<table>
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<th>Photo</th>
<th>Name &amp; Brief Bio</th>
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| ![Brian Baldwin](image) | **Brian Baldwin**  
As a science teacher educator, Dr. Brian Baldwin is interested in how both prospective and practicing science teachers develop themselves, professionally, to become better educators and, ultimately, to help their students learn more about the natural world around them. His interest is at the intersection of science, pedagogy, technology and professional development. |
| ![Beata Beigman Klebanov](image) | **Beata Beigman Klebanov**  
Research Scientist at Educational Testing Service, Princeton, NJ. She works on automated scoring of essays. Some aspects she is interested in are: vocabulary choice, use of metaphor, adherence to conventions of genre, topicality, stance-taking and sentiment, sourcing, and use of facts. Before joining ETS, she was a post-doctoral fellow at Kellogg School of Business, Northwestern University, where she used computational approaches to analyze political rhetoric. |
| ![Michael Bitz](image) | **Michael Bitz**  
A leader in education and youth development, founded The Comic Book Project in 2001. It is a world-renowned literacy initiative that engages young people in the process of planning, writing, designing, and publishing original comic books. His interests include digital comics as tools for STEM learning and new digital literacies: how technology both helps and hinders literacy instruction. He is also a faculty member in the Teacher Education program at Ramapo College, where he directs the Instructional Design and Technology Center. |
| ![Kristy Boyer](image) | **Kristy Boyer**  
Assistant Professor of Computer Science at North Carolina State University. Her research focuses on how to support learning with natural language dialogue and intelligent systems. She is particularly interested in computer science education research and in investigating how machine learning can help us understand social, |
cognitive, and affective phenomena in human interactions.

Anne Britt
Professor of Psychology at Northern Illinois University. Her research interests include argument comprehension and production, technology and literacy education, integration of semantic information across multiple documents, learning and reasoning from multiple documents.

Jill Burstein
Research Director of the Natural Language Processing Group in Research & Development at Educational Testing Service in Princeton, New Jersey. Her research interests span natural language processing for educational technology, automated essay scoring and evaluation, discourse and sentiment analysis, argumentation mining, education policy, English language learning, and writing research. The intersection of her interests has led to these two inventions: E-rater®, an automated essay evaluation application, and Language Muse, an instructional authoring tool for teachers of English learners.

Gioya DeSouza-Fennelly
STEM Curriculum and Methods Instructor at Columbia University’s Graduate Teachers College. She is also a co-instructor at NASA’s NASA Endeavor STEM Teaching Certification Program. She is currently pursuing a Master of Science degree in Sustainable Management at Columbia University’s Earth Institute.
Noel Enedy
Associate Professor at the Graduate School of Education and Information Studies, University of California, Los Angeles. His research investigates how people learn through interaction and conversations. Theoretically, he is attempting to reconcile cognitive and sociocultural theories of teaching and learning in order to design better learning environments. His work is grounded in the disciplines of mathematics and science education. Additionally, his work explores how to use technology to spark and support productive conversations in classrooms.

Susan R. Goldman
Susan R. Goldman, (PhD., University of Pittsburgh) is Distinguished Professor of Liberal Arts and Sciences, Psychology, and Education and Co-Director of the Learning Sciences Research Institute at the University of Illinois at Chicago. She conducts research on subject matter learning, instruction, assessment, and roles for technology. Her current research is on understanding the literacy demands in different disciplinary contexts and the implications of these demands for supporting learning. Specifically, she is researching the processes, instructional practices, and materials needed to support evidence-based argumentation from multiple sources in literature, history, and science across grades 6 to 12. She is pursuing this work in the context of an initiative funded by the Institute for Education Sciences, U. S. Department of Education, Reading for Understanding Across Grades 6 through 12: Evidence-Based Argumentation for Disciplinary Learning. In addition, she has conducted numerous empirical studies of students’ learning in mathematics, with a focus on formative assessment and its utility for teachers and students. Her contributions to psychology and education have been recognized by election to the National Academy of Education, being named a Fellow of the American Educational Research Association and of the Society for Text and Discourse, and selection as the Inaugural Outstanding Alumnus of
the Learning Research and Development Center (2011).

