About the Contributors

**Douglas J. Loveless** is a lecturer at the University of Auckland in New Zealand where he teaches literacy and inquiry into education. He received his Ph.D. in Curriculum and Instruction from Texas A&M University-Corpus Christi. Previously, he has taught in public dual-language schools, college-readiness programs for at-risk students and supplementary literacy programs for students of all ages. As an elementary teacher, he specialized in science education in Texas public schools as well as in Costa Rica. Using arts-based research methodologies such as visual art, animation, and performance; he explores the complexity of polymodal narratives, critical and situated literacies/pedagogies, and digital literacies.

**Pamela Sullivan** is an associate professor in the Early, Elementary, and Reading department at James Madison University. She earned her M.Ed. and Ed.S. in school psychology from the University of South Florida and her doctorate in reading from the University of Virginia. She has been a teacher for students with varying exceptionalsities, a school psychologist, and a reading intervention coordinator in the public schools in the United States and in the Commonwealth of the Northern Marianna Islands.

**Katie Shepherd Dredger**, Ph.D., is an Assistant Professor of education in the College of Education at James Madison University in Harrisonburg, Virginia. A former public school middle and secondary teacher for thirteen years in Maryland, she works to examine intersections of theory and practice in today’s classrooms. Her scholarship has appeared in Journal of Media Literacy in Education, English Journal, Language Arts, The ALAN Review, International Journal of ePortfolio, Reading in Virginia, Educational Practice and Reform, Writing & Pedagogy, English Leadership Quarterly and Contemporary Issues in Teacher Education, English Leadership Quarterly, and Writing & Pedagogy. Her research interests include teacher education, adolescent literacy, content literacy, and the effective integration of emerging digital literacies within K-12 education.

**Jim Burns** is an Assistant Professor of Curriculum and Instruction at Florida International University. He formerly taught English for speakers of other languages, history, and social studies in Fairfax County, Virginia Public Schools. His research interests include curriculum theory, masculinities studies, qualitative research methods, and the embodiment of power in governmental systems.

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**Ottilie Austin** is the coordinator of the online reading education courses at the University of Virginia. She designs and teaches online courses and has created online orientation trainings for students.
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and instructors. She trains new adjunct instructors and supports their teaching throughout the semester. Ottolie also works with in-service teachers and administrators across the Commonwealth of Virginia by providing literacy related professional development. She serves as the faculty advisor to master’s cohorts online and in the field. Her teaching and research interests include word study, literacy leadership and coaching, adolescent literacy and online learning. Ottolie has an Ed.D. from the University of Virginia in Curriculum and Instruction with an emphasis in Reading Education and Supervision, an M.Ed. in Reading Education, and a B.S. in Elementary and Special Education.

Crystal L. Beach is a current high school English teacher in Georgia and a language and literacy education doctoral candidate at The University of Georgia. Her research interests include New Literacies, identity, multimodalities, and technologies in the English classroom.

Brian Charest, Ph.D., is a former Chicago Public School teacher who now works at the Nova Project in Seattle. He earned his doctorate in English Education from the University of Illinois at Chicago in 2013. He’s presented locally and nationally and published articles on teaching, ecological schooling, social justice, and radical pragmatism. Most of his university teaching has involved community-based work of some kind, where students in his courses work closely with local community-based organizations, schools, and residents in “real world” settings. He’s also taught community-oriented writing courses and American literature at the University of Illinois (UIC). At DePaul University in Chicago, he taught a range of courses for teachers, including writing across the curriculum and a course on teaching young adult literature (YAL). His interests include education reform, teaching English, teacher education, social justice, civic and community engagement, and grassroots education reform strategies.

Annmary L. Consalvo is an assistant professor of literacy at The University of Texas at Tyler where she teaches undergraduate and graduate courses in teacher education. She earned her Ph.D. from The University of Texas at Austin in Curriculum and Instruction, Language and Literacy Studies, in 2011. Research interests include the study of writing conferences in secondary contexts; disciplinary and adolescent literacy; the literary works and archive of YA author, Robert Cormier; and ways in which multiliteracies and new literacies inform teaching and learning in the 21st century.

