About the Contributors

Narelle Lemon is a Senior Lecturer at La Trobe University, Melbourne, Australia. Her research agenda is focused on engagement and participation in the areas of teacher capacity building in cultural organisations such as galleries, museums and other alternative education settings; social media for professional development including Twitter and Instagram; and art education. Narelle is also interested in how young people document their lived experiences through photography. She utilises narrative inquiry and image based research particularly with still digital photography. Her learning and teaching focus is based around arts education (music and visual arts), social learning theory, reflective practice, co-operative teaching and learning, and establishing a community of learners.

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Kathryn Coleman is a Lecturer PhD Candidate at Melbourne Graduate School of Education, Australia. Kate is an active Board member of the Association for Authentic, Experiential and Evidence Based Learning (AAEEBL), Art Education Victoria Council Member and HASTAC Scholar. Her research specifically focuses on the use of digital portfolios, open badges and digital learning spaces in education and the arts for life long and life wide learning. She has many years of experience teaching both secondary and higher art and design education. Kate has been investigating the integration of digital learning spaces, portfolios and peer and self-assessment in the artworld through research projects, book publications and presentations.

Susanne Garvis is a professor of child and youth studies at the University of Gothenburg, Sweden where she works with early childhood education. She is also an adjunct professor at Griffith University, Australia. Her publications include narrative methodology and meaning-making approaches with young children, families and teachers. Susanne has a research interest in infants and toddler education and care, especially in regards to early childhood teacher education. She has been involved in a range of research projects, and more recently with cross comparative research between Sweden and Australia. From 2011 to 2014 she was an Erasmus Mundus visiting scholar for early childhood to Oslo and Akershus University College of Applied Sciences, Norway.

Derek Ham received his PhD in Design Computation from the” Massachusetts Institute of Technology (MIT). He holds a Masters of Architecture from Harvard’s Graduate School of Design (GSD) and a BArch from Hampton University. Most recently he has held a teaching position at the Rhode Island School of Design as an instructor in Spatial Dynamics. Derek has an extensive background in K-12 art
education. From 2003-2008 he was a summer instructor for the Pennsylvania Governor School of the Arts, and has since then taught several art and design workshops for children in museum and classroom context. His research spans the areas of game based learning, algorithmic thinking, and visual calculation. Additionally, he works with the advancement of virtual reality, animation, and advanced computer modeling techniques.

**Kathryn Hendy-Ekers** is the Visual Arts curriculum manager at the Victorian Curriculum & Assessment Authority. She is responsible for the Visual Arts and Media arts curricula from F – 12. She is an experienced visual arts educator with teaching experience in Primary and Secondary schools both in Victoria, interstate and in South East Asia. Kathryn has an interest in the relationships between curriculum and the Arts industry through teaching and learning in Art galleries and museums and the role of artists working in schools. She is currently studying a PhD in Visual Arts education researching how teachers enact curriculum in art galleries.

**Christopher Klopper** is Director: International Education for the Arts, Education and Law Group, Griffith University, Australia. His publication record profiles scholarly publications in the fields of enhancing teaching quality in Higher Education through peer review and student evaluations; academic mobility; creative arts education models, approaches and professional practice; music education for the non-specialist primary pre-service teacher; the intentional provision of music in early childhood settings; musicians physiological response to prolonged performance; and trans-national intercultural musical communication.

**Donna Mathewson Mitchell** is a Senior Lecturer in Visual Arts curriculum at Australian Catholic University (ACU), located in Strathfield, Australia. She worked as a school-based specialist visual arts teacher in K-12 schools for 12 years before moving into the university field in 2007. Donna’s research is concerned with art education, teaching practice and teaching and learning in public spaces. Her on-going individual and collaborative research has been widely published in a range of national and international educational journals and books. Donna’s teaching reflects and informs her research as she addresses visual arts curriculum and teaching pedagogy while also exploring the affordance of online technologies in a range of educational contexts.

**Megan McPherson** is a practicing artist, educational researcher and has taught in the university art studio for 15 years. Megan is a PhD scholar in the Faculty of Education, Monash University where she is conducting an interdisciplinary research study of the role of the crit in studio pedagogies. She is interested in emerging research design and methodologies, feminist critical theory and professional practice in the arts and education. Her research work in the university has included a number of studies that have investigated peer learning and peer assessment in the creative industries, elearning approaches in the university studio, and professional development for teaching in new generation learning spaces. Megan is currently working on a number of research projects that are investigating academic identities and practices through and with artifacts and texts.
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Carol Ng-He is the School & Community Program Manager at the Oriental Institute of the University of Chicago. Carol holds an MA in art education from the School of the Art Institute of Chicago and a certificate in museum studies from Northwestern University. Her publications appeared in edited books including Transforming City Schools Through Art: Approaches to Meaningful K-12 Learning (2012), and 23 Questions from Teachers that Artists Can Help Answer (2011). She currently serves on the Museums and Exhibitions Committee of the Archaeological Institute of America, and the Editorial Review Panel for the Journal of Museum Education. She was awarded the 2012 Promising Leadership Award from the Association of Midwest Museums and named the Museum Art Educator of the Year by the Illinois Association of Art Education.

Kristi Oliver is Assistant Professor of Art Education at the University of Massachusetts Dartmouth. She is currently a PhD candidate in Educational Studies at Lesley University, where her dissertation research focuses on 21st century art education, contemporary photography and the creative process. Kristi was awarded the Massachusetts Art Educator of the Year and the Secondary Art Educator of the Year by the MAEA and was also honored as an Outstanding Arts Advocate in Art Education by ArtsLILearning. Kristi currently serves as the President of the Massachusetts Art Education Association (MAEA) an affiliate of the National Art Education Association (NAEA) and serves on the Professional Learning Through Research Working Group of the NAEA Research Commission. She frequently presents at both state and national conferences, and as a practicing artist exhibits her artwork in a variety of venues.

Bianca Power is an adjunct research fellow in the Griffith Institute of Educational Research, Griffith University, Queensland, Australia. Her research focuses on arts education in Australian primary school classrooms, endeavouring to identify quality arts education taking place in the classrooms of both generalist and specialist teachers. Bianca’s additional research interests include use of portraiture, a methodology in which research findings are reported in a jargon-free manner with the aim of increasing accessibility to wider audiences including teachers. Bianca has several collaboratively authored publications in the area of arts education.

Purnima Ruanglertbutr is an independent curator, writer, educator, arts manager and researcher. Her research focuses on museum education, teacher-artist issues, inclusive art education, contemporary curatorial models, and the relationship between visual art and literacy. She is co-researcher and lecturer within Melbourne Graduate School of Education’s Department of Artistic and Creative Education and an English Educator at Cambridge International College. Purnima has taught at the National Gallery of Victoria (NGV) and at the Ian Potter Museum of Art, and has delivered professional learning programs in these museums. She has represented emerging and established artists and arts practitioners through her projects and has managed arts events in Australia and internationally. Purnima’s arts writing and research have been published in journals and magazines internationally. She holds a Bachelor of Creative Arts (Honours) and a Master of Teaching from the University of Melbourne, and a Master of Art Administration from the University of New South Wales.