About the Contributors

**Keri Valentine** is an Assistant Professor of Mathematics Education in the department of Curriculum and Instruction at West Virginia University’s College of Education and Human Services. In addition to her role in the Mathematics Education program, she contributes to (Science, Technology, Engineering, Art, Mathematics) STEAM education transdisciplinary research endeavors as part of the WVU Center for Excellence in STEM Education. She earned her Ph.D. in Learning, Design, and Technology at The University of Georgia in 2014 where she conducted both design-based and postphenomenological research projects. One project includes designing a middle school mathematics learning environment integrating cases as alternative perspective with the goal of conveying complex relationships during the process of learning mathematics (see Space and Perspective http://spaceandperspective.com/). Her research is motivated by phenomenological questions that seek to understand how learning (especially shifts in perspective) manifests, especially related to complex spatial phenomenon. Recently, Keri collaborated with co-editor, Dr. Lucas Jensen, to both design, teach, and investigate summer game design camps for grades 5-12 learners, seeking to understand the design practices of young learners in these informal spaces. In addition to investigating learning and the design of formal and informal learning spaces, she also contributes to the field of qualitative inquiry, such as considering new ways we might conceptualize reflexive practice in living inquiry research.

**Lucas John Jensen** is an Assistant Professor of Instructional Technology in the department of Leadership, Technology, and Human Development at Georgia Southern University. He has a B.A. in Political Science from Mississippi State University as well as two M.Eds from the University of Georgia in Social Science Education and Instructional Design and Development. For his Ph.D research in Learning, Design, and Technology at the University of Georgia he studied the use of Twitter hashtags in the classroom. His research interests include video game design in education, motivating online students, and instructional social media usage. Lucas has taught educational media development, innovative technology usage, instructional design, and visual literacy. He also cooked crawfish in a gas station in Mississippi for a while. For the past seven years, he has been an instructor and counselor for a series of design-based summer and after-school youth programs dedicated to video game design electronic and hip-hop music, creative entrepreneurship, tabletop and role-playing games, among other subjects. Before coming to academia and education, Lucas worked for over a decade as a music industry professional, primarily in publicity and public relations. He has been playing video games since 1979 and has no intention of stopping. His favorite game of all time is *Super Metroid.*

* * *
About the Contributors

Terence C. Ahern is an Associate Professor in Instructional Design and Technology in the College of Education and Human Resources at West Virginia University. He coordinates the Instructional Design and Technology program in the Department of Learning Sciences and Human Development. His research interests are in the design, development and the deployment of instructional technology in the classroom. Additionally, he is interested in the intersection between learning and instruction. He has published extensively in the areas of distance education, social network media and innovative software apps. Currently, he is using his expertise in instructional design and software development to create game-based learning environments for the middle school classroom.

Christine J. Anderson, PhD, has 15 years of teaching experience (K-12), specifically instructing students with disabilities. She received a Bachelor of Arts from Charleston Southern University, a Master of Arts from the University of South Florida, and a doctorate from the University of Iowa. At the university level, Dr. Anderson has worked at Arizona State University, the University of Iowa, and is currently an Associate Professor in the Curriculum and Instruction Department at Western Illinois University where she also serves as the Graduate Special Education Coordinator. Her research interests include the benefits of art for individuals with disabilities; educational technology, specifically as it relates to teacher preparation and training; and effective interventions for individuals with behavior disorders including the population identified as juvenile offenders. She and her husband are the parents of six children and the grandparents of eight.

Sandy Baldwin is Associate Professor of English at the Rochester of Technology. He is author or editor of eleven books, including The Internet Unconscious (Bloomsbury), winner of the 2015 N. Katherine Hayles prize for criticism. He is vice president of the Electronic Literature Organization; Managing Editor of Electronic Book Review, one of the oldest all-online peer-reviewed journals; and editor in chief of the Computing Literature book series, the only academic book series focused on electronic literature. He has received numerous externally-funded grants, including several to study the culture of video games. In addition, he makes hybrid performance/mod/game hacks that have been shown and exhibited at conferences and art galleries around the world.

