she secured the Outstanding Achievement Award from China's Ministry of Education. Dr Zhao's profound research interest encompasses the development and disorders of language, math and social cognition. She zeroes in on conditions like developmental dyslexia, autism and psychiatric disorders in youth.