About the Contributors

Barbara J. Guzzetti is a Professor at Arizona State University in the New College of Interdisciplinary Arts and Sciences, Humanities Arts & Cultural Studies, English Department. She is also an Affiliated Faculty member in the Mary Lou Fulton Teachers College, Educational Leadership and Innovation, and an Affiliated Faculty member in the School for Social Transformation, Women’s and Gender Studies. Her research and teaching focus on new media, particularly participatory or Do-It-Yourself (DIY) media, and youth culture and gender issues in new media. She is co-author of the Teachers College Press book, **DIY Media in the Classroom: New Literacies across Content Areas**. Her publications on new media have appeared in journals such as *E-Learning and Digital Media*; the *Reading Research Quarterly,* *Research in in the Teaching of English* and the *Journal of Adolescent and Adult Literacy.*

Mellinee Lesley is a professor in the Language, Diversity & Literacy Studies program in the Department of Curriculum & Instruction at Texas Tech University and the Associate Dean for Graduate Education and Research in the College of Education. Her research is focused on the literacy practices of marginalized adolescent and adult learners, adolescents’ use of new media, and applications of new media for content area literacy instruction. Her research on these topics has appeared in journals such as *Literacy Research and Instruction* and *The Journal of Adolescent & Adult Literacy* as well as her book *Invisible Girls: At-Risk Adolescent Girls’ Writing Within and Beyond School.*

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Arwa Alfayez is a Ph.D. student in Literacy Education at the University of Missouri. She earned her Bachelor degree in English Education from University of Hail, Saudi Arabia. In 2010, she moved with her husband to the US to continue her studies. She earned her masters degree in Reading Education from University of Missouri. She is interested in reading comprehension, visual literacy and multicultural literature. She plans to become a literacy educator for Saudi college students and influence literacy policies in Saudi Arabia that address curriculum and reading problems.

Donna E. Alvermann is a professor in language and literacy education at The University of Georgia. She studies young people’s digital literacies and uses of popular media both in- and out-of-school. Join her and Crystal Beach at www.becoming3lectric.com to see how their interests merge.
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Chrissie Arnold is an MA Candidate in the Department of Educational Studies at the University of British Columbia. Her research is focused on critical approaches to global citizenship education and human rights. She is also the Education Manager at West Coast LEAF in Vancouver, an organization that works to advance women’s equality through the law. Through this role, she has worked extensively on the issue of cyber misogyny, attending to the ways women are disproportionately subject to violence in online spaces.

Elizabeth (Betsy) Baker is a professor of Literacy Studies at the University of Missouri where she specializes in the integration of literacy and technology and new literacies from sociocultural and sociocognitive perspectives. Her research is published in an array of journals and books. She has served as Editor of The New Literacies: Multiple Perspectives on Research and Practice, Co-editor of Literacy Research: Theory, Method, and Practice, and Executive Producer and Host of the podcast Voice of Literacy (voiceofliteracy.org). Before becoming a professor, Dr. Baker was an elementary teacher in South Carolina.

Crystal L. Beach is a current high school English teacher and a language and literacy education doctoral student at The University of Georgia. She has presented numerous times at national and local conferences on new literacies, multimodalities, and technologies in the English classroom.

Richard Beach is Professor Emeritus of English Education at the University of Minnesota. He is author or co-author of 20 books, including Understanding and Creating Digital Texts: An Activity-Based Approach (http://digitalwriting.pbworks.com) and Using Apps for Learning Across the Curriculum: A Literacy-Based Framework and Guide (http://usingipads.pbworks.com). He has published articles in Journal of Adolescent & Adult Literacy, Journal of Research in Educational Computing, Reading Research Quarterly, and Educational Researcher. He served as organizing editor for the annual Annotated Bibliography of Research for Research in the Teaching of English from 2003-2012 and as President of the Literacy Research Association in 2013. He received the 2009 Computers in Reading Research Award from The Technology in Literacy Education Special Interest Group of the International Reading Association.

Thomas W. Bean, Ph.D., is a Professor of Literacy and Reading Graduate Program Director in the Teaching and Learning Department, Darden College of Education, at Old Dominion University in Norfolk, Virginia. Tom earned his Ph.D. at Arizona State University and is considered a leading scholar in content area literacy and the infusion of multicultural and global young adult literature in the classroom. His work has been published in the ALAN Review, Reading Research Quarterly, and the Journal of Adolescent & Adult Literacy. Along with Co-Author Dr. Judith Dunkerly-Bean, he served as Co-Editor of the International Reading Association’s Journal of Adolescent & Adult Literacy. Tom is senior author of the widely used text, Content Area Literacy: An Integrated Approach (10th ed.).

