

John T. Almarode, PhD, Department Head and Assistant Professor, Educational Foundations and Exceptionalities, College of Education, **James Madison University**; Co-Author, *Engaged Instruction: Thriving Classrooms in the Age of the Common Core* (2014)

Financial disclosure – John Almarode is receiving an honorarium for his presentation and also has a financial relationship with Corwin Press and Author House, Inc. Additionally he plans to reference/cover contents of his book(s). Non-financial disclosure – John Almarode has no non-financial relationships to disclose.

Daniel Ansari, MSc, PhD, Cognitive Scientist; Professor, Department of Psychology & The Brain and Mind Institute; Principal Investigator, Numerical Cognition Laboratory, **The University of Western Ontario**; Co-Author, “Neuroeducation – A Critical Overview of an Emerging Field” (2012, *Neuroethics*) and “Culture and Education: New Frontiers in Brain Plasticity” (2012, *Trends in Cognitive Sciences*)

Financial disclosure – Daniel Ansari is receiving an honorarium for his presentation. Non-financial disclosure – Daniel Ansari has no non-financial relationships to disclose.

Sarah Armstrong, EdD, Director of the Master of Arts in Education Program, **Eastern Mennonite University**; President, Neuro-Education Consultants; Author, *Teaching Smarter with the Brain in Focus* (2008) and *Practical Guide to Tiering Instruction in the Classroom* (2010)

Financial disclosure – Sarah Armstrong is receiving an honorarium for her presentation she also has a financial relationship with Scholastic. Additionally she plans to reference/cover contents of her book(s) and use examples (case studies) or experiences from her private practice during the conference. Non-financial disclosure – Sarah Armstrong has no non-financial relationships to disclose.

Joshua M. Aronson, PhD, Associate Professor of Applied Psychology; Director, Metro Center for Achievement Research and Evaluation, Steinhardt School of Culture, Education, and Human Development, **New York University**; Co-Author, "How to Make a Young Child Smarter: A Meta-analysis" (2013 *Perspectives on Psychological Science*), "Gender Stereotype Endorsement and Achievement-related Outcomes: The Role of Competence Beliefs and Task Values" (2013, *Contemporary Educational Psychology*), "Stereotype Threat Impairs Ability Building: Effects on Test Preparation Among Women in Science and Technology"(2011, *European Journal of Social Psychology*) and "Cultural Malleability of the Racial/Ethnic Hierarchy of Intelligence"(2005, *Psychology, Public Policy, and Law*)

Financial disclosure – Joshua Aronson is receiving an honorarium for his presentation. Non-financial disclosure – Joshua Aronson has no non-financial relationships to disclose.

Richard Arum, PhD, Professor of Sociology and Education; Department of Humanities and Social Sciences, **Steinhardt School of Culture, Education and Human Development**; Interim Director, Institute for Human Development and Social Change, **New York University**; Director of the Research Education Program, Social Science Research Council; Co-Author, *Aspiring Adults Adrift: Tentative Transitions of College Graduates* (2014), *Improving Learning Environments* (2012) and *Academically Adrift: Limited Learning on College Campuses* (2011)

Financial disclosure – Richard Arum is receiving an honorarium for his presentation and also has a financial relationship with University of Chicago Press. Additionally he plans to reference/cover contents of his book(s). Non-financial disclosure – Richard Arum has no non-financial relationships to disclose.

Mark Barnes, MEd, Adjunct Professor, **Notre Dame College** and **Lake Erie College**; Discovery Education Network Star Educator; Creator of the Results-Only Learning Environment (ROLE); Author, *Five Skills for the Global Learner* (2015), *Assessment 3.0* (2015), *Teaching the iStudent* (2014) and *Role Reversal: Achieving Uncommonly Excellent Results in the Student-Centered Classroom* (2013)

Financial disclosure – Mark Barnes is receiving an honorarium for his presentation. Non-financial disclosure – Mark Barnes has no non-financial relationships to disclose.

Abigail A. Baird, PhD, Developmental Neuroscientist; Associate Professor; Director of the Laboratory for Adolescent Studies and *Teen Species* website, **Vassar College**; Named the “Rising Star in Psychological Science” by the Association for Psychological Science in 2008; Author, *THINK Psychology* (2010, 2nd Edition); Co-Author, *Building Mind, Brain and Education Connections* (2009, *Mind, Brain and Education*)

Financial disclosure – Abigail Baird is receiving an honorarium for her presentation. Non-financial disclosure – Abigail Baird has no non-financial relationships to disclose.

