About the Contributors

Binod Gurung. PhD., has a doctorate degree in curriculum and instruction from New Mexico State University, USA. His research interests include emerging educational technologies, online multicultural education, and critical pedagogies. His articles have appeared in Computer & Education, International Journal of Teaching and Learning in Higher Education, Multicultural Education, and Journal of Global Literacies, Technologies, and Pedagogies. He has also published several book chapters and an edited volume pertaining to the educational technology field.

Marohang Limbu is an assistant professor in the Writing, Rhetoric, and American cultures at Michigan State University, USA. Limbu is a co-editor of Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization (2013) and Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World (2014) with IGI Global. Limbu is a founder and editor-in-chief of the journal, Journal of Global Literacies, Emerging Pedagogies, and Technologies (peer-reviewed quarterly journal). Limbu’s current research interests include cloud technologies, networked pedagogies, South Asian studies, global literacies, global indigenous knowledge and/or global indigenous rhetorical traditions, intercultural communication, cross-cultural communication, and inter-epistemic communication.

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Anita August is an associate professor of visual culture, creative writing and rhetoric and writing studies at Sacred Heart University, USA. August received her PhD in rhetoric and writing studies at the University of Texas at El Paso and her MFA in creative writing and critical studies at California Institute of the Arts. Her interdisciplinary research focuses on the areas of rhetorical visual theory and pedagogy, collective intelligence communities, and creative writing pedagogy. August reaches across disciplines to facilitate a dialogue regarding the social construction of visual imagery as a meaning-making practice and examines and theorizes the rhetorical power of visual imagery as discourse.

Maury Elizabeth Brown is an assistant professor of English at Germanna Community College in Locust Grove, Virginia and a PhD student in English at Old Dominion University. She also has experience as a corporate communications executive and as a K-12 teacher and instructional designer. She researches multimodal composition, digital and video rhetorics, new media, business, professional and
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technical writing, and games in education and culture. Through a focus on critical literacy and the human side of learning and technology, she hopes to develop in students the capacity for empathy that brings self-actualization and community.

Dilli Bikram Edingo, a PhD student at York University in York/Ryerson joint program Communication and Culture, is the author of An Angel in the Wilderness (2006), G. B. Yakthumba: A Champion of Democracy (2010) and the translator of Two Faces of A Coin (2008) and Gopali Folklore and Folklife (2009). He is the recipient of Apprenticeship Research Grant-2007 from Social Inclusion Research Fund by SNV-Nepal and Mini-Research Grant-2008 from University Grants Commission, Nepal. The areas of his research interest include new media, power, politics, digital technologies, globalization, transcultural, and/or intercultural communication, and indigeneity.

Katherine Emmons, PhD, has chaired over 20 PhD dissertations to completion, and has served as a committee member for many more. She is a faculty member in Education, with experience in teacher preparation, language and cultural diversity in the classroom, children’s literature, global and international education, and online learning. She is a part time faculty member in online PhD programs at Capella University and Walden University, in addition to her full time position in teacher education in the United Arab Emirates.

Kate Fedewa is an academic specialist in the Department of Writing, Rhetoric, and American Cultures at Michigan State University, where she is also a member of the Writing in Digital Environments Research Center and an instructor of both first year writing and professional writing. Her research interests include student-centered pedagogy, identity formation, user experience, participatory culture, and the history of English language pedagogy.

Daniel L. Hocutt serves as web manager and adjunct professor of liberal arts at the University of Richmond School of Professional and Continuing Studies, where he has worked for over 15 years. He teaches “non-traditional” students composition and research methods, focusing attention on ways to make academic writing relevant in workplace situations. He is also a PhD student in English at Old Dominion University, focusing on the intersection of technology and human communication. His research interests include cloud-based collaborative composing; rhetoric, communication, and composition studies; professional and technical writing; new media studies; networks; and trickster studies. He finds composition endlessly complex and fascinating.