**Thomas Griffin**  
Assistant Research Professor in the Department of Psychology at the University of Illinois at Chicago. His two main areas of research deal with factors that affect the acquisition of knowledge, including the influence of prior beliefs and the self-monitoring of one's cognitive processes and knowledge states. His interest in comprehension also includes metacomprehension. He is interested in both the methodological obstacles to assessing learners' introspective monitoring of their comprehension states and in discovering factors that constrain the accuracy of this monitoring. He wants to integrate cognitive, social, developmental, and educational perspectives to gain insights for theory and practice concerned with long-term intellectual development in real world contexts.

**Peter Hastings**  
Associate Professor at DePaul University, previously a Lecturer at the University of Edinburgh. Prior to his move to Scotland, he worked as a post-doctoral research assistant at the University of Memphis. Before that, he was awarded a postdoctoral fellowship at the University of Michigan in Ann Arbor, where he earned his Ph.D. in computer science. Dr. Hastings's research interests include natural language processing, cognitive science, intelligent tutoring systems, and artificial intelligence.

**Naomi Hupert**  
Senior researcher at EDC's Center for Children and Technology. Her current work is focused on literacy, addressing the needs of students who struggle to meet grade-level benchmarks, and supporting teachers in providing high-quality instruction to their students. This work has incorporated technology as a valuable tool and has included: conducting evaluations of programs that make use of technology to support students; research examining ways in which technology can play a role in facilitating learning; and a focus on how teachers and other educators make decisions about students' academic environments and the ways in which access to relevant data can help inform those decisions.

**Deanna Kuhn**  
Professor of Psychology and Education at Columbia University’s Teachers College. Her scholarly interest is cognitive development across the life span and implications for educational theory and practice.
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<th>Marcia C. Linn</th>
<th>James Lipuma</th>
<th>Diane Litman</th>
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| Marcia C. Linn  
Professor of Development and Cognition in the Graduate School of Education, University of California, Berkeley. She is a member of the National Academy of Education and a Fellow of the American Association for the Advancement of Science (AAAS), the American Psychological Association (APA), the American Educational Research Association (AERA), and the Association for Psychological Science. She served as President of the International Society of the Learning Sciences. Awards include the National Association for Research in Science Teaching Award for Lifelong Distinguished Contributions to Science Education, the AERA Willystine Goodsell Award, and the Council of Scientific Society Presidents first award for Excellence in Educational Research. | James Lipuma  
Dr. Lipuma is the Director of the Curriculum, Learning and Assessment Studies (CLAS) project at New Jersey Institute of Technology and the lead investigator for the Partnership with the New Jersey Department of Education (NJDOE) to develop and implement online professional learning modules with resource for K-12 educators for Common Core State Standards (CCSS) and Partnership of Readiness for college and career (PARCC) Assessments. Until recently, he coordinated all pre-service teacher education preparation programs with associated in-service Professional development programs at the New Jersey Institute of Technology. Previously Dr. Lipuma has served as the Associate Chair of the Humanities Department as well as the Director of Science-Technology-Society (STS) Program and Still teaches courses in teacher education, and curriculum and instructional design. | Diane Litman  
Professor in the University of Pittsburgh Department of Computer Science and a Senior Scientist at the Learning Research and Development Center. Her research is in the area of artificial |
intelligence, and includes contributions in the areas of artificial intelligence and education, computational linguistics, knowledge representation and reasoning, natural language learning, spoken language, and user modeling. Her work has included both fundamental research and applied research resulting in technology transfer and patents. Her most recent research has been in the area of Speech and Natural Language Technology for Educational Applications.

Nitin Madnani
Research Scientist with the Text, Language and Computation research group at the Educational Testing Service. In general, his research has been focused on building systems—with underlying computational models of language—that process written text so as to enhance our experience with those texts. His work at ETS has allowed to him to apply NLP techniques to build useful educational applications and technologies.