Stacie Nevadomski Berdan, BA, Global Consultant; Co-Author, *Raising Global Children* (2013), *A Student Guide to Study Abroad* (2013) and *Go Global! Launching an International Career Here or Abroad* (2011)

Financial disclosure – Stacie Berdan is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s) and use examples (case studies) or experiences from her private practice during the conference. Non-financial disclosure – Stacie Berdan has no non-financial relationships to disclose.

Scott W. Brown, PhD, Distinguished Professor of Educational Psychology, Neag School of Education, **University of Connecticut**; Co-Director, The GlobalEd 2 Project; Graduate Program Coordinator, Cognition, Instruction and Learning Technology; Co-Author, “The GlobalEd 2 Game: Developing Scientific Literacy Skills Through Interdisciplinary, Technology-based Global Simulations” (2014, *Psychology of Gaming*)

Financial disclosure – Scott Brown is receiving an honorarium for his presentation. Non-financial disclosure – Scott Brown has no non-financial relationships to disclose.

Laurie Cestnick, PhD, EdM, Clinical Neuropsychologist, Weaver Center; dyslexia researcher, Harvard Medical School; co-author of “The relationship between visual-spatial attention and nonword reading in developmental dyslexia” (2006, *Cognitive Neuropsychology*)

Financial disclosure – Laurie Cestnick is receiving an honorarium for her presentation. Non-financial disclosure – Laurie Cestnick has no non-financial relationships to disclose.

Neelam Chowdhary, EdD, Director, Global Learning Programs, Asia Society; Former Vice President of Programs, National Foundation for Teaching Entrepreneurship (NFTE); Instructor, Global Competence Certificate, **Teachers College, Columbia University**; Co-Author, *Exploring Careers for the 21st Century* (2011)

Financial disclosure – Neelam Chowdhary has no financial relationships to disclose. Non-financial disclosure – Neelam Chowdhary has no non-financial relationships to disclose.

Bruno della Chiesa, DEa, Former Diplomat; Visiting Lecturer, **Harvard Graduate School of Education**; Cognitive Linguist; Senior Analyst, Centre for Educational Research and Innovation within the Organization for Economic Cooperation and Development (OECD); Co-Editor, *Languages in a Global World: Learning for Better Cultural Understanding* (2012) and *Understanding the Brain: The Birth of a Learning Science* (2007)

Financial disclosure – Bruno della Chiesa is receiving an honorarium for his presentation. Non-financial disclosure – Bruno della Chiesa has no non-financial relationships to disclose.

Jonathan B. Freeman, PhD, Assistant Professor of Psychology; Director, Social Cognitive & Neural Sciences Lab, **New York University**; Co-Author, “The Cultural Neuroscience of Human Perception” (2014, *The Cognitive Neurosciences, 5th Edition*), “Culture in Social Neuroscience: A Review” (2013, *Social Neuroscience*) and “Within-Cultural Variation and the Scope of Cultural Neuroscience” (2013, *Psychological Inquiry*)

Financial disclosure – Jonathan Freeman is receiving an honorarium for his presentation. Non-financial disclosure – Jonathan Freeman has no non-financial relationships to disclose.

Douglas B. Fisher, PhD, Professor, Language and Literacy Education, Department of Teacher Education, **San Diego State University**; Classroom Teacher, Health Sciences

High and Middle College; Co-Author, *Literacy 2.0: Reading and Writing in the 21st Century* (2010), *Text- Dependent Questions, Grades K-5: Pathways to Close and Critical Reading* (2014), *In a Reading State of Mind: Brain Research, Teacher Modeling and Comprehension Instruction* (2008) and *Common Core English Language Arts in a PLC at Work* (2012)

Financial disclosure – Douglas Fisher is receiving an honorarium for his presentation. Non-financial disclosure – Douglas Fisher has no non-financial relationships to disclose.