George L. Boggs is an assistant professor of English education at Florida State University. His research focuses on the economic, political, and social importance of literacies. A recent exploration of these issues is “Where everything I am came from: George Boggs at TEDxFSU,” https://www.youtube.com/watch?v=9E3yeRYMCA.
Jill Castek is the Director of the Literacy, Language, and Technology Research Group at Portland State University. She is the principal investigator on two Institute for Museum and Library Services (IMLS) grants. One is focused on digital literacy acquisition among vulnerable adult learners and the second addresses digital equity in libraries by examining patrons’ problem solving in technology rich environments. Jill’s work also appears in the Journal of Adolescent and Adult Literacy (JAAL), Educational Forum, The Journal of Education, The Reading Teacher, and Reading and Writing Quarterly, among other journals. Castek received a PhD from the University of Connecticut and was a Neag fellow with the New Literacies Research Lab. She is a founding member and regular contributor to the Literacy Beat blog.

Terry Cottrell is Chief Information Officer at the University of St. Francis in Joliet, Illinois. Dr. Cottrell has served on the Board of Directors for the Reaching Across Illinois Library System, the Consortium of Research and Academic Libraries in Illinois, the Illinois Library Association and the Plainfield, IL Public Library District. His most recent publications and presentations cover: library leadership and finance, hands-free augmented reality tools, copyright, instructional technology history, senior citizen access to academic libraries, mobile device deployment and management, effective use of library space with small budgets, academic library influence in surrounding communities, and entry-level job skills for new librarians. Dr. Cottrell holds Ed. D., M.S. and M.B.A. degrees, and currently teaches research methods and writing at the University of St. Francis. He has taught various management and business courses at Colorado State University-Global Campus based in Greenwood Village, Colorado, and Computers for Educators and Google for Education at Northern Illinois University.

Helen Crompton is an Assistant Professor of Instructional Technology at Old Dominion University. She works with graduate students teaching about the effective incorporation of technology in the educational setting. Her research involves the implementation of mobile learning initiatives in K-12 curriculum with a particular connection to Science, Technology, Engineering, and Mathematics (STEM). This connected interest comes from holding a PhD in Educational Technology and Mathematics.

Alan Davis is a Professor of Urban Ecologies and Research Methodology in the School of Human Development at the University of Colorado Denver. His research focuses on the relationship of adolescents and schooling, especially marginalized youth, and includes social uses of technology, identity development, development of aspirations and goals, and high school dropout.

Julie Delelo is a Faculty Fellow for Teaching Excellence and an Assistant Professor in the School of Education at The University of Texas at Tyler. She received her PhD in Curriculum and Instruction with a specialization in science and technology from Texas A&M University. Julie has worked in K-12 education for over 20 years as a teacher and as an administrator. Julie has authored a number of articles on the use of technologies in higher education. Her areas of focus include new visual media, virtual science museums, social media platforms, and ePortfolios for authentic learning. She helped to design virtual science museums in conjunction with The Computer Network Information Center in Beijing, China. In addition, she has won several grants and teaching awards including a National Science Foundation Grant for The East Asia and Pacific Summer Institutes, the Golden Apple Educator Award, the 2012 University of Texas at Tyler-Kappa Delta Pi Teacher of the Year award, and the 2014 Jack and Dorothy Fay White Fellowship for Teaching Excellence.
About the Contributors

Jill Denner is a Senior Research Scientist at Education, Training, Research, a non-profit organization in California. Her research focuses on increasing diversity in computing fields. She has a PhD in Developmental Psychology.

Patricia Dickenson is Lead Faculty of Teacher Education at National University in San Jose. She completed her doctoral work at the University of Southern California in Educational Psychology. Her research focuses on the sociocultural aspects of motivation, engagement, and instruction, within mathematics, technology and standard-based teaching practices of Latino English learners. Dr. Dickenson began teaching for the Los Angeles Unified School District. She has taught elementary, middle and high school. In addition to classroom teaching Dr. Dickenson was a Mathematics Coach. She believes strongly in the use of alternative assessments such as performance based tasks, project-based learning and authentic assessment to measure students knowledge and skills. Dr. Dickenson has worked as a teacher trainer and consultant for Princeton Review and Harcourt Publishing. She has taught courses in Teacher Education at University of California Santa Cruz, University of Southern California and University of Phoenix. Dr. Dickenson Website: www.doctorofed.com Twitter: @TeacherTechPrep.

Dane Marco Di Cesare (PhD, 2015, University at Buffalo) is an adjunct professor at Brock University and the University at Buffalo. His research interests involve students with disabilities and digital technology. His most recent research examined multimodal authoring practices for secondary students with high incidence disabilities.