Daisyane Barreto is an Assistant Professor of Instructional Technology at the University of North Carolina at Wilmington (UNCW). Dr Barreto has worked for educational organizations and corporations as a multimedia developer, instructional designer, and educational game consultant. Her interests involve game-based learning, technology integration, and multimedia design and production.

Nick Bowman (Ph.D., Michigan State University) is Associate Professor of Communication Studies at West Virginia University. His primary research focuses on how people use and interact with communication technologies, including social media and video games. He has published over four dozen research articles and presented over 100 conference papers at regional, national, and international associations. He maintains an active research agenda in the United States, Germany, and Taiwan, and serves on the editorial board of several journals such as Media Psychology and the Psychology of Popular Media Culture.

Tobias Conradi is a postdoctoral researcher at ZeM – Brandenburgisches Zentrum für Medienwissenschaften in Potsdam. He received his PhD in media studies from the Universität Paderborn, where he held a scholarship with the Graduiertenkolleg Automatismen. His research focuses on the connection

**Steven Conway** is a convener and lecturer in the area of Games & Interactivity at Swinburne University of Technology. Steven received his doctorate from the University of Bedfordshire in 2010 on an Arts Humanities Research Council National Award Scholarship. He is interested in the philosophical principles underlying play and games, and his research investigates object relations and aesthetics of games, play and sport across all media. He is co-editor with Jennifer deWinter of *Video Game Policy: Production, Distribution, and Consumption*, which was published by Routledge in 2015. It is the sixth book in the Routledge Advances in Game Studies series.

**Carolyn M. Cunningham** is an Assistant Professor in the Masters Program in Communication and Leadership Studies Program at Gonzaga University, where she teaches classes in social media, multimedia, communication theory, and women and leadership. She received her PhD from the Department of Radio-Television-Film at the University of Texas at Austin. Her research explores the intersections of gender and technology, with a specific focus on girls. She is the editor of *Social Networking and Impression Management* (Lexington Books, 2012). Her work also has been published in several journals, including *New Media & Society* and the *Journal of Children and Media*.

**Jennifer deWinter** is an Associate Professor of Rhetoric and faculty in the Interactive Media and Game Development program at Worcester Polytechnic Institute. She teaches courses on game studies, game design, and game production and management. She has published on the convergence of anime, manga, and computer games both in their Japanese contexts and in global markets. Her work has appeared in numerous journals and edited collections, and her recent book, *Shigeru Miyamoto: Super Mario Bros., Donkey Kong, The Legend of Zelda* (Bloomsbury), is the first published in the Influential Game Designer book series. She is also the editor of *Videogames* (Fountainhead), and co-editor of *Computer Games and Technical Communication: Critical Methods and Applications at the Intersection* (Ashgate) and *Video Game Policy: Production, Distribution, and Consumption* (Routledge).

**Angela Dowling** has a Master’s in Secondary Education and a Doctorate of Education in Instructional Design and Technology from West Virginia University. She is also an adjunct faculty member at West Virginia University and has taught 8th grade Science at Suncrest Middle School in Morgantown, West Virginia for 19 years. Angela has written and presented at state and national conferences on the various uses of technology in the science classroom. Her current research involves the use of game-like curriculum design and its effect on student achievement, engagement, and motivation. Angela currently resides in Grafton, West Virginia and can be reached at adowling@.k12.wv.us or adowlingsms@gmail.com.

**Jason A. Engerman** is a Ph.D. candidate in the Learning, Design and Technologies program, at The Pennsylvania State University. His research interests focuses on the interactions between disenfranchised populations and their sociocultural uses of digital media (such as video games) within their native learning ecologies. In particular Jason investigates how disenfranchised populations use indigenous knowledge to impact educational reform efforts. His boys and gaming research focuses on the learning impact of
video games within boy culture. He is involved with the Bring Back the Boys Initiative that seeks to re-engage boys back into classroom settings. Jason interviews established scholars and thought leaders in both games based learning and masculinity. This work gives insight on boy development for parents, researchers and instructional designers. Jason is also involved in non-profit organizational leadership. He is one of the directors of Designers for Learning. This virtual service-learning platform supports graduate student instructional designers by helping them to connect with non-profit organizations. The student instructional designers gain authentic learning experience while addressing client needs. Soon this platform will evolve to a MOOC platform.