Adam Galinsky, PhD, Psychologist; Vikram S. Pandit Professor of Business; Chair of Management Division, Columbia Business School, **Columbia University**; Selected as one of the World's 50 Best B-School Professors in 2012; Researcher in cultural neuroscience and social cognition; Co-Author, "Getting the Most Out of Living Abroad: Biculturalism and Integrative Complexity as Key Drivers of Creative and Professional Success" (2012, *Journal of Personality and Social Psychology*) and "Multicultural Experience Enhances Creativity" (2008, *American Psychologist*)

Financial disclosure – Adam Galinsky is receiving an honorarium for his presentation. Non-financial disclosure – Adam Galinsky has no non-financial relationships to disclose.

William Gaudelli, EdD, Associate Professor and Program Coordinator of Social Studies and Education, Teachers College, **Columbia University**; Faculty and Leader of Columbia's first of its kind new graduate level Global Competence Certificate Program; Author, *World-Class: Teaching and Learning in Global Times* (2012); Co-Author, *Education and Social Inequality in the Global Culture* (2008)

Financial disclosure – William Gaudelli is receiving an honorarium for his presentation. Additionally he plans to use examples (case studies) or experiences from his private practice during the conference. Non-financial disclosure – William Gaudelli has no non-financial relationships to disclose.

Herbert P. Ginsburg, PhD, Cognitive Researcher; Jacob H. Schiff Foundations Professor, Psychology & Education, Teachers College, **Columbia University**; Co-Author, *Mathematics: The Path to Math Success* (2001); Contributing Author, *Cultivating Curious and Creative Minds* (2010); Co-Editor, *Preparing Early Childhood Educators to Teach Math* (2014)

Financial disclosure – Herbert Ginsburg is receiving an honorarium for his presentation. Non-financial disclosure – Herbert Ginsburg has no non-financial relationships to disclose.

Clare O'Malley Grizzard, MA, Fine Arts coordinator and Arts Integration Specialist, Baltimore City Public Schools; Adjunct Faculty at **Johns Hopkins University** and **The Maryland Institute College of Art**; Named MAEA Maryland's "Elementary Art Educator of the Year" and the MetLife "Ambassador in Education"

Financial disclosure – Clare O’Malley Grizzard has no financial relationships to disclose. Non-financial disclosure – Clare O’Malley Grizzard has no non-financial relationships to disclose.

Zaretta L. Hammond, MA, Lecturer, Kalmanovitz School of Education, **Saint Mary’s College of California**; Chief Instructional Strategist, Transformative Learning Solutions; Past Curriculum Development Manager, National Equity Project; Blogger, *Ready for Rigor*; Author, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2014)

Financial disclosure – Zaretta Hammond is receiving an honorarium for her presentation and also has a financial relationship with Corwin Press. Additionally she plans to reference/cover contents of her book(s). Non-financial disclosure – Zaretta Hammond has no non-financial relationships to disclose.

Laura S. Hamilton, PhD, Senior Behavioral Scientist, RAND Corporation; Faculty, **Pardee RAND Graduate School**; Adjunct Associate Professor of Education, Learning Sciences and Policy Program, **University of Pittsburgh**; Co-Author, “Measuring 21st Century Competences” (2013, *Asia Society Report*)

Financial disclosure – Laura Hamilton has no financial relationships to disclose. Non-financial disclosure – Laura Hamilton has no non-financial relationships to disclose.

Mariale Hardiman, EdD, Vice Dean, Academic Affairs; Professor and Director, Neuro-Education Initiative (NEI), School of Education, **Johns Hopkins University**; Author, *The Brain-Targeted Teaching Model for 21st Century Schools* (2012)

Financial disclosure – Mariale Hardiman is receiving an honorarium for her presentation and also has a financial relationship with Corwin Press. Non-financial disclosure – Mariale Hardiman has no non-financial relationships to disclose.

Mary Helen Immordino-Yang, EdD, Associate Professor of Education, Rossier School of Education; Associate Professor of Psychology, Brain and Creativity Institute, **University of Southern California**; Co-Author, “Modularity and the Cultural Mind: Contributions of Cultural Neuroscience to Cognitive Theory” (2013, *Perspectives on Psychological Science*)

Financial disclosure – Mary Helen Immordino-Yang is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s). Non-financial disclosure – Mary Helen Immordino-Yang has no non-financial relationships to disclose.

