Dr Jim Donohue
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Jim Donohue has taught and researched English language for academic and workplace purposes for 20 years in the United Kingdom, Netherlands, Pakistan and Bangladesh. Prior to joining Queen Mary in November 2014, Jim worked at The Open University as Head of OpenELT, the Open University’s English Language Teaching Unit.

Jim is particularly interested in the relationship between language, teaching and learning and in how our use of language develops as we encounter new situations in life. He has co-authored two books on this: Exploring English Grammar: From Formal to Functional (2009) with Caroline Coffin and Sarah North, and A Language as Social Semiotic-Based Approach to Teaching and Learning in Higher Education (2014) with Caroline Coffin.

In his research, Jim draws on systemic functional linguistics (SFL) and SFL-informed genre analysis because of the close integration in SFL between text and context and the many well-developed analyses of texts in contexts that have been developed over the past fifty years. Jim is influenced by the SFL dialogue with Bernstein and Maton around knowledge and pedagogy. He is also interested in the approaches to academic writing which have emerged from New Literacies scholarship and which emphasise diversity, identity and power relations in higher education, and in how ethnographic data is used in relation to SFL text and context analysis.
Julian Ingle
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After working as a translator in Barcelona, Julian studied philosophy at the Universities of Middlesex and Essex. Before joining Thinking Writing at Queen Mary University of London in 2009, Julian worked at London Metropolitan, City University and University College London, where he wrote and taught courses in philosophy, history of ideas and history. Julian also wrote and taught courses in academic writing and English for academic purposes, Spanish and worked on EFL teacher training courses.

Julian’s work in learning development included developing action learning sets and critical and reflective thinking. Much of Julian’s recent work in Thinking Writing has been with staff and students in medicine and engineering.
Kerry Hunter  
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Kerry Hunter is manager of the Academic and Professional Communication Group at the University of Technology, Sydney. The group collaborates with faculties to embed oral and written communication practices across the University’s curriculum, working with course and subject teams to develop discipline specific approaches to teaching academic language and literacy. In 2009 Kerry was a member of a collaborative team that was awarded an Australian Learning and Teaching Council citation for outstanding contribution to student learning. The citation was for an innovative, scholarly collaboration that has embedded analytical writing skills into an intermediate economics subject assessment structure, improving the quality of student writing. Kerry has won three UTS Learning and Teaching awards, 2008, 2012 and 2014. The awards commend the outcomes of discipline specific programs establishing collaborative and sustainable practices in the development of academic literacies.

Kerry’s research interests include critically examining the embedding of disciplinary specific academic language and literacy into undergraduate and postgraduate degrees and exploring assessment processes in the University, including the role of moderation and socialisation sessions in reducing grader variation. She is currently working on a team OLT project, *What works best: strengthening the evidence base for English language practices in higher education*, and a Learning Analytics project in collaboration with the University’s Connected Intelligence Centre.
Neela Griffiths
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Neela Griffiths is a member of the Academic and Professional Communication Group at the University of Technology Sydney where she works collaboratively with disciplinary academics in the Faculty of Science, integrating academic literacies into the curriculum at undergraduate and postgraduate levels.

In 2013, Neela, in partnership with a disciplinary colleague, was awarded a UTS Learning and Teaching Citation for Outstanding Contribution to Student Learning, for a cross-disciplinary approach to enhancing student engagement and learning in science. The team was also awarded an OLT Learning and Teaching citation in 2014.

Neela’s research interests include critically examining the embedding of disciplinary specific academic, professional and communication practices into Science degrees at undergraduate and postgraduate levels, and investigating students’ academic literacy learning experience. She is currently a team member on the multi-university OLT project, *What works best: strengthening the evidence base for English language practices in higher education*. 
Dr Susan Hoadley  
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Susan Hoadley joined UTS in early 2016, before which she worked at Macquarie University for 14 years in a variety of roles. Since 2008, Susan has specialised in learning and teaching and curriculum design and development. More recently, her focus has been on curriculum and instructional design to develop graduate attributes, particularly communication skills. Susan has extensive teaching experience in higher education, including online and blended environments.

Susan has a PhD in education from Macquarie University, a Diploma of Education from the University of New South Wales and a Bachelor of Arts with first class honours in linguistics from Macquarie University. She has published several academic articles on education in highly regarded academic journals.
Emily Purser
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Emily Purser teaches and researches in academic language and learning development at the University of Wollongong. She works across disciplines to understand specific learning needs related to students’ knowledge and understanding of English and to apply research-based English language education to mainstream teaching and learning.

Emily is particularly interested in creating sustainable opportunities for students’ ongoing linguistic growth within the University’s faculty of Science, Medicine and Health, through collaborative curriculum development projects, and the design of classroom and technology-enhanced learning environments.

Emily’s research interests are systemic-functional linguistics, content and language integrated learning, language education policy, and learning design online.
Dr Shoshana (Shooshi) Dreyfus
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Shoshana Dreyfus is a freelance linguist who works at a number of universities including the universities of Sydney, NSW and Wollongong. She has extensive experience as a researcher in the fields of systemic functional linguistics, discourse analysis, school discourse, ‘Sydney School’ genre pedagogy, language and fields of knowledge, language development and Critical Discourse Analysis. Shoshana was lead author on this book, and co-wrote *Semiotic Margins: Meaning in Multimodalities* (2012) with Dr Sue Hood and Dr Maree Stenglin.

Shoshana co-authored the book *Genre Pedagogy in Higher Education: the SLATE Project* (2016) with Dr Sally Humphrey, Dr Ahmar Mahboob and Prof Jim Martin. The book reports on a two-year project called Scaffolding Literacy in Academic and Tertiary Environments. It explores how genre-based pedagogy can be used to support the academic literacy development of non-English speaking background students in tertiary educational institutions to develop their academic literacy practice. The book includes theoretically and practically-oriented material that can serve the needs of researchers and practitioners engaged with the literacy development of tertiary students.