Judith Dunkerly-Bean, Ph.D., is an Assistant Professor of Literacy and Graduate Program Director for PK-6 Education in the Department of Teaching and Learning at Old Dominion University. Her work has been published in the Journal of Adolescent and Adult Literacy, Comparative Issues in Education and Language and Literacy, as well as in several edited volumes. Along with Dr. Tom Bean, she is the co-author of Teaching Young Adult Literature: Developing Students as World Citizens. Judith’s research utilizes transnational feminist and cosmopolitan theory to explore the intersection of critical literacy, social justice and human rights especially for women and girls.

Leslie Foley is an instructor in the College of Education at Grand Canyon University. Her research focuses on the influence of new literacies practices on elementary students’ identity, motivation, and literacy skills.

Elisabeth R. Gee is the Delbert & Jewell Lewis Chair in Reading & Literacy and Associate Director in the Center for Games & Impact at Mary Lou Fulton Teachers College, Arizona State University.

Martin H. Hall is Lecturer in Educational Psychology at Charles Sturt University in Australia, a Chartered Member of the British Psychological Society, and a member of Division 15 of the American Psychological Association (APA) (Educational Psychology). Dr Hall is also a member of the Research Institute for Professional Practice, Learning and Education (RIPPLE). His research interests include cognitive and sociological variables that affect academic achievement in both online and face-to-face environments, and past performance as predictors of future performance and as a mediator of academic outcomes.
Debra Harwood is an Associate Professor at Brock University’s Faculty of Education where she is the program advisor for the Bachelor of Early Childhood Education program. She has written several articles focused on varied aspects of early childhood education curriculum and pedagogy. Her current research interests include children’s digital play, professionalism in ECE, and inquiry based pedagogies.

Teri Holbrook, Ph.D., is an associate professor of literacy and language arts in the Department of Early Childhood and Elementary Education at Georgia State University. Her work focuses on the effects of arts-infused multimodal affordances of digital technology on dominant notions of qualitative inquiry, academic and literary writing, and literacy education. She is co-editor of the journal Language Arts and the book New Methods of Literacy Research. Her work has appeared in Children’s Literature in Education, Visual Arts Research, Qualitative Inquiry, Frontiers, Journal of Adolescent and Adult Literacy, and LRA Yearbook.

Melanie Hundley, Ph. D., is an associate professor of the practice of Literacy, Language, and Culture in the Department of Teaching and Learning at Vanderbilt University’s Peabody College of Education and Human Development. Her work focuses on the digital and multimodal composing practices of pre-service teachers, transmedia storytelling, digital and multimodal young adult literature. Her work has appeared in the Journal of Adolescent and Adult Literacy, The ALAN Review, and The English Record.

Gloria E. Jacobs is a research associate with the Literacy, Language and Technology Group at Portland State University in Portland, Oregon. She earned her doctorate at the University of Rochester, New York. She researches digital technologies and digital literacy practices among youth and vulnerable adults.

Brian Jones is an artist, scholar, and art educator. He holds a PhD in curriculum and instruction specializing in art education from Arizona State University. He researches and writes on topics relating to youth artists and social technologies including the use of sandbox virtual worlds in art education and the social media platform deviantART.com. His interdisciplinary work draws from New Literacies Studies and contemporary art education theories. Brian has over twenty years of k-12 and post-secondary teaching experience. He lives in the Sonora Desert in Arizona with his beloved K-9 companion – Java.

Deirdre M. Kelly is Professor in the Department of Educational Studies at the University of British Columbia. She is the author of Last Chance High: How Girls and Boys Drop In and Out of Alternative Schools (Yale University Press) and Pregnant with Meaning: Teen Mothers and the Politics of Inclusive Schooling (Peter Lang) and the co-author of “Girl Power”: Girls Reinventing Girlhood (Peter Lang, with Dawn Currie & Shauna Pomerantz). Her research interests include teaching for social justice and democracy, gender and youth studies, critical social literacy, and news and entertainment media as public policy pedagogy.

Amir Manzoor, Bahria University, Management Sciences (LUMS), and an MBA from Bangor University, United Kingdom. He has many years of diverse professional and teaching experience working at many renowned national and internal organizations and higher education institutions. His research interests include electronic commerce and technology applications in business. He is a member of Chartered Banker Institute of UK and Project Management Institute, USA.
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**Jacob Martinez** is the founder and executive director of the Digital NEST, a high-tech space for youth.

