

§ Contributors

Vibeke Ankersborg is senior advisor and part-time Lecturer at Copenhagen Business School and an expert on master's thesis writing and supervision. Her research focuses on learning and study conditions for master's thesis students. In addition to research, she initiates and implements initiatives at the organizational level, which are designed to improve master's thesis students' conditions. Over the years, she has counseled more than 6,000 individual master's thesis students. She has previously published on writing retreats for master's thesis students as well as on methodology, including problem-oriented project work. In addition, she has 25 years of teaching experience in philosophy of science and methodology at Danish universities.

Chris Anson is Distinguished University Professor and Director of the Campus Writing and Speaking Program at North Carolina State University. He has published extensively in the field of writing studies and has spoken and consulted widely across the US and in several dozen other countries. He is past chair of the Conference on College Composition and Communication and past president of the Council of Writing Program Administrators, and currently serves as vice chair of the International Society for the Advancement of Writing Research. His professional summary can be found at www.ansonica.net

Montserrat Castelló is Professor of Educational Psychology and Director of the Research Institute on Psychology, Learning and Development (Re-Psy) at Universitat Ramon Llull in Barcelona, Spain. She was vice-dean of research and doctoral studies at the Graduate School of Psychology and Educational Sciences. Her research interests include early career researcher writing and identity development.

Emma Dafouz is Associate Professor in the Department of English Studies at Complutense University of Madrid. Her research deals with understanding the roles of language in education, and particularly, in English-medium higher education. She served as advisor for curricular internationalization at her university from 2014-2019. At present, she is chair of the Spanish regional group of ICLHE.

Sabine Dengscherz is Researcher and Lecturer at the University of Vienna (Centre for Translation Studies and German Department). After her studies of German philology, communication and Hungarian philology, she has been teaching at universities and other tertiary institutions in Russia, Hungary, Austria, and Germany. Lately, she was head of the research project PROSIMS, funded by the Austrian Science Fund FWF. She has published

several books and articles and holds a “venia” for transcultural communication and multilingualism.

Paul Donovan is Emeritus Associate Professor at the School of Business, Maynooth University since 2009. He has, during that time served also as Head of School and Director of Teaching and Learning. He was previously Registrar and Head of Management Development at Irish Management Institute (IMI) specialising in management development where he delivered hundreds of management development programmes to thousands of participants across the globe. His research interests include effective teaching in higher education and learning transfer in corporate education.

Başak Ercan works as an instructor of English at Akdeniz University. She has a degree in English language teaching (ELT). She completed her master degree on educational management, supervision and planning. Currently, she is pursuing her Ph.D. degree in educational management at the University of Latvia. Her research interests include ELT, higher education learning environments, and professional development.

Andreas Eriksson is Associate Professor of Academic Writing and Communication in the Disciplines at Chalmers University of Technology. He is currently also the head of division of the Division for Language and Communication in the Department of Communication and Learning in Science. His main research interests are within the fields of writing research, writing pedagogy and the integration of content and language in higher education (ICLHE). He has been an active member of the EATAW community since 2009. He has also served as a reviewer for *Journal of Academic Writing* and guest edited a special issue for the journal.

Elaine Espindola holds a B.A. in English and Portuguese language teaching (UNOESC/CHAPECÓ) and holds both an M.A. and Ph.D. in linguistics from the Universidade Federal de Santa Catarina (2005, 2010, respectively). She has undertaken postdoctoral fellowship at the Hong Kong Polytechnic University focusing on systemic functional linguistics and multimodality under the supervision of Professor Christian Matthiessen. Currently, she is Assistant Professor at the Universidade Federal de Paraíba (UFPB) and the Director of International Academic Mobility. She is the coordinator of the research group Investigative Professional Contexts; Systemic-Functional Linguistics and a member of the HEDRA and SAL (Systemics, Environments, and Languages) research groups. Her research interests are devoted to professional discourse studies, textual analysis, and applied linguistics.

Alison Farrell established the University Writing Centre in Maynooth University in 2011. She is the founding chair of the Educational Developers in Ireland Network (EDIN) and the Irish Network for the Enhancement

of Writing (INEW). She was management committee (MC) chair of the European COST Action WeReLaTe. She is currently seconded to Ireland's National Forum for the Enhancement of Teaching and Learning in Higher Education as Senior Lead for Sectoral Engagement. Her research interests include academic writing, collaboration, professional development, and policy and power in higher education.

Magnus Gustafsson is Associate Professor of Academic Writing and Communication in the Disciplines at the Department of Communication and Learning in Science at Chalmers University of Technology. His main research interests are within the fields of writing studies, integration of content and language, and higher education pedagogy. He is an EATAW member since 2007, chaired the association from 2011 to 2017, and is the current treasurer. He is a co-editor of the *Journal of Academic Writing*. He is also a series editor at the WAC Clearinghouse for international Exchanges on the Study of Writing.

Karen J. Head is Executive Director of the Naugle CommLab at the Georgia Institute of Technology, and Professor and Associate Chair of the School of Literature, Media, and Communication. Since 2006, she has been a visiting scholar at Technische-Universität-Dortmund, where she helped establish one of the first writing centers in Germany. Her book, *Disrupt This!: MOOCs and the Promises of Technology*, explores the rhetoric surrounding higher education and arguments about technological disruption, especially the utopian view that technology answers all problems. She is the author of several books of poetry and editor of the international poetry journal *Atlanta Review*.

Djuddah A. J. Leijen is Lecturer at the College of Foreign Languages and Cultures, and Head of the Centre for Academic Writing and Communication at the University of Tartu, Estonia. He leads an interdisciplinary course on communicating science with a dedicate crew of Ph.D. students and staff. His research interests include intercultural rhetoric, Ph.D. writing, web-based peer review systems, writing research methodologies, and using machine learning as an integrated method to evaluate writing products and processes.