Joseph Magliano
Professor of Psychology at Northern Illinois University and Director of the Center for the Interdisciplinary Study of Language and Literacy. His research focuses on how people understand what they read and watch (e.g. understanding a movie). He is interested in understanding the mental processes that support comprehension and the nature of memory representations that we create for events depicted in text and film. He’s also interested in developing new ways to detect struggling readers and help them become successful comprehenders.

Keith Millis
Keith Millis is a professor in the Department of Psychology at Northern Illinois University. His research areas include discourse comprehension, reading assessment, and intelligent tutors/serious games. He was the PI on Operation ARA, a serious game that teaches scientific enquiry, and co-PI on the creation of the Reading Strategy Assessment Tool (RSAT) (with Joe Magliano). He is on
Sadhana Puntambekar
Faculty in the Educational Psychology department at the University of Wisconsin-Madison. Her research is in the field of design and use of technology enriched interactive environments in education. Her current research, funded by an early CAREER award from the National Science Foundation is focused on understanding the cognitive and contextual issues in integrating digital text in middle school science classes. The research is being conducted in the context of using the CoMPASS environment, which uses conceptual representations in the form of maps, as well as text descriptions to help students understand the interrelationships between concepts and principles.

Mimi Recker
The Department Head and a Professor in the Department of Instructional Technology & Learning Services in the Emma Eccles Jones College of Education and Human Services at Utah State University. Her expertise is in interactive learning environments; educational uses of new media, information, and communication technologies; human-computer interaction; and information access.

Jessica Riccio
Coordinator of Secondary Science Teacher Education Program at
Carolyn Rose
Dr. Carolyn Rosé is an Associate Professor of Language Technologies and Human-Computer Interaction in the School of Computer Science at Carnegie Mellon University. Her research program is focused on better understanding the social and pragmatic nature of conversation, and using this understanding to build computational systems that can improve the efficacy of conversation between people, and between people and computers. In order to pursue these goals, she invokes approaches from computational discourse analysis and text mining, conversational agents, and computer supported collaborative learning. She serves on the executive committee of the Pittsburgh Science of Learning Center and the co-leader of its Social and Communicative Factors of Learning research thrust. She also serves as President Elect of the International Society of the Learning Sciences. She serves as Associate Editor of the International Journal of Computer Supported Collaborative Learning and the IEEE Transactions on Learning Technologies.

James Short
Director of the Gottesman Center for Science Teaching and Learning at the American Museum of Natural History. With ten years of classroom teaching experience in K-12 schools, Dr. Short has been involved in science education for over twenty years. His professional interests include inquiry-based learning and teaching, immersive professional development, educative instructional materials, collaborations between informal science education institutions and schools, and the development of science leadership teams in schools and districts.

Jim Slotta
Associate professor of education in the Ontario Institute for Studies in Education (OISE) at The University of Toronto, where he holds
the Canada Research Chair in Education and Technology. Professor Slotta and his team have published their work widely, as seen in the publications section of this site. Taken together, this work examines how K-12 students can become a knowledge community, supported by technology, that enables inclusive participation and promotes the growth of ideas.

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<tr>
<th>Catherine Snow</th>
<th>Jennifer Wiley</th>
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<td>Patricia Albjerg Graham Professor of Education, Harvard University. Expert on language and literacy development in children, focusing on how oral language skills are acquired and how they relate to literacy outcomes. Her research activities include a longitudinal study of language and literacy skills among low-income children who have been followed for 15 years since age three; following the language development of young children participating in the Early Head Start intervention; studying the vocabulary development of first- and second-language learners; and considering aspects of transfer from first to second language in the domains of language and literacy.</td>
<td>Professor of Psychology at the University of Illinois at Chicago. Her research interests include comprehension, metacomprehension and problem solving; interventions that improve learning in science and history; the impact of collaboration on learning and problem solving; conditions that enable people to solve problems creatively or more effectively.</td>
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