**Jorge Cardoso Filho** is a Professor of Universidade Federal do Recôncavo da Bahia - UFRB and of the Programa de Pós-Graduação em Comunicação e Cultura Contemporâneas - PosCôm, UFBA

**Sonja Gabriel** is deputy head of Research & Development at University College of Teacher Education Vienna/Krems, doing research on digital media and game-based learning. She received her Ph.D. at PH Weingarten in Germany with her thesis on knowledge management at secondary schools. Sonja also garnered a Master’s from Danube University Krems in Austria in Applied Game Science and another in Education Media from University Duisberg/Essen. Her bachelor’s work in German and English was conducted the University Vienna in Austria.

**Spencer P. Greenhalgh** is a PhD candidate in the Educational Psychology and Educational Technology program at Michigan State University. He holds a BA in French Teaching from Brigham Young University, where he also taught undergraduate-level French and participated in organizations promoting the study of the humanities. Prior to beginning his graduate work, he taught French, debate, and keyboarding at the secondary level. He has worked with Michigan State University’s Master of Arts in Educational Technology program and with MSU’s Residential College in the Arts and Humanities. His research focuses on the use of games in education and the application of Internet research methods to educational inquiry. A summary and updates of his work can be found at spencergreenhalgh.com.

**Chris Hanson** completed a BA in Media Studies at Carleton College, worked for a number of years in video game and software development, and later assisted with the planning and production of an educational series and content for PBS. Chris returned to academia in Los Angeles and received his MA and PhD in Critical Studies at the University of Southern California School of Cinematic Arts, where his dissertation focused on replay and repetition in video games, television, and avant-garde film. Chris has been a HASTAC Scholar (Humanities, Arts, Science, and Technology Advanced Collaboratory) and his work has appeared in *Film Quarterly, Spectator, and Discourse.*

**Robert James Hein** is a former High School English teacher and competitive gamer. He has taught literature, poetry, and creative writing both aboard in Dublin, Ireland and domestically. Between 2006 and 2011, he traveled the east coast of the United States participating in e-sports tournaments and building relationships with fellow gamers. Robert is currently interested in researching narrative-driven video games and student literacy skills. He still enjoys playing *World of Warcraft* in his free time... and when he should be doing work instead.
Stephanie C. Jennings is a graduate student in the Department of Communication and Media at Rensselaer Polytechnic Institute. She researches video games and games criticism, with interests in player subjectivity, player agency, and feminist theory. Lately, she has been particularly preoccupied with examining the survival-horror and roguelike genres. Jennings’s other writings have focused on developing subjective methods of games criticism. Currently, her work has specifically come to center on gender performance through acts of play, feminine subject positions in games, and resistant play. She has previously been published in the Journal of Games Criticism and has contributed to Critical Distance and Cyborgology.

John Jones is an Assistant Professor of Professional Writing and Editing in the Department of English at West Virginia University. His research addresses the impact of tools, particularly digital tools, on writing and other communication practices. His previous work examined the revision patterns of Wikipedia contributors, how Twitter users create ad hoc networks on the social media site, and the influence of networks on writing and rhetorical practices. His most recent research has appeared in Computers and Composition, Kairos, and the Journal of Business and Technical Communication, and he is now working on a collaborative project studying the rhetorical aspects of wearable technologies, from activity monitors to medical monitoring devices.

Laura Kieran has 17 years (K-12) teaching experience, 14 of which has been in Special Education settings. In her last 3 years in K-12 settings she was the assistive technology coordinator for Duluth Public Schools in Duluth, MN. She has taught at the university level for Concordia College, Western Illinois University, and is currently an Assistant Professor at Drake University. Her research interests include Universal Design for Learning, the application of assistive and instructional technologies, and increasing social justice for marginalized populations in education. Toward this end, she has recently begun research in South Africa with faculty at the University of KwaZulu Natal in Durban, SA.