Teresa Limpo is Assistant Professor at the University of Porto and co-coordinator of the SIG Writing. In the past decade, she has conducted research on the cognitive and motivational processes involved in writing and developed evidence-based interventions to promote this academic skill in school-aged children. Recently, she has been exploring the role that general-domain factors (e.g., mindfulness, executive functioning, socio-emotional learning) play in writing achievement and, ultimately, students' success inside and outside the school.

Ina Alexandra Machura teaches discipline-specific courses in English linguistics for undergraduate students as well as interdisciplinary writing-in-

tensive courses for graduate and doctoral students in the social and life sciences, cooperating with lecturers from various departments in team-teaching partnerships. In her Ph.D. project, she investigated undergraduate and graduate students' multilingual writing knowledge development, with a focus on the role of translanguaging strategies in EFL source-based writing processes. In her current research, she investigates the importance of modeling and cognitive apprenticeship for writing knowledge transfer.

Erika Melonashi is Associate Professor at Wisdom University College in Tirana, where she serves as Dean of the Faculty of Economics and Social Sciences. She holds a Ph.D. in psychology and her research interests lie within the sub-disciplines of social, health and developmental psychology. She has been actively involved in quality assurance processes in higher education, as external evaluation expert for the Agency of Quality Assurance in Higher Education in Albania. She is a member of the Commission for Continuous Education, in the Albanian Order of Psychologists. She was Management Committee member of the European COST Action WeReLaTe, representing Albania.

Catherine Meulemans is a doctoral researcher at the University of Antwerp. She explores written sentence production in healthy aging adults and cognitively impaired adults by using keystroke logging. With her findings, she aims to contribute to the detection of language change in the earliest stages of Alzheimer's disease on the basis of writing processes.

Sonia Oliver del Olmo has a degree in Anglo-German philology (University of Barcelona, 1992) and a Ph.D. in translation and interpretation (University Pompeu Fabra, 2004). She is Lecturer in the Department of English and German Philology in the Autonomous University of Barcelona (UAB), Spain, where she teaches English for academic purposes (EAP) and advanced academic abilities in the master's program. Her research interests include intercultural studies, academic writing, critical discourse analysis (CDA) and English L2. She is currently the academic exchange coordinator (Faculty of Arts and Humanities) and Head of Unit (Faculty of Education Sciences) in the UAB.

Lise Paesen is a doctoral researcher at the University of Antwerp and L2 English lecturer at Karel De Grote University of Applied Sciences and Arts. She specializes in linguistic changes in healthy aging based on narrative writing tasks and the development of a new clinical tool for the evaluation of written spontaneous speech in healthy aging adults and adults with a cognitive impairment.

John Pill is Lecturer in the department of linguistics and English language at Lancaster University in the UK. Previously, he spent three years as Assistant Professor in the English department at the American University of Beirut, Lebanon. He completed his doctoral studies in language testing at

the University of Melbourne, Australia. His research interests include specific-purpose language assessment and the consequences of language testing. More generally, he is interested in discourse communities and how newcomers gain access to them in language terms. He studies English in healthcare and academic contexts.

Karl-Heinz Pogner holds a Ph.D. from Odense University, Denmark. He has researched and lectured at Odense University and the Southern Denmark Business School in Sønderborg, Denmark. In 1998, he joined the Department of Intercultural Communication and Management (now Department of Management, Society, and Communication), Copenhagen Business School, as associate professor. He was one of the founding parents and academic program director of the BSc and MSc study programs, “Business Administration and Organizational Communication,” and is one of the founders of the “ComCaseCompetition” (<https://www.facebook.com/com-casecompetition/>) and of K1: Association of Professional Communicators (<https://k1kommunikationsforening.dk/>)—as well as a founding member of the European Literacy Network (<http://www.is1401eln.eu/en/>). His primary interests in research, publication, and teaching are in the areas of academic literacy, text production, writing in the workplace, organizational communication, media and communication, co-creation, and urban governance.

Nina Vandermeulen is a post-doctoral researcher at Umeå University. In September 2021, she defended her dissertation on source-based writing and process-oriented feedback at the University of Antwerp. She focuses on writing process patterns in source-based writing using keystroke logging, and she develops intervention studies to give feedback based on keystroke logging data and comparison with exemplars.

Robert Wilkinson is a visiting research fellow in the Department of Philosophy at Maastricht University (Netherlands) and conducts research on English-medium instruction (EMI) and multilingualism. For three decades, he taught academic and professional writing to students and academic and non-academic staff, mainly at the Language Centre of the same university, as well as running writing courses for industrial and commercial firms and governmental and inter-governmental organizations. Previously he worked in France, Czechoslovakia, and Scotland. He is currently chair of the ICLHE Association.

Amy Zenger is Associate Professor of Rhetoric and Composition at the American University of Beirut, where she also directs the writing center. Lately, she has been thinking about (and occasionally writing about) transnational writing program administration and on turning to visual and spatial disciplines to think about writing. Originally from Portland, Oregon, in the

US, she has lived in Beirut since 2004. She noted, “I so much enjoyed the EATAW 2019 conference and am pleased to have written this chapter with my colleague, John Pill, and to have it be included in this collection.”

Erin Zimmerman is Director of the Writing Center at the University of Nevada, Las Vegas. She first attended an EATAW Conference in 2013 in Budapest while still a graduate student. In 2017, while employed at the American University of Beirut, she joined the EATAW Board and served as membership secretary for four years, where she learned a lot and fell in love with the organization and its membership. She looks forward to (at least) 20 more years with EATAW.