Kathryn Houghton is an academic specialist in the Department of Writing, Rhetoric, and American Cultures at Michigan State University where she teaches first-year writing, professional writing, and interdisciplinary humanities. Her research is primarily focused in editing and publishing.

Jialei Jiang is a PhD candidate specializing in Composition and TESOL at Indiana University of Pennsylvania. Her research interests include digital literacies and multimodal composition, second language acquisition and cloud-based writing, as well as multilingual writers and writing center practices. She is also interested in designing pedagogical tools to address issues in digital composition and second language learning.
Yowei Kang, Ph.D., is an Assistant Professor at Degree Program of Creative Industries and Digital Film, Kainan University, Taiwan. Kang received his PhD from University of Texas at El Paso, Texas. His research interests focus on digital game research, technology and rhetoric, composition pedagogy using digital game technology, and teaching English as a second language (ESL).

Jaya Kannan is the Director of Digital Learning at Sacred Heart University. She has a PhD in Computer Assisted Language Learning and more than 15 years of international teaching and research experience in the higher education setting. Her recent research interests involve the study of self-directed learning and the role of affect in the digital learning environment.

Pilar Munday is an Associate Professor of Spanish at Sacred Heart University. She received a BA in English Philology from the Universidad de Granada (Spain) and a Ph.D. in Theoretical Linguistics from New York University. Her teaching covers all aspects and levels of the Spanish Language, including Spanish Phonetics, Linguistics and Culture. Her research includes uses of technology in modern foreign language instruction.

Dhruba Neupane is a PhD candidate at the University of Waterloo, Canada. His current project explores translingual-transliterate practices of a South Asian immigrant population in Ontario. Drawing primarily on immigrants’ own literacy practices and on new literacy and composition studies, postcolonial theories, transnational and diaspora studies (with a special attention to non-western rhetorical traditions and communicative practices), his ongoing study aims to expose various strategies, often unnoticed or elided in academia, that immigrant writers adopt as they participate in and challenge standard literacies.

Julia Parra is an assistant professor at New Mexico State University, College of Education, Department of Curriculum and Instruction, Learning Design, and Technology Program. She earned her degree of Doctor in Education in Learning Technologies from Pepperdine University’s School of Education and Psychology. Dr. Parra has an overarching research focus on learning design, technology, and innovation and has conducted and published research in the areas of faculty/teacher professional development with technology and in technology-based environments; online/blended/HyFlex teaching and learning; cloud-based student collaboration; digital democracy, culturally-responsive teaching and learning; the relationships between pedagogy, content and technology (TPACK); personal learning networks, and MOOCs.

Ramesh Pokharel, PhD, taught wide varieties of undergraduate and graduate courses on English Studies at Tribhuvan University, Nepal for fifteen years. He did a PhD in Rhetoric and Composition from the University of Texas at El Paso, and taught English Composition, Technical Writing, Professional Writing, and Literature at the University of Texas at El Paso, Texas A & M University, College Station, and University of Houston for six years. He is currently doing a PhD in Language and Literacies Education at University of Toronto. His current research interest includes language policy, bi/multilingual education, language issues based social justice, multilingualism, and multiculturalism.
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Byanjana Sharma, PhD, is the director and editor-in-chief in the Dorling Publications, Nepal. She completed her PhD from Monash University, Australia. Apart from being a published writer internationally and nationally, she has devoted a substantial amount of time in the field of English Language Teaching as a teacher educator. Her research interests include language and literacy teaching, professional development and teacher training in EAL and EFL contexts.

Jason Tham is a PhD student in the Rhetoric and Scientific and Technical Communication program at the University of Minnesota – Twin Cities, where he teaches first-year composition and technical and professional writing. He studies how emerging technologies invite different ways of thinking and learning, and the increasingly intense flow of information occurring among people and machines. One of his long-term projects is investigating the scale and intensity of interconnected complex learning networks in the digital communication context. His work can be found in “Society for Technical Communication’s Intercom,” “Journal of Technical Writing and Communication,” “Journal of Interactive Technology and Pedagogy,” and “Computers and Composition Online.”