Heidi Hayes Jacobs, EdD, Creator, Curriculum21; Founder and President, Curriculum Designers, Inc.; Adjunct Associate Professor, Department of Curriculum and Teaching, Teachers College, **Columbia University**; Author, *Curriculum 21: Essential Education for a Changing World* (updated 2014), *Mastering Digital Literacy* (2014), *Mastering Global Literacy* (2013) and *Leading the New Literacies* (2013)

Financial disclosure – Heidi Hayes Jacobs is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s) and use examples (case studies) or experiences from her private practice during the conference. Non-financial disclosure – Heidi Hayes Jacobs has no non-financial relationships to disclose.

Frances E. Jensen, MD, FACP, Professor and Chair, Department of Neurology, Perelman School of Medicine, **University of Pennsylvania**; Co-Author, *The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults* (2015)

Financial disclosure – Frances Jensen is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s). Non-financial disclosure – Frances Jensen has no non-financial relationships to disclose.

Kathleen M. Kryza, MA, CEO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom* (2011) and *Winning Strategies for Test Taking – Grades 3-8* (2009); Co-Editor, *Differentiation for Real Classrooms: Making it Simple, Making it Work* (2009)

Financial disclosure – Kathleen Kryza is receiving an honorarium for her presentation and also has a financial relationship with Corwin Press. Non-financial disclosure – Kathleen Kryza has no non-financial relationships to disclose.

Alison J. Mackey, PhD, Applied Linguist; Professor and Vice Chair, Department of Linguistics; **Georgetown University**; Author, *Input, Interaction, and Corrective Feedback in L2 Learning* (2012); Co-Author, *The Bilingual Edge: Why, When, and How to Teach Your Child a Second Language* (2007) and "Older Learners in SLA Research: A First Look at Working Memory, Feedback and L2 Development" (2012, *Language Learning*); Co-Editor, *Second Language Acquisition and the Younger Learner* (2008)

Financial disclosure – Alison Mackey is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s). Non-financial disclosure – Alison Mackey has no non-financial relationships to disclose.

Veronica Boix Mansilla, PhD, Cognitive Researcher; Senior Research Associate and Principal Investigator, Project Zero; Chair, Future of Learning Institute, **Harvard Graduate School of Education**; Advisor for the International Baccalaureate, Asia Society, Association of American Colleges and Universities and the Council of Chief State School Officers; Co-Author, *Educating for Global Competence* (2011)

Financial disclosure – Veronica Boix Mansilla is receiving an honorarium for her presentation. Non-financial disclosure – Veronica Boix Mansilla has no non-financial relationships to disclose.

Elizabeth J. Marsh, PhD, Cognitive Scientist; Associate Professor and Associate Chair, Psychology and Neuroscience, **Duke University**; Co-Author, "Integrating Cognitive

Science and Technology Improves Learning in a STEM Classroom” (2002, *Educational Psychology Review*)

Financial disclosure – Elizabeth Marsh is receiving an honorarium for her presentation. Non-financial disclosure – Elizabeth Marsh has no non-financial relationships to disclose.

Katherine McKnight, PhD, MEd, Educator and Consultant; Recipient of the 2013 Teachers’ Choice Award for “The Teacher’s Big Book of Graphic Organizers, Grades 5-12”; Author, *The Common Sense Guide to the Common Core: Teacher-Tested Tools for Implementation* (2014) and *Common Core Literacy for ELA, History/Social Studies and the Humanities* (2014)

Financial disclosure – Katherine McKnight is receiving an honorarium for her presentation and she also has a financial relationship with Jossey-Bass Publishers. Additionally she plans to reference/cover contents of her book(s) and use examples (case studies) or experiences from her private practice during the conference. Non-financial disclosure – Katherine McKnight has no non-financial relationships to disclose.

Jack A. Naglieri, PhD, Research Professor, Curry School of Education, **University of Virginia**; Emeritus Professor of Psychology, **George Mason University**; Co-Author, *Practitioner’s Guide to Assessing Intelligence and Achievement* (2009) and *Helping Children Learn* (2011)

Financial disclosure – Jack A. Naglieri is receiving an honorarium for his presentation and also has a financial relationship with ProEd Publisher of CAS2. Additionally he plans to reference/cover contents of his book(s). Non-financial disclosure – Jack A. Naglieri has no non-financial relationships to disclose.