Ann D. David is an assistant professor in the Dreeben School of Education at the University of the Incarnate Word. She received her PhD from the University of Texas at Austin in 2013 in Curriculum and Instruction, with a specialization in Language and Literacy Studies. Dr. David’s research focuses on the teaching of writing, disciplinary literacies, and preservice teacher education.

L. Johnson Davis, rooted in an ecological approach to the development of human potential, is skilled at deconstructing existing frames and perspectives, using qualitative methods of inquiry for deepening understanding, and reconceptualizing current modes of thinking. Practical and research inquiries include: origins of human thinking and learning, transformational versus transactional learning environments, experience and meaning in the learning process, and Liminal Learning processes. Davis is a doctoral candidate in Education (Teaching, Learning, and Culture) at Claremont Graduate University and San Diego State University, a practitioner in innovative learning programs at an internationally-recognized charter school in San Diego, and founding director of the Otay Institute, a future-oriented collective focused on developing human potential.
William J. Fassbender is a second year doctoral student in Language and Literacy Education at UGA. His research interests center around digital literacies, comics, and pop culture in educational spaces. Before pursuing his Ph.D, Fassbender taught middle grades English for five years and was an instructional coach for one year at a charter school in southeastern North Carolina.

Samuel B. Fee is Professor and Chair of Computing and Information Studies at Washington & Jefferson College. His research interests extend into the realms of computing, education, archaeology, and digital media production. His work pursues answers to questions such as: How do we best learn and conduct research with technology? How does technology modify human interaction? He has co-edited a volume with Brian R. Belland on computing and education entitled The Role of Criticism in Understanding Problem Solving: Honoring the Work of John C. Belland (Springer, 2012), as well as a forthcoming volume with Amanda M. Holland-Minkley and Thomas E. Lombardi, New Directions for Computing Education: Embedding Computing Across Disciplines (Springer, 2017). More information is available via his web site at http://samfee.net/.

Julie Janson Gray is the faculty advisor for the reading education program located off-grounds at the UVA Richmond Center. She works with in-service teachers who are in the graduate degree and post-master’s certificate programs for reading specialists as well as consulting with school divisions around Central Virginia in best practices in literacy education. Julie teaches courses online and at the Richmond Center, with a focus on clinical practice. In the summer, she directs a reading clinic which is a collaboration between the UVA graduate program in reading education, private and public schools, and a child development center in an urban setting which serves struggling readers. Julie is president of the Virginia College Reading Educators and Membership Co-Director of the Virginia State Reading Association. Her teaching and research interests include clinical practice, technology enhanced teaching and learning, and children’s literature. Julie has a Ph.D. from The University of Virginia. in Curriculum and Instruction with an emphasis in Reading Education, an M. Ed. in Early Childhood Education from Kent State University, and a B.S. in Economics from the College of William and Mary.

Colin Green has almost 30 years of experience in elementary teaching, teacher education, and curriculum and pedagogy work in Northern Ireland and the U.S. Dr. Green teaches and conducts research in the social foundations of curriculum and pedagogy, international education, and elementary teacher education. He has presented and published in the fields of urban education, elementary school literacy education, gender, and comparative schooling. Dr. Green has been the recipient of a number of grants from both the federal government and from foundations. He is currently working on a project to study “Identity, Pluralism and Education”, using Israel and Northern Ireland as comparative case studies.

Leslie Haas is the Dallas/Fort Worth Director of Clinical Faculty for Urban Teachers in collaboration with Johns Hopkins University. Her research agenda includes English language learners and effective instruction, cultural and economic awareness in education, technology-based literacy opportunities, and teacher education/instructional coaching. These areas of interest have led her to both publish and present at the local, state, national, and international levels.

