About the Contributors

Richard Van Eck is Associate Professor and Graduate Director of the Instructional Design & Technology program at the University of North Dakota (idt.und.edu). He has an M.A. in Creative Writing from the University of North Dakota and a Ph.D. in instructional design and development from the University of South Alabama. He was the Media Arts and Communication director at Cochise College, an assistant professor and member of the Institute for Intelligent Systems at the University of Memphis, and served on the board of directors for the North American Simulation and Gaming Association from 2006–2009. He has published and presented extensively in the field of digital game-based learning and has created six original games for learning. He is currently conducting research on visual accommodation and EEG during videogame play, and developing a game on scientific problem for middle school students. In addition to his work in serious games, he has also published and presented on intelligent tutoring systems, pedagogical agents, authoring tools, and gender and technology. He currently lives in North Dakota with his wife Sandra, their two dogs and three cats.

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Sanna-Mari Äyrämö is a PhD candidate and researcher in the Department of Art and Culture Studies, University of Jyväskylä, Finland. Her main research interests concern serious game design, narrative game design and the multidisciplinary field of narrative theories. In her current research, she focuses on the question of how to utilize narrative to support learning in computer games.

Bryan G. Behrenshausen is an instructor of communication studies at Millersville University of Pennsylvania, USA. He earned his M.A. in Communication from The University of Maine, and writes about the performativity of video gaming in algorithmic culture. His previous work has appeared in Games and Culture and Sage’s Encyclopedia of Play in Today’s Society.

Chris Crawford earned a Master of Science degree in Physics from the University of Missouri in 1975. He has published fifteen computer games and five books. He created the first periodical on game design, the Journal of Computer Game Design, in 1987. He founded and served as Chairman of the Computer Game Developers’ Conference, now known as the Game Developers’ Conference. Crawford has given hundreds of lectures at conferences and universities around the world, and published dozens of magazine articles and academic papers. He served as computer system designer and observer for the 1999 and 2002 NASA Leonid MAC airborne missions. He is now completing work on interactive storytelling technology. He lives in southern Oregon with his wife, 3 dogs, 7 cats, 2 ducks, and 3 burros.
Lesley Farmer, Professor at California State University Long Beach, coordinates the Librarian-ship program. Dr. Farmer has worked as a library media teacher in K-12 school settings as well as in public, special and academic libraries. She serves as International Association for School Librarianship VP Association Relations, edits the IFLA School Libraries and Resource Centers Section newsletter, chaired the Educators of Library Media Specialists Section of AASL, and chaired the Education Section of Special Libraries Association. Dr. Farmer is a frequent presenter and writer for the profession. Her latest books include Teen Girls and Technology (Teachers College Press/ALA, 2008) and Your School Library: Check It Out! (Libraries Unlimited, 2009).

Larry Friedlander has been a professor of English Literature and Theater at Stanford University since 1965, with a specialty in Shakespeare and performance. Friedlander is an internationally known contributor to interactive arts and technology projects. His work during the past two decades has included collaboration with Apple Computer, Mitsubishi Electric, MIT Media Lab, Oxford University, the Mu-see d’Orsay, the National Museum of Scotland, and the San Francisco Exploratorium. His “interactive Shakespeare” projects set the tone for much of later experimentation with digital narrative forms. His work with Apple involved development of innovative designs for the Globe Theater Museum in London. Larry is also a former Founder and Co-director of the Stanford Learning Lab and of the Wallenberg Global Learning Network. Funded by industry consortia, these groups did research in innovative use of technologies for teaching and learning.

Matt Gaydos is a second year learning science student at the University of Wisconsin - Madison. He received a B.S. in Psychology from Pennsylvania State University. His research interests include cognitive science approaches to game studies, especially involving knowledge, expertise, learning, and perception.

Woei Hung is currently an associate professor in the Instructional Design and Technology Program at the University of North Dakota. He received his Ph.D. in Information Science and Learning Technology from University of Missouri-Columbia. Before coming to UND, he was an assistant professor and program coordinator in the Educational Technology Program at the University of Arizona South. His research areas include problem-based learning, problem solving, types and difficulty levels of problems, systems thinking and modeling, and concept mapping and formation. He received the 2006 Junior Faculty Mentee Award from the Interdisciplinary Journal of Problem-Based Learning for his 3C3R PBL Problem Design Model paper and 2007 Outstanding Publication Award from AERA (American Educational Research Association) Division I for his co-authored paper “Learning to troubleshoot: A new theory based design architecture.” He is also currently the chair of the AERA Problem-based Learning SIG.

Putai Jin works at the University of New South Wales. His research interest is in educational psychology for learning and teaching.

Jasmina Kallay. After completing her M.A. in Screenwriting, Jasmina began researching screenwriting in interactive media narrative formats at University College Dublin, with primary focus on computer games, and is expected to complete her PhD in 2010. Jasmina has regularly presented her research findings at international conferences and in peer reviewed journals. As Teaching Fellow at UCD, Jasmina lectures in Digital Media theory, Screenwriting and Film History and Theory. Jasmina
is also a visiting lecturer at the National Film School (IADT) and the Huston School of Film and Digital Media. As a freelance screenwriting consultant and editor Jasmina is involved with screenwriters and production/broadcasting companies in Ireland and the UK.

