About the Contributors

Amanda Alexander is an Assistant Professor in the Department of Art + Art History at the University of Texas at Arlington, and she is the Program Coordinator for the department’s Art Education program. Dr. Alexander teaches undergraduate courses, works as the liaison between the Art + Art History Department and the College of Education, guides independent studies, and sits on MFA committees for graduate students in the department. Alexander’s research explores (inter)national and local community-based arts research and learning, sustainable social and culture development, and social justice. Alexander’s community-based research incorporates participatory action research, service-learning, autoethnography and is grounded in critical theories. She uses these methodologies and theories to connect with international and local sites of cultural and artistic (re)production including schools, museums, and community arts organizations as well as teaching art education students about how to become more civically engaged individuals, see art as a means to make meaning, and have an interdisciplinary, global perspective. Living, working, and conducting research in Peru with native artists, she has presented and published work in journals such as: Journal of Cultural Research in Art Education, Journal of Social Theory in Art Education, Art Education, and International Journal of the Inclusive Museum.

Judith Briggs is an Associate Professor of Art Education at Illinois State University. She earned a Ph.D. in Art Education from The Pennsylvania State University, an MFA in painting from Edinboro University of Pennsylvania, and a BA in Literature from the American University. She was a practicing artist and studio instructor for 16 years before becoming a secondary public school art teacher. Her research interests are urban education, curriculum development, and New South Wales, Australia, visual arts education. She has published numerous articles in journals, such as Art Education, Studies in Art Education, and the Journal of Cultural Research in Art Education.

Mei-ying Chen is currently an associate professor at the Department of Education, Chiayi University, Taiwan. Being raised in a peasant family, Tainan, Taiwan, she studied in the National Pingtung Teachers College where all students were granted with full scholarship for 5 years in order to reduce the financial load of her parents. She worked as an elementary and junior high school teacher for 13 years and taught in Thailand before pursuing her doctoral degree in multicultural education at the University of Washington-Seattle. Her research interests have been focusing on (1) the academic achievement of the disadvantaged students interwoven with identity development, gender and bi-/multi-lingual education, and (2) the gender culture of the ambilateral primogeniture system of the Paiwan Tribe and the matrilin- eal culture of the Amis Tribe. Currently she works on a book project on the Vietnamese gender culture.
Her future work with Taiwanese and international communities will promote the culturally responsive teaching to increase the positive identity and achievement of the disadvantaged groups.

**Cala Coats** is Assistant Professor of Art Education at Stephen F. Austin State University. Her research focuses on the intersection of ethics and aesthetics with an emphasis on public pedagogy, place-based inquiry, and socially engaged art. Dr. Coats has published in The Journal of Cultural Research in Art Education, The International Journal of Education & The Arts, Visual Arts Research, and Trends: The Journal of the Texas Art Education Association. Dr. Coats earned a Ph.D. in Art Education from the University of North Texas. She has taught art in K-12, museum, and community settings. She also teaches art education, design and art history at the university level.

**Teresa Torres de Eça** is President of the Portuguese Visual Art Teachers Association APECV; President of the International Society for Education Through Art - InSEA and a founder of the Ibero American Network on arts education (RIAEA). She is a member of C3 art education group and researcher in i2ADS -Research Institute in Art, Design and Society, University of Porto/Portugal. Her research interests are focused on participatory research; community arts; transcultural projects and interdisciplinary education. Teresa did a post-doctoral study at University of Minho, Portugal in 2010; earned her Ph.D. at the University of Surrey-Roehampton, UK (2004), a Master in Art Craft and Design Education at the University of Surrey-Roehampton, UK (1999), and Bachelor of Fine Arts degree from Fine Arts School in the University of Porto, Portugal (1985).

**Laura Fattal** is an associate professor in the College of Education at William Paterson University in Wayne, New Jersey. She is a specialist in arts integration as a methodology for pre-service teachers in the elementary school classroom. Her current research focuses on the bilingualism and arts integration. She is widely published in art history, art education and curriculum and instruction. She has been the curator of education at the Zimmerli Art Museum at Rutgers University, the director of the New Jersey School of the Arts in the New Jersey State Department of Education and the arts supervisor for the urban school district.

**Ana Maria Barbero Franco**, PhD in Fine Arts and Master in (Sculpture and Graphic Design) from University of Salamanca. Postgraduate studies in Community Development and New Technologies; Cooperation and International Cultural Management; Cultural Policy; and Management of Historic Heritage. Within the field of cultural management and Heritage she has worked and collaborated for/with various public and private agencies in Spain and Portugal. Currently teaching at International University Isabel I and the International University of La Rioja (UNIR), Spain.