Gail M. Hunger is interested in creating collaborative teaching and learning environments with an inquiry based process approach. Her teaching and research focus on theory and design-based research.
including collaborative team based design, active learning, and authentic instruction. She facilitates conversations with faculty across grounds to construct thoughtful connections between academic technologies, scholarship, and learning for authentic course design. She supports faculty innovation and serves as a member of the New Learning Technologies Committee at the College. Gail has extensive experience leading synergistic projects incorporating technology enhanced learning and course redesign at national and international higher education institutions. Gail has an Ed.D. in Instructional Design & Technology, an M.A. and B.A. in Mathematics Education.

**Kijpokin Kasemsap** received his BEng degree in Mechanical Engineering from King Mongkut’s University of Technology, Thonburi, his MBA degree from Ramkhamhaeng University, and his DBA degree in Human Resource Management from Suan Sunandha Rajabhat University. Dr. Kasemsap is a Special Lecturer in the Faculty of Management Sciences, Suan Sunandha Rajabhat University, based in Bangkok, Thailand. Dr. Kasemsap is a Member of the International Economics Development and Research Center (IEDRC), the International Foundation for Research and Development (IFRD), and the International Innovative Scientific and Research Organization (IISRO). Dr. Kasemsap also serves on the International Advisory Committee (IAC) for the International Association of Academicians and Researchers (INAAR). Dr. Kasemsap is the sole author of over 250 peer-reviewed international publications and book chapters on business, education, and information technology. Dr. Kasemsap is included in the TOP 100 Professionals–2016 and in the 10th edition of 2000 Outstanding Intellectuals of the 21st Century by the International Biographical Centre, Cambridge, England.

**Thomas E. Lombardi** is Assistant Professor of Computing and Information Studies and program coordinator for the Computational Science Concentration at Washington & Jefferson College. His research focuses on interdisciplinary computing and includes projects addressing network models of art and bioinformatics. He is co-editing a forthcoming volume with Samuel B. Fee and Amanda M. Holland-Minkley, New Directions for Computing Education: Embedding Computing Across Disciplines (Springer, 2017). For more information visit his website: http://telombardi.github.io/

**Marlena Luciano** is an educator in Louisiana. She graduated Magna Cum Laude from James Madison University in 2016 with a Bachelor of Arts in Communication Studies. During her time at JMU, Marlena helped found the Digital Communication Consulting Center where she worked as a Media Fellow and tutor. Additionally, Marlena was a part of the organization Students Helping Honduras where she built schools for children in the country. She also worked on various marketing campaigns with Headbands of Hope, a foundation dedicated to the fight against childhood cancer. Alongside this passion for such work, her experience with educating students as a Media Fellow inspired the role she holds today as a teacher in New Orleans.

**Joy Myers** is an Assistant Professor in the Early, Elementary and Reading Department in the College of Education at James Madison University. A former classroom teacher, Joy loves sharing her passion for literacy and technology with pre-service and in-service teachers.

**Paige Normand** is the founder and coordinator of Digital Communication Consulting, a tutoring program in the James Madison University Learning Centers. She trains undergraduate tutors to be effectively embedded as digital experts in courses across campus and has partnered with faculty from
Engineering to Education and from first year General Education classes to 400-level coursework. Her program helps university students develop skills to produce more sophisticated and professional online content that extend beyond the classroom through faculty partnerships, one-on-one consultations, and campus-wide workshops. She also teaches for the School of Media Arts and Design.

**Joan Rhodes** is an Associate Professor of Reading and Early/Elementary Education with over 30 years of teaching experience at the preschool, elementary, middle school and collegiate levels. She is a graduate faculty member in the PhD in Education program where she teaches courses in professional development and instructional theory. Rhodes directs study abroad programs to diverse countries including New Zealand, Italy and Costa Rica. Her research focuses on digital literacy, ELLs, and the impact of study abroad experiences on educators.