Raine Koskimaa works as a Professor of Digital Culture at the University of Jyväskylä, Finland. He teaches and conducts research especially in the fields of digital textuality, programmable media, and game studies. He has published widely around the issues of digital culture, digital literature, hyper and cybertextuality, game studies, reader-response studies, media use, and narratology. He is the co-editor of the Cybertext Yearbook Series (http://cybertext.hum.jyu.fi/), and serves in the Review Board for Gamestudies.

Renae Low is a Senior Lecturer at the University of New South Wales. Her research interest is in educational psychology for learning and teaching.

Steven Malliet, Ph.D., is Assistant Professor at the Department of Communication Studies, University of Antwerp (UA), and Senior Researcher at the Media and Design Academy, University College of Limburg (KHLim). His main research interests are the socio-psychological processes associated with digital game play, including the investigation of digital identification and realism, as well as the social effects of electronic game play. He has published internationally on the history of electronic games, on the observed realism of digital game play, and on game analysis. He teaches courses on new media and ICT, general media theory, and web development/usability.

Hans Martens is Ph.D. Student and Teaching Assistant at the Department of Communication Studies, University of Antwerp. He received his master’s degree in Social Sciences from the Catholic University of Leuven and his master’s degree in Film Studies and Visual Culture from the University of Antwerp. His main research interests are media literacy education, persuasive communication and informal learning. Hans Martens is also actively involved in the Belgian and European media educational field.

Nora Murphy is originally from the Midwest, and graduated from the University of Wisconsin-Madison with a degree in Italian Language and Literature. She immediately headed west to begin teaching and never turned back. Prior to working in the library, she taught Language Arts and Social Studies to seventh graders, which she found to be a particularly delightful challenge. She has been working as a Teacher Librarian in South Los Angeles for the past four years, where she focuses heavily on tapping into students’ personal and recreational interests to engage them in academic learning. Murphy is an obsessive reader of Young Adult literature and has recently had the good fortune to begin reviewing books for School Library Journal. Her research on gaming has resulted in a weekly Game Night in her library where middle school boys and girls mingle with apparent confidence and camaraderie. Much to her students’ surprise (and to her own slight embarrassment), Murphy will occasionally join in for a round of Rock Band or Guitar Hero.

Matthew Sharritt, Ph.D. is President and co-founder of Situated Research, LLC, located in Naperville, Illinois (www.situatedresearch.com), which specializes in advanced user experience research and usability testing within software and video games. Dr. Sharritt is a graduate of the interdisciplinary Communication and Information Sciences doctoral program (2008) and the Computer Science
masters program (2003) at the University of Hawai‘i, where he served as a teaching assistant. Prior, he was webmaster at Time Warner Telecom while earning his B.S. at Marquette University in Computer Engineering (2001). Sharritt’s research examines ways of maximizing flow and the self-efficacy of the user experience through the design of cutting-edge video games that engage current generations on a level of which they are capable. This research has supported the idea that learning can be fun while teaching concepts that can be explored and tested through play. In his spare time, Dr. Sharritt enjoys gaming, cooking, and photography.

Lee Sherlock is a PhD student in Rhetoric & Writing at Michigan State University, where he also holds an MA in Digital Rhetoric & Professional Writing and a graduate certificate in Serious Game Design through the Department of Telecommunication, Information Studies, and Media. His current interests include the roles of genre and activity systems in digital gaming; the design and assessment of serious games; race, class, gender, and sexuality in relation to gaming; and the use of games in writing courses. He has recently published work in the Journal of Business and Technical Communication and The Legend of Zelda and Philosophy.

Kurt Squire is an associate professor at the university of Wisconsin-Madison, and associate director for educational research and development at the Wisconsin Institutes for Discovery. He is the author of over 50 scholarly books and articles, and a former games journalist, having co-founded joystick101.org. Squire is also a former Montessori teacher.

Leslie Ann Williams is a research associate professor in the Department of Educational Leadership and Policy Studies and Associate Director for Research at the K20 Center for Educational and Community Renewal at the University of Oklahoma. Dr. Williams has published numerous research articles and scholarly chapters on educational reform, learning community development, professional development, building leadership capacity to sustain systemic school improvement, and the integration of technology in teaching and learning processes to improve student achievement. She has been a Co-PI for over $27 million in grants supporting K12 school improvement in Oklahoma. Dr. Williams has been an educator for nearly 20 years, serving as a 6th-12th grade mathematics teacher, middle school principal, district mathematics curriculum director, and university professor. She received her Bachelors Degree in secondary mathematics education from Oklahoma State University, and her Masters and Ph.D. from the University of Oklahoma in the Educational Administration, Curriculum and Supervision program.

Scott Neal Wilson leads a digital game-based learning (DGBL) team at the University of Oklahoma’s K20 Center. Dr. Wilson’s background as middle school and/or high school science teacher, teamed with his interest in technology and its role in transforming education has provided a research interest in DGBL/serious games, technology integration, professional development (specifically technology integration PD), and management of constructivist classrooms. He has served the roles of district technology director, an instructional technology team lead, and a project manager of a wide variety of programs and projects. Dr. Wilson serves as an Associate Director for Innovative Technology Partnership at the K20 Center and is actively engaged in publishing, presenting, and authoring grants. He has B.S. in Natural Science Education from Southwestern Oklahoma State University, MLIS in Library and Information Studies from the University of Oklahoma, and a PhD in Instructional Leadership and Academic Curriculum from the University of Oklahoma.
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