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- **Dominique Bucheton**, now honorary professor, was a researcher and a professor of teacher training at the *Institut Universitaire de Formation des Maîtres (IUFM) de l'Académie de Montpellier* in France. She has published many articles and books on the power of reflexivity in language and intermediary writing for encouraging students to think, learn and 'grow'.
- Michel Sasseville is a professor at the Faculté de philosophie de l'Université Laval, and since 1996 has been responsible for teacher training in the application of philosophical dialogue within K-12 classrooms. This dialogic pedagogy is based on a community of inquiry where students are encouraged to think by and for themselves by questioning and reasoning together.
- Kylene Beers is a former middle school teacher who has taught at the College of Education at the University of Houston. Her research is focused on adolescent literacy and on struggling readers. Robert E. Probst began his career as a high school English teacher and spent most of his academic career at Georgia State University. Ms. Beers and Mr. Probst have been collaborating for over a decade and both now work internationally as pedagogic consultants specializing in K-12 literacy.
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