**Helen Varley Jamieson** is a writer, theatre practitioner and digital artist from New Zealand, based in Germany. She holds a Master of Arts (Research) investigating cyberformance - live performance on the internet – which she has practiced since 1999. In 2003 she co-founded UpStage, a web-based platform for cyberformance, and since then has co-curated many international online festivals and events. In her creative work Helen explores the use of digital and online tools to address current environmental, political and social issues. Recent projects include *We have a situation!* (2013-), *Unaussprechbarlich* (2015-), *Tales from the Towpath* (2014) and *make-shift* (2010-12). Helen is active internationally in open source, feminist, theatre and digital art networks.
Hsiao-Cheng (Sandrine) Han is an assistant professor at the University of British Columbia. Her research interests are in the fields of art education, technology, semiotics, visual culture, cognitive psychology, visual communication, and visual literacy. Her current research focuses on the integration of art education and educational technology specifically in virtual worlds, visual culture of the virtual worlds, and applying virtual world to art education. She also looks at the ways in which media have influenced cultures, how people learn from the 3D gaming world, and how educators can use the 3D gaming world as an educational tool for both academic and vocational education.

Jennifer D. Hartman received her BFA in Painting and Digital Media from the University of Colorado and her MA in Art Education from the University of North Texas. She is beginning her seventh year teaching in public schools and has worked with students at both the elementary and secondary level. She is currently a PhD candidate in Art Education at the University of North Texas and an elementary art teacher. Her research interests are in community arts education, global-local connections in art education, and the application of educational theory in the K-12 classroom. As an active member of her field she has presented at state and national conventions, published articles, and developed and presented professional development materials for art teachers. Her research aspires to create links between theory and practice in the K-12 classroom.

Lynette K. Henderson is an Associate Professor of Art Education in the Department of Art at California State University, Northridge (csun.edu). Courses taught include Intro to Art and Art Processes, 2-D Design, Children’s Art, Art Education Across Cultures, and Graduate Seminars for art majors, K-5 multiple subject and secondary credential students, and MA students in art education. Dr. Henderson is also a working artist in drawing and painting, with a BFA from the Minneapolis College of Art and Design (1986), MFA from the University of Minnesota (1989), and a doctorate from Arizona State University (2006). Research interests include visual and interdisciplinary literacy, multi-, cross-cultural and transnational topics in art education.

Kevin Hsieh is an associate professor at the Georgia State University. He received his Ph.D. in art education from the Pennsylvania State University in 2008, MFA in art history and BA in visual art education from the National Ping-Tung University of Education in Taiwan. His research and teaching interests include: interdisciplinary art education, Chinese art history (Northern Song Dynasty landscape painting), museum education, art administration, and instructional technology in art education. He has presented his research articles and papers both in the U.S. and overseas. His articles were published in several research journals, such as Studies in Art Education, Museology Quarterly, Humanities and Social Sciences Research, Journal of Fine Arts, and Journal of Liberal Arts, Art Education, and Social Sciences. His works are shown both nationally and internationally. He also leads the GSU School of Art and Design’s Summer Study Abroad in China program.

Karen T. Keefer-Boyd, Ph.D., is Professor of Art Education and Women’s, Gender, And Sexuality Studies at The Pennsylvania State University. She is the 2015 Outstanding Research Awardee from the National Art Education Association (NAEA) Art Education and Technology Issue Group, the NAEA Distinguished Fellow Class of 2013, the United States Society of Art Education’s 2013 Ziegfeld Awardee, the 2012 Fulbright Distinguished Chair in Gender Studies at Alpen-Adria-Universität Klagenfurt, Austria, and Fulbright awardee for research in Finland in 2006. She co-founded the journal Visual Culture &
Gender in 2005. Her writings on feminist pedagogy, visual culture, inclusion, cyberart activism, transcultural dialogues, action research, social justice arts-based research, and identity are in more than 50 peer-reviewed publication publications, and translated into several languages. She co-authored Including Difference (NAEA, 2013); InCITE, InSIGHT, InSITE (NAEA, 2008); Engaging Visual Culture (Davis, 2007); and co-edited Real-World Readings in Art Education (Falmer, 2000).

Aaron D. Knochel, Ph.D., is Assistant Professor of Art Education in the School of Visual Arts and an Embedded Researcher at the Art & Design Research Incubator (ADRI) in the College of Arts & Architecture at The Pennsylvania State University. Knochel’s research focuses on the intersections between art education, social theory, and media studies. From community-based media production to participatory do-it-yourself digital fabrication, his interests follow the complexities of civic engagement both through art and design and through network connectivity. Publications include articles in Studies in Art Education, Visual Arts Research, the International Journal of Education through Art, and Kairos. Generally, he tries to live up to his @artisteducator twitter bio: artist-teacher-visual culture researcher-digital media flaneur-novice hacker and pixel stacker.