Ivonne Chand O’Neal, Director of Evaluation, **The John F. Kennedy Center for the Performing Arts**; Author, "An Impact Evaluation of Arts-Integration Through the Changing Education Through the Arts (CETA) Program" (2014, *JFK Center’s Research Study*)

Financial disclosure – Ivonne Chand O’Neal is receiving an honorarium for her presentation. Non-financial disclosure – Ivonne Chand O’Neal has no non-financial relationships to disclose.

James W. Pellegrino, PhD, Co-Director, Interdisciplinary Learning Sciences Research Institute, **University of Illinois at Chicago**; Board of Directors, Biological Science Education Curriculum Study; Former Co-Chair of the Committee on Learning Research and Educational Practice and Committee on the Foundations of Assessment; Co-Author of the reports, “Developing Assessments for the Next Generation Science Standards” (2014) and “Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century” (2013)

Financial disclosure – James Pellegrino is receiving an honorarium for his presentation. Additionally he plans to reference/cover contents of his book(s) and use examples (case studies) or experiences from his private practice during the conference. Non-financial disclosure – James Pellegrino has no non-financial relationships to disclose.

David N. Perkins, PhD, Principal Investigator, Founding Member, Harvard Project Zero; Carl H. Pforzheimer, Jr., Research Professor of Teaching and Learning, **Harvard Graduate School of Education**; Author, *Future Wise: Educating Our Children for a Changing World* (2014) and *Making Learning Whole: How Seven Principles of Teaching Can Transform Education* (2009)

Financial disclosure – David Perkins is receiving an honorarium for his presentation. Additionally he plans to reference/cover contents of his book(s). Non-financial disclosure – David Perkins has no non-financial relationships to disclose.

Steven A. Pinker, PhD, Cognitive Scientist; Harvard College Professor and Johnstone Family Professor, Department of Psychology, **Harvard University**; Author, *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century* (2014), *Language, Cognition and Human Nature* (2013), *The Stuff of Thought: Language as a Window into Human Nature* (2007) and *How the Mind Works* (1997)

Financial disclosure – Steven Pinker is receiving an honorarium for his presentation. Additionally he plans to reference/cover contents of his book(s) Non-financial disclosure – Steven Pinker has no non-financial relationships to disclose.

Vanessa Rodriguez, MEd, Doctoral Student, Mind, Brain and Education Program, Harvard Graduate School of Education; Program Officer, International Teaching Brain Consortium and the International Mind Brain and Education Society; Author, *The Teaching Brain: The Evolutionary Trait at the Heart of Education* (2014); Co-Author, "Teachers' Awareness of the Learner-Teacher Interaction: Preliminary Communication of a Study Investigating The Teaching Brain" (2013, *Mind, Brain and Education Journal*)

Financial disclosure – Vanessa Rodriguez is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s). Non-financial disclosure – Vanessa Rodriguez has no non-financial relationships to disclose.

Donna Adams Román, MA, Educational Technology Instructional Specialist, Chicago Public Schools; Lead Teacher, Global Classroom Project; Developer of the "Lessons for All: Enhancing Global Competence" Curriculum, the Global Campaign for Education; Microsoft Innovative Expert Educator; Master Teacher and Trainer, International Education and Resources Network (iEarn)

Financial disclosure – Donna Roman has no financial relationships to disclose. Non-financial disclosure – Donna Roman has no non-financial relationships to disclose.

Pasi Sahlberg, PhD, Visiting Professor, **Harvard Graduate School of Education**; Adjunct Faculty of Behavioral Science, **University of Helsinki**; Former Director General, Ministry of Education and Culture in Helsinki, Finland; Former Senior Education Specialist, World Bank; Author, “Global Educational Reform Movement and its Impact on Schooling” (2014, *The Handbook of Global Policy-making in Education*) and *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* (2011)

Financial disclosure – Pasi Sahlberg is receiving an honorarium for her presentation. Non-financial disclosure – Pasi Sahlberg has no non-financial relationships to disclose.

Winston R. Sieck, PhD, Cognitive Psychologist and Researcher; President and Principal Scientist, Global Cognition; e-Learning Developer; President, Thinker Academy; Co-Author, “Metacognitive Strategies for Making Sense of Cross-Cultural Encounters” (2013, *Journal of Cross- Cultural Psychology*)

Financial disclosure – Winston Sieck is receiving an honorarium for his presentation and also has a financial relationship with Global Cognition. Additionally he plans to use examples (case studies) or experiences from his private practice during the conference. Non-financial disclosure – Winston Sieck has no non-financial relationships to disclose.

S. Joy Stephens, MS, Education Consultant; Former Middle and High School Teacher in differentiated science, math and foreign; Co-Author, *Differentiation for Real Classrooms: Making It Simple, Making It Work* (2009); *Inspiring Elementary Learners* (2008) and *Inspiring Middle and Secondary Learners* (2007)

Financial disclosure – Joy Stephens is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s). Non-financial disclosure – Joy Stephens has no non-financial relationships to disclose.

Vivien Stewart, MPhil, Senior Advisor for Education and Former Vice President, Asia Society; Former Visiting Scholar, Teachers College, **Columbia University**; Board Member, National Center on Education and the Economy and the Longview Foundation for Education in International Understanding and World Affairs; Author, *A World-Class Education: Learning from International Models of Excellence and Innovation* (2012) and “Becoming Citizens of the World” (2007, *Educational Leadership*)

Financial disclosure – Vivien Stewart is receiving an honorarium for her presentation. Non-financial disclosure – Vivien Stewart has no non-financial relationships to disclose.

Robert J. Swartz, MA, Director, National Center for Teaching Thinking; Emeritus Professor at the **University of Massachusetts at Boston**; Author, "Energized Learning" (2008, *Educational Leadership*); Co-Author with Art Costa, *Thinking-Based Learning: Promoting Quality Student Achievement in the 21st Century* (2010), *Thinking-Based*

Learning: Activating Students' Potential (2007) and *Infusing the Teaching of Critical and Creative Thinking into Secondary Science: A Lesson Design* (1998)

Financial disclosure – Robert Swartz is receiving an honorarium for his presentation and also has a financial relationship with National Center for Teaching Thinking. Additionally he plans to reference/cover contents of his book(s) and use examples (case studies) or experiences from his private practice during the conference. Non-financial disclosure – Robert Swartz has no non-financial relationships to disclose.

Homa Sabet Tavangar, MPA, Education Advisor, Pulitzer Center on Crisis Reporting; Former Visiting Scholar, **University of Pennsylvania**; Writer and Blogger, *Edutopia*; Author, *Growing Up Global: Raising Children to Be at Home in the World* (2009)

Financial disclosure – Homa S. Tavangar is receiving an honorarium for her presentation. Additionally she plans to reference/cover contents of her book(s). Non-financial disclosure – Homa S. Tavangar has no non-financial relationships to disclose.

Brandon Wiley, EdD, Senior Director of School Development, Springpoint; Former Director of Asia Society's International Studies Schools Network for global competence; Former Instructor, Teaching Program, **State University of New York College (CUNY) at Fredonia**; Blogger, *Edutopia*; Member of a 2012 PennGSE team to Helsinki Finland to study Finland's primary and secondary educational system; Contributing Author, *Leading the New Literacies* (2013)

Financial disclosure – Brandon Wiley is receiving an honorarium for his presentation and has a financial relationship with GlobalEdLeader, LLC. Additionally he plans to reference/cover contents of his book(s) and use examples (case studies) or experiences from his private practice during the conference. Non-financial disclosure – Brandon Wiley has no non-financial relationships to disclose.

Daniel T. Willingham, PhD, Cognitive Scientist; Professor of Psychology, **University of Virginia**; Blogger, *Science and Education Blog*; Writer, "Ask the Cognitive Scientist" column for American Educator; Associate Editor, *Mind, Brain and Education Journal*; Author, *Raising Kids Who Read: What Parents and Teachers Can Do* (2015), *When Can You Trust the Experts?* (2012) and *Why Don't Students Like School?* (2010)

Financial disclosure – Daniel Willingham is receiving an honorarium for his presentation.. Non-financial disclosure – Daniel Willingham has no non-financial relationships to disclose.

Yong Zhao, PhD, Presidential Chair; Associate Dean for Global Education; Director, Center for Advanced Technology in Education, College of Education, **University of Oregon**; Author, *Who's Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World* (2014), *World-Class Learners* (2012) and *Catching Up or Leading the Way* (2009)

Financial disclosure – Yong Zhao is receiving an honorarium for his presentation and also has a financial relationship with Corwin Press and Jossey-Bass. Non-financial disclosure – Yong Zhao has no non-financial relationships to disclose.