Carly A. Kocurek is Assistant Professor of Digital Humanities and Media Studies and Director of Digital Humanities at the Illinois Institute of Technology. She is cofounder and co-editor of the Influential Game Designers book series (Bloomsbury). Her book, Coin-Operated Americans: Rebooting Boyhood at the Video Game Arcade (University of Minnesota Press, 2015) excavates the early cultural history of coin-op video games in the United States. Her work has appeared in journals such as Game Studies, The Journal of Gaming and Virtual Worlds, and Visual Studies, and in anthologies including Before the Crash: An Anthology of Early Video Game History (Wayne State University Press, 2012), Technical Communication and Computer Games (Ashgate, 2014), and Debugging Game History: A Critical Lexicon (The MIT Press, Forthcoming), among others. She is also a game designer, and her interactive fiction game Choice: Texas (2014) was called one of the best games of 2014 by Paste Magazine.

Marley-Vincent Lindsay is a graduate student in the History Department of Brown University. He is primarily focused on royal grants of land and labor in sixteenth-century New Spain and the Caribbean and the influence of such grants on the development of modern ideas about race and gender. He is also interested in extending historical analysis to digital culture and continually working on ways to make the discipline more accessible. Currently, he is working on a manuscript on the ways that the Internet and digital consciousness transform the production of knowledge in the twenty-first century. He received
his undergraduate degree form the University of Chicago in 2014. He is best contacted on Twitter: @MarleyVincentL.

**Ken S. McAllister** specializes in the early history of Western rhetorics, rhetorics of technology, and computer game studies. He has authored or co-authored six books, three edited collections, and dozens of articles and book chapters on media history, theory, and analysis. In his role as Co-Director of the Learning Games Initiative Research Archive he has also published and lectured widely on the politics and processes of digital artifact archiving and preservation. Ken is currently serving as the Associate Dean of Research and Program Innovation in the College of Humanities, is Co-Chair of the Research Computing Governance Council’s Data Visualization Committee, and is a founding partner of the UA iSpace, a campus-located maker lab accessible to all students, staff, and faculty interested in exploring immersive VR, augmented reality, 3D modeling and additive manufacturing, motion capture, Arduino and Raspberry Pi development, and other innovative tools for transdisciplinary scholars and teachers.

**Kevin Moberly** is an Associate Professor of Rhetoric, Digital Media, and Game Studies at Old Dominion University in Norfolk, Virginia. His research focuses on understanding how computer-enabled manifestations of popular culture reflect, contribute to, and transform contemporary cultural and political discourses. In particular, he is interested in the way that contemporary computer games encode labor, often blurring already uneasy distinctions between work and play. He is currently working on a number of academic projects, including a book-length study about medieval-themed computer games, which he is co-authoring with his brother, Brent Moberly. His scholarship has been published in a wide variety of books and journals.

**Hazel E. Monforton** received her MSt in Women’s Studies from the University of Oxford in 2012. In 2013 she began a PhD at the University of Durham in English studies, supervised by Patricia Waugh. Her thesis explores the depiction, consequence, and use of violence within women’s writing, particularly the works of Virginia Woolf and Angela Carter. While she writes primarily on 20th century women’s literature, she has a strong interest in emerging media and the creative capacity of video games. Despite her doctorate coming to a close, video games seem to take up more of her time than is strictly wise.

**Randy Nichols** is an Assistant Professor in the School of Interdisciplinary Arts and Sciences at the University of Washington Tacoma. His research focuses on the critical political economy of media, particularly the production of video games. He serves as an editor of the online journals *Eludamos: Journal of Computer Game Culture* and *The Political Economy of Communication*. He has written a number of chapters on the impact of the production of video games, as well as on the relationship between the game industry and other institutions including Hollywood film and the U.S. military. His book, *The Video Game Business*, was published in 2014 by the British Film Institute.