Kara Lomasney recently completed her graduate coursework in the Art Education program at Illinois State University. She successfully defended her thesis, Effects of Integrating Postmodern Theory and Visual Culture into the Art Curriculum, in summer 2016. She received her BA in Studio Art from DePaul University in 2010. In 2013, she traveled to Sydney, Australia where she studied New South Wales visual arts curriculum models and teaching practices, which focus heavily on theory and criticism in addition to art-making. Her experience in Australia influenced her thesis research, in which she made contemporary artists and the issues related to their work the basis of classroom dialogue.

Ann E. Lopez is a faculty member in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, University of Toronto where she teaches courses on educational leadership, student engagement and school improvement. Her areas of research are culturally responsive leadership, culturally responsive pedagogy, critical education, diversity and equity, social justice leadership, and teacher inquiry and reflective practices. Born and raised in Jamaica, Dr. Lopez is committed to ensuring that all students, particularly those who have been traditionally underserved, are included and engaged in their learning environments. Her most recent publication is entitled Re-conceptualizing Teacher Leadership Through Curriculum Inquiry in Pursuit of Social Justice in the International Handbook of Educational Leadership and Social (In) Justice.

Kathy Marzilli Miraglia is an Associate Professor of Art Education at the University of Massachusetts Dartmouth and Chairperson of the Department of Art Education. She earned a Doctor of Education from the Teacher Education and School Improvement Program at the University of Massachusetts Amherst. She was awarded the Massachusetts Higher Education Art Educator of the Year by the Council of the Massachusetts Art Education Association and the Outstanding Arts Educator Award from the Massachusetts Alliance for the Arts. She co-edited the book, Inquiry in Action: Paradigms, Methodologies and Perspectives in Art Education Research and has presented at numerous conferences that include InSea, NAEA, AERA, NEERO and MAE. She served as the NAEA Higher Education Eastern Division Director, as NAEA Research Commissioner, as secretary on the board of directors for the New England Educational Research Organization, and as chairperson of the board of directors of the New Bedford
Art Museum/Artworks. Kathy Miraglia is a practicing artist and has exhibited her drawings, paintings and pastels nationally and regionally.

**Elsie L. Olan**, assistant professor in the School of Teaching, Learning and Leadership at the University of Central Florida, teaches courses focused on writing pedagogy, literacy, adolescent literature, diversity and methods of teaching language arts in secondary schools. Dr. Olan’s research interests and foci are in two areas, both which have grown from her professional work: (a) the role of language and writing, literacy, literature and diversity in learning and teaching in Language Arts education and ST(R)E(A) M fields, and (b) in teaching and teacher education: teacher’ narratives, inquiry and reflective practices in (national and international) teaching environments and professional development settings. Her work includes studies in secondary, college and professional development settings, all sharing a particular focus on the relationships between writing, literature, diversity in learning, and teaching.

**Kendra Paitz** is Senior Curator at University Galleries of Illinois State University. She has organized solo exhibitions featuring Terry Adkins, Juan Angel Chávez, Jason Lazarus, Melanie Schiff, Oliver Herring, Carrie Schneider, Lori Waxman, and Kendell Carter, among others, as well as multiple group exhibitions including *The House of the Seven Gables*. Paitz’ essays and interviews have been published by University Galleries of Illinois State University; Hyde Park Art Center, Chicago; Daylight Books, Hillsborough, North Carolina; and Golden Parachutes, Berlin. She has been the Principle Investigator for grants awarded by The Andy Warhol Foundation for the Visual Arts, the Elizabeth Firestone Graham Foundation, and Target, among others.

**Ângela Saldanha**, artist/teacher/researcher. PhD in Arts Education from University of Porto; Master degree in Visual Arts from Department of Education, University of Aveiro; Post-doctoral researcher at CIAC (Research Centre for Arts and Communication), UAb, University Aberta, Lisbon, and Researcher at i2ADS (Research Institute in Art, Design and Society)- University of Porto; she is also an active member of the InSEA’s ERC (European Regional Council) Executive Board.

