About the Contributors

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John Baek is the manager of CAISE, Center for Advancement of Informal Science Education. He is the co-editor of the Handbook of Design Research Methods in Education: Innovations in Science, Technology, Engineering, and Mathematics Learning and Teaching. His research interests include design research methods, instructional technology, and science learning in informal and formal settings.

John Baer is a professor at Rider University. He has published more than a dozen books and scores of research articles and book chapters on creativity and other topics. His research on the development of creativity and his teaching have both won national awards, including the American Psychological Association’s Berlyne Prize. He currently serves on the editorial boards of the *Journal of Creative Behavior; Psychology of Aesthetics, Creativity, and the Arts*; and the *International Journal of Thinking and Problem Solving*. His most recent book is *Are We Free? Psychology and Free Will* (Oxford University Press).
Barika Barboza works as the coordinator of Outcomes Assessment in the Office of Institutional Research. As the coordinator of Outcomes Assessment, her duties include assisting faculty and staff in examining and developing ways to improve student learning outcome and performance. She is responsible for organizing meetings with key faculty; assisting faculty with the development of an assessment plan at the course or program level; analyzing these assessment findings as well as disseminating the results to the college community.

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Kathleen Crawford is a clinical instructor in the Early Childhood Education program at Georgia Southern University. She teaches courses in curriculum and creative arts. She coordinates field experiences at different levels. Her teaching and research interests include effective standards-based classrooms, strategy-based literacy instruction, readers/writers workshops, literacy assessment, children’s literature, classroom management techniques, and mentoring beginning teachers.

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