**Valerie J. Robnolt** is an associate professor in the Department of Teaching and Learning in the School of Education at Virginia Commonwealth University. She teaches pre-service and inservice teachers methods of teaching reading and language arts. Dr. Robnolt has over 20 years of teaching experience as an elementary classroom teacher, reading specialist, literacy coordinator, and college professor.

**Alexa Senio** is a Communications and Graphic Design Specialist for a large nonprofit federal contractor located in Northern Virginia. She graduated Magna Cum Laude and with Honors from James Madison University in 2016 with a Bachelor of Arts in Writing, Rhetoric, and Technical Communication. While at JMU, she helped found the Digital Communication Center and worked as a Media Fellow for the center. Additionally she helped start the James Madison Undergraduate Research Journal, helped design the Celebrating Simms exhibit in Harrisonburg, Virginia, and worked on the JMU Drones Challenge Project. She also published her Senior Honors Thesis Project, “Cross-Cultural Solutions Volunteer Handbook” in 2016.

**Will Sullivan** is currently a student of the humanities at Virginia Commonwealth University. He specializes in Communication Arts. In 2014, Will was the recipient of the Engelbart Scholars Award. He is currently serving as the co-editor of Emanata, the VCU Comics Anthology.

**Sheri Vasinda** is a literacy faculty member at Oklahoma State University where she supports pre-service and inservice teachers in developing deep understandings of literacy processes and practices. With over 25 years of public school experience, she is passionate about supporting struggling readers and writers through purposeful and powerful pairings of new technology tools with strong traditional literacy strategies to amplify the effects of both. She continues to discover ways that technology affords authentic self-assessment opportunities and is exploring frameworks of thinking about the technology integration and pedagogy as well as new literacies.

**Wnesty Whitaker** is an Assistant Professor of Middle and Secondary Education at the University of North Georgia. A veteran elementary and secondary teacher, he has taught 4th and 6th grade Eng/LA at an exclusive private school in San Diego, CA, and he has taught 8th grade Eng/LA in an inner city setting in Wilmington, NC. A graduate of the University of North Carolina at Chapel Hill (2000, English lit & History), Wes received his Master of Education from the University of North Carolina at Greensboro (2002) and his Doctor of Education from The George Washington University (2014). A native
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of Wilson, NC, Wes began teaching at the University of North Georgia in January, 2015. His interests include English literature, literacy, curriculum theory/studies, teacher education, English methodology, qualitative research methods, diversity education, bullying, and social and civil rights advocacy. A passionate surfer and rock climber, Wes has traveled extensively throughout Central America and the American west. In his spare time, he enjoys hanging off rocks and feeling warm sand between his toes.

Robert Williams is a native Appalachian and current resident of that region. He holds a B.A. in English from The College of William and Mary, an M.S. in English from Radford University, and an M.A. (Reading Concentration) and Ph.D. (Curriculum and Instruction) in Education from Virginia Tech. Over the course of his teaching career, Professor Williams has taught welding, machine shop, grades 8-12 English, Composition and Advanced Composition, Reading, and a variety of language, literacy, literature, and education courses for pre- and in-service public school teachers. Additionally, since 2010 he has taught online, hybrid, and traditional classes for undergraduates and graduates. As a faculty member, he continues to be intensely interested in issues related to teacher preparation; curricula, digital technology, and assessments in language arts; composition theory and instruction; reading; and psycholinguistics (including language and literacy acquisition and dialect studies).

Dan Woods received his PhD from Virginia Tech majoring in Curriculum and Instruction with a focus on English Education. Before pursuing his PhD, Dan taught middle and high school English in Roanoke City and Montgomery County. He earned his M.A.Ed. from Virginia Tech, as well as a B.S. and M.A. in English from Radford University. His research interests include teacher education, critical literacy, and social justice. As of August 2011 he has been an Assistant Professor of English Education at Radford University; currently, he is the Coordinator of the English Education Program. Dr. Woods is also member of the Executive Board of the Virginia Association of Teachers of English and editor of The Virginia English Journal.