About the Contributors

**Julie Faulkner** is a Senior Lecturer in Education at RMIT University in Melbourne, Australia. Her research and publications have been in the areas of popular culture and literacy practices, multiliteracies, pedagogy, and questions around professional representation and identity. She has co-edited Learning to Teach: New Times, New Practices (Oxford University Press), currently preparing for second edition.

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**Susan Adams** is the Project Alianza Director in the College of Education at Butler University where she teaches graduate courses for practicing middle and high school teachers. A former high school Spanish and ESL teacher and instructional coach, Susan is a doctoral candidate in Literacy, Culture, and Language in Education at Indiana University at the School of Education in Indianapolis. She is a national facilitator and Critical Friends Group Coach with the School Reform Initiative and a Teacher Consultant with the National Writing Project and a site leader of the Hoosier Writing Project. Her research interests include equity, teacher transformation, and ELL student writing development.

**Susan Matoba Adler**, PhD, is Associate Professor of Elementary and Early Childhood Education at the University of Hawai‘i West Oahu. Dr. Adler was a former faculty member of the University of Illinois at Urbana-Champaign, the University of Michigan-Ann Arbor, and the University of Wisconsin-Madison. She was a Head Start Education Coordinator in Wisconsin, an Early Childhood Laboratory school teacher/director in North Carolina, and a public school elementary teacher in Colorado. Dr. Adler is author of Mothering, Education, and Ethnicity: The Transformation of Japanese American Culture (1998). Her research on Hmong education, the racial/ethnic socialization of Asian American children, and teacher epistemology has been published in many education professional texts and journals. She is currently Chair of the UHWO Division of Education and is working on two grants; one on the Hawaiian Internment site Honolulu and the other with kindergarten and Head Start teachers of Hawaiian and South Pacific children.

**Julie Myatt Barger** is an Assistant Professor of English at Middle Tennessee State University, where she teaches first-year composition, sophomore literature, and graduate courses in Composition. She also supervises the English Graduate Teaching Assistants, a demanding but rewarding responsibility. In addition to the connections between feminist pedagogies and service-learning initiatives, her research interests include teacher training, the performance of identity in writing and in student/teacher interac-
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Heather Brunskell-Evans is a Senior Lecturer in Education Studies at The University of Greenwich, UK. Her theoretical background is in philosophy and sociology, particularly feminist philosophy and poststructuralist theory. Her current research branches into two areas. The first concerns the governmental restructuring of Higher Education, social policy, and neo-liberal politics. In particular she is completing work critically reflecting on the Educational Doctorate as a professional development qualification. The second area is research into the relationