

## About the editors

**Annemarie Fritz** was full professor of psychology at the University of Duisburg-Essen, Germany, since 1998. She graduated in Psychology, habilitated in psychology of special education and rehabilitation. From 2015 to 2020 she was Distinguished Visiting professor at the University of Johannesburg.

In the past 25 years she did research on numerical cognition applied to math-learning difficulties. She is interested in the development of mathematical competencies from kindergarten age to secondary level. The main focus of her scientific work was the empirical validation of a development model of key numerical concepts and arithmetic skills from age 4 to 8. Based on this model some diagnostic assessments (MARKO-Series) and training programs for preschool and elementary school children were developed. Recently, her interest turned to assessments for older children in math and math anxiety.

She is now emerita and heads the “Akademie Wort und Zahl,” an international organization for intercultural education.

**Erkan Gürsoy** is in charge of the project “ProDaZ” at the University of Duisburg-Essen in Germany (funded by the Mercator Foundation from 2010 to 2022), which aims to ensure that teaching and learning contents in formal and nonformal education can be improved through language learning across the subject areas.

He is researcher at the Institute for German as a Second and Foreign Language (University of Duisburg-Essen) and obtained his PhD in Second Language Acquisition from the same university in 2014.

His work and research interests focus on multilingual and subject-based language education, heritage language education, relation of languages and learning mathematics in formal and nonformal education, and teaching newly arrived children/young people and their families. Recently, his interest turned to intersectional perspectives on educational linguistics.

**Moritz Herzog** works as postdoctoral researcher in special needs education at the University of Wuppertal (Germany). During his studies for teacher education, he worked as a dyscalculia therapist. He worked at the University of Duisburg-Essen from 2015 to 2020. He obtained his PhD in Psychology from the University of Duisburg-Essen in 2020. From 2017 to 2020, he was research associate at the University of Johannesburg.

His research interests are the development of arithmetic concepts, and the diagnosis, prevention, and intervention of mathematical learning difficulties. This covers emotional and affective aspects of mathematical learning, influences of language resources, and the design of effective intervention for children with mathematical learning difficulties.

