



## CONTRIBUTORS

**Frances Christie** trained as a secondary school teacher of English and history. After some years working in schools she moved into university life, and became involved in the education of teachers of the English language, both as a mother tongue and as a secondary language. She is an emeritus professor of language and literacy education at the University of Melbourne. Her major research and teaching interests are functional grammar, classroom discourse analysis, and writing development. Her publications have included *Language, Knowledge and Pedagogy: Functional Linguistics and Sociological Perspectives* (with J. R. Martin, 2007); *School Discourse: Writing Development across the Years of Schooling* (with B. Derewianka, 2008); *Disciplinary: Functional Linguistic and Sociological Perspectives* (with K. Maton, 2011); and *Language Education throughout the School Years: A Functional Perspective* (2012).

**Kira Geselowitz** is currently the learning support specialist for a neuropsychology clinic in Bellevue, Washington, while working toward certification as a school counselor. She discovered her passion for understanding how people learn during undergraduate courses and research in cognitive psychology and Spanish at Northwestern University. In 2013, Geselowitz earned her MEd in curriculum and instruction at the University of Washington and then continued there with three more years of doctoral studies and research in teacher education. She has held various teaching and tutoring roles for students and educators of all ages, ranging from designing and teaching a seventh-grade personal development course to creating and leading multiple teacher professional development and teaching preservice courses focusing on developmental psychology and social-emotional learning. She recently taught a professional development course on integrating a STEAM curriculum in Beijing, and she looks forward to continuing to work with and learn from people around the world.

**Mary Ann Smith** directed the Bay Area and California Writing Projects and served as director of government relations and public affairs for the National Writing Project. She has coauthored several books on writing and writing assessment, including *Writing Portfolios*:

*A Bridge from Teaching to Assessment and Uncommonly Good Ideas: Teaching Writing in the Common Core Era* (with Sandra Murphy) and *Assessing Writing, Teaching Writers: Putting the Analytic Writing Continuum to Work in Your Classroom* (with Sherry Seale Swain). She served as a consultant to the Department of Defense Dependents' Schools and as a teacher of teachers through the writing project.

**Peter Wallis** is the director of learning systems and assessment for the University of Washington's Continuum College and a doctoral candidate in the University of Washington College of Education. His work and research most often focus on how adults formulate complex skills. He works with teams to use design-based and quantitative methods to study the learning of complex skills in technology-supported environments. Working at the university provides the opportunity to practice theories of learning in a rich organizational context, with real-world impact on learners around the country. Wallis earned his MEd from the University of Washington with a thesis about poetry as a set of educational technologies. He is currently exploring mycology and dance. He seeks holistic lessons through various life pursuits. Currently he is working on stories and poetry about humans learning in science fiction, using his mycological hobbies to think about ecosystems of learning, and developing talks about the relationship between dancing and leadership.