**Ross H. Schlemmer** is currently teaching Art Education at Southern Connecticut State University where his research and his pedagogy focus upon community arts as social practice through the integration of critical social theory and contemporary art. His work continues to build upon alliances with community groups in an effort to provide alternative perspectives toward teaching and learning for his students through service-learning and community-based art education, and as a means to balance the appeal of personal reward with social good. While at Edinboro University, he has helped to revitalize their field experience courses through collaborations with public schools, museums, and community organizations. These courses enrich the arts experiences for the inner-city children through an emphasis on community arts, as well as provide practical, hands-on teaching experience for his students. On the national level, Dr. Schlemmer is on the advisory board of the Community Arts Caucus, and was formerly a board member and columnist for the Caucus on Social Theory in Art Education; both special interest groups of the National Art Education Association. Recently, he helped establish the Arts-Based Research (SIG) in conjunction with the International Congress on Qualitative Inquiry. Dr. Schlemmer has authored several works on community arts and critical arts-based service-learning. Additionally, he currently serves on the Editorial Advisory Board for the International Journal of Education & the Arts (IJEA), as well as the Editorial Review Board of the Journal of Social Theory in Art Education (JSTAE).
Adrielle Schneider received her Bachelor of Science degree in Studio Arts from Illinois State University in 2010. After taking some time off she returned to Illinois State where she recently completed her graduate coursework in Art Education. Adrielle’s thesis, which she successfully completed and defended in the summer of 2016, is an autoethnographic study that focuses on various teaching methods used throughout her experiences as a student teacher. These teaching methods included a student-centered approach, allowing and encouraging mistakes, the integration of the New South Wales Curriculum model, Arts-based educational research, and the use of diverse and contemporary artists and positive reinforcement. Adrielle teaches art at a middle school in Champaign, IL.

Manisha Sharma is an Assistant Professor of Art at the University of Arizona. She holds a B.F.A from Delhi College of Art, India, an M.A in Art Education from the School of the Art Institute of Chicago, and a PhD. In Art Education from The Ohio State University. She has taught art and visual culture education in K-12, community, and higher education settings, in India, the United States, Japan, and Mexico. Her research interests include globalization and postcolonial theory, border pedagogies, and the pedagogical development of South Asian visual culture with a focus on social justice.

Rebecca Shipe received her Ph.D. in Art Education from The University of Arizona in 2015. As an illustrator and eight-year veteran art teacher in the Tucson public schools, She chose to focus her dissertation research on how simultaneously performing the artist/teacher/researcher roles generates both critical insights as well as practical and ideological challenges. Through her present work at Rhode Island College with pre-service and graduate level art educators, Dr. Shipe plans to continue examining ways to incorporate arts based research and relational aesthetics into the K-12 learning environment. In addition to these research interests, She hopes to examine how international collaborations among educators can help students to build cross-cultural understandings through experiences with art.

Cathy Smilan is an Associate Professor and MAE Graduate Program Director at the University of Massachusetts Dartmouth. Research interests include visual inquiry research and curriculum design, eco-feminist art integration, museum/community partnership, arts-based literacy, program evaluation, and creativity development and assessment. Dr. Smilan serves as a member of the NAEA Professional Materials Committee, reviewer for the International Journal of Education through Art and as a permanent editor of the IIETA IMAG. She is co-editor of Inquiry in Action: Paradigms, Methodologies and Perspectives in Art Education Research (with Kathy Miraglia) and the forthcoming book on assessment in the visual arts (with Richard Siegesumnd), both NAEA publications. The current focus of her graduate teaching is to develop reflective practitioners who translate art education theory into inquiry practice for themselves and their students. She has published numerous articles and book chapters incorporating her teaching and research interests.

Fu-hsing Su received his doctoral degree from the University of Texas at Austin. Right now he is professor of linguistics at the Department of Foreign Languages, National Chiayi University in Taiwan. He has been teaching courses such as phonetics, phonology, language and culture, language acquisition, language and cognition, discourse analysis, among others. His main research interests include phonetics, phonology, psycholinguistics, and applied linguistics. In recent years he has been dedicating to the investigations of language issues surrounding new immigrants and Hakka people in Taiwan. He believes
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profoundly in the value of multilingualism and multiculturalism as an asset for this island country and its citizens.

Robert W. Sweeny, PhD, is Professor of Art Education at Indiana University of Pennsylvania. He completed his doctoral work at Pennsylvania State University and joined the IUP faculty in 2004. His research interests are primarily in the areas of digital visual culture, digital games, and mobile digital media. Dr. Sweeny is the author of Dysfunction and Decentralization in New Media Art Education (forthcoming), published by Intellect Press. He is the editor of Inter/Actions/Inter/Sections: Art Education in a Digital Visual Culture (2011), published by NAEA Press, and is currently the Senior Editor of The Journal of the National Art Education Association. His research has been published widely in journals such as Studies in Art Education, Visual Arts Research, The Journal of The International Society of Education through Art, and the Journal of Social Theory in Art Education.