**Renee Smith McInnish** is a doctoral student in Learning, Teaching, and Curriculum at the University of Missouri. She earned her Bachelor of Science degree in Family and Consumer Sciences Education from the University of Montevallo in 1994. She earned her Master of Education as a Reading Specialist in 2002 from Auburn University of Montgomery. Renee has been passionate about education for over twenty years. She loves to help others become life-long readers and writers. Her research focus is helping military families help their children to be successful in literacy. Renee is especially interested in dialogic reading and how that helps children to develop their vocabularies and comprehension of text. She also enjoys helping children and adolescents to develop their craft of writing. Since 1994, Renee has worked with hundreds of children ages two to 18.

**Rochell R. McWhorter** is an Assistant Professor of Human Resource Development in the College of Business and Technology at The University of Texas at Tyler. She received her Ph.D. degree in Human Resource Development from Texas A&M University. She has over 20 years’ experience in industry and K-12 education. Rochell has edited and authored a number of journal articles and scholarly resources on technology-facilitated learning in higher education. Her scholarly publications include topics such as ePortfolios as facilitators of learning and professional branding, virtual human resource development, visual social media, scenario planning for leadership development, and virtual learning environments for real-time collaboration. She has been a recipient of numerous teaching awards including the Silvius-Wolansky Outstanding Young Teacher Educator Award from the Association for Career and Technical Education.

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**Jessica Olin** is the Director of the Robert H. Parker Library at Wesley College. Her professional interests include incorporating popular reading materials into traditional academic library collections, building communities at liberal arts college libraries, and bridging the gap between library science graduate programs and professional practice. In her limited spare time, she likes to cross-stitch, watch Doctor Who, spend time with her geriatric cat, and read lots of comic books.

**Kylie Peppler** is an associate professor of learning sciences in the School of Education at Indiana University Bloomington. An artist by training, she engages in research that focuses on the intersection of arts, new media, computation, and informal learning. She is coeditor of The Computer Clubhouse: Constructionism and Creativity in Youth Communities (Teachers College Press, 2009) and Textile Messages: Dispatches from the World of E-Textiles and Education (Peter Lang Publishing, 2013). Peppler received a PhD in education from the University of California, Los Angeles.

**Jennifer Rowsell** is Professor and Canada Research Chair in Multiliteracies at Brock University’s Faculty of Education where she directs the Centre for Multiliteracies and the Brock University Learning Lab. She has co-written and written several books in the areas of New Literacy Studies, multimodality, and multiliteracies. Her current research interests include children’s digital and immersive worlds; adopting and applying multimodal epistemologies with adolescents and teenagers; and ecological work in communities examining everyday literacy practices.


**Eliane Rubinstein-Avila** is a professor in the Language, Reading & Culture Program, in the department of Teaching, Learning and Sociocultural Studies, University of Arizona. She teaches courses on bilingualism and the acquisition of English as an additional language (undergraduate level), and qualitative approaches to research in education (at the doctoral level). She has published extensively in a variety of academic journals. Dr. R-A, as she is addressed locally, is multilingual and has a passion for travel.

**Aurora Sartori** is a doctoral student and Paul D. Coverdell Peace Corps Fellow in the Department of Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona. Ms. Sartori’s Peace Corps service in northern Namibia at a rural school inspired her research interests, which include educational policy, social justice, and new literacies.

**Nicholas Temple** (PhD, 2011, North Carolina State University) serves as Instructor in Communication, Central Washington University. His research examines online rhetoric surrounding the U. S. environmental movement as well as additional online messages. He teaches a slate of courses that includes Environmental Communication, Communication Ethics, Persuasion, and Rhetorical Theory.

**Kelly Tran** is a doctoral student in the Learning, Literacies, and Technologies program at Mary Lou Fulton Teachers College, Arizona State University.

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**Lynne M. Webb** (PhD, University of Oregon, 1980) is Professor of Communication Arts, Florida International University. Her work on interpersonal communication and social media has appeared in numerous national and international journals including Computers in Human Behavior and the International Journal of Social Research and Methodology as well as in prestigious edited volumes including Producing Theory: The Intersection of Audiences and Production in a Digital World (Peter Lang, 2012) and Advancing Research Methods with New Technologies (IGI Global, 2013). She co-edited Computer-Mediated Communication in Personal Relationships (Peter Lang Publishing, 2011).

**Katina Zammit** is Director of Academic Program (Primary) and a Senior Lecturer in the School of Education at Western Sydney University. Her research interests revolve around pedagogies and leadership for social justice and change. Katina, specifically, focuses on engagement of students in learning multiple literacies mediated through the use of information and communication technology. Katina has been a co-chief investigator on a number of projects, including The New Learning Environments Curriculum and Pedagogy Framework, Engaging Rural Boys in the Middle Years of Schools, and Teaching and Leading for Australian Schools: A Review of the Literature. She recently completed a project to enhance the experience of students from refugee backgrounds at university.