**Rolf F. Nohr** is Dean and Professor of Media Aesthetics and Culture at Hochschule für Bildende Künste Braunschweig. His research is focused on game studies, media theory, and critical discourse analysis. He was head of the research project Play Strategy: Steering Techniques and Strategic Action in Popular Computer Games (On the Example of Economic, Military, and Reconstruction Simulations), and currently heading a project on German business games (from 1950-1970) as cultural techniques. More information about the business games project can be found at www.strategiesspielen.de. His most

**Kwabena Opoku-Agyemang** is a Doctoral Candidate at West Virginia University’s English Department, where he teaches a selection of courses in Literature and Composition. He has an MPhil in Literature from the University of Ghana, as well as an MA in English Literature from West Virginia University. He is currently working on a dissertation that examines various intersections between electronic literature and African literature in the context of oral tradition, using Ghana as a focal point. His publications vary from social media through gaming in electronic literature to gender issues in African women’s writing.

**Marc A. Ouellette** is an Assistant Professor of English at Old Dominion University. He is the managing editor of *Reconstruction: Studies in Contemporary Culture*, as well as co-editor with Jason Thompson (University of Wyoming) of *The Game Culture Reader* (Cambridge Scholars Publishing, 2013). He is widely published, and his work has appeared in *Game Studies, Eludamos: Journal for Computer Game Culture, TEXT Technology*, and elsewhere. He is also an award-winning educator in the fields of cultural, media, and gender studies, and serves on the editorial advisory board for *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy* (ISSN 2378-2323, ISSN 2378-2331).

**Dibyadyuti Roy** is a Doctoral Fellow and Instructor in the Department of English and Cultural Studies at West Virginia University, where he teaches courses in advanced literature and writing. He came to West Virginia by way of the University of Glasgow where he completed his M.Litt in Modern Literature, Theory and Culture. His dissertation project explores performances of masculinity within nuclear discourses and has led to him discovering the far-reaching effects of the atomic age on our daily existence. He has current and forthcoming publications on varied fields ranging from Video Game Studies to British Theater. Besides his scholarly pursuits, he particularly enjoys immersing himself and his students in the wondrous world of speculative fiction and fantasy literature.

**Judd Ethan Ruggill** is an Associate Professor of Computational Media at the University of Arizona. He co-directs the Learning Games Initiative, a transdisciplinary, inter-institutional research group that studies, teaches with, builds, and archives computer games. His essays have appeared in a variety of journals, anthologies, and periodicals, and his most recent book, which he co-authored with Ken S. McAllister (University of Arizona), is titled *Tempest: Geometries of Play* (University of Michigan Press, 2015).

**Dawn Stobbart** researches at Lancaster University’s English Department, focusing on the way that videogames function as a carrier for narrative and its role within this medium. She has an interest in contemporary Literature, and especially the way this translates to the videogame. Within videogame studies, she has conducted research into Gothic fiction, Posthuman fiction, folklore, focusing on how videogames construct narratives for these genres. She is also interested in contemporary Gothic fiction.

**Felipe Calazans Thomaz** is a master and PhD student at the Programa de Pós-Graduação em Comunicação e Cultura Contemporâneas in the Federal University of Bahia - UFBA (Brazil). Among his research interests are Digital Games, Theory of Materialities, Perception, Presence, Experience and other topics concerning Game Studies, Communications and Philosophy. He is also a Professor at UNIFACS - Laureate International Universities and the director of Flip-o Video Lab company.
About the Contributors

Harrington Weihl is a PhD student in English Literature at Northwestern University whose publications include an article on space and architecture in modernist fiction in *Studies in the Novel* and an article on the politics and form of MMOs in *The Journal of Gaming and Virtual Worlds*. His larger project will engage with representations of space – broadly construed – in modernist fiction and subsequent cultural production. He has an abiding interest the link between politics and aesthetics that undergirds his work.

William Zachary Wood received a Bachelor of Arts in East Asian Studies from Stanford University in 2007 and studied at Kyoto Seika University in Japan from 2010 to 2011 as a research student in the Story Manga Department. Since 2013 he has been conducting practical and theoretical research on festivals of games and play in the United States and Europe. He believes that having a practical understanding of play is crucial for researchers of games, play and playfulness, and he continues to explore play as an “open-ended playful experience designer.” His other research interests include imagination, spirituality, the creative process, and collaborative creativity. Currently based in Berlin, Wood is not affiliated with any academic institution, and the research presented in this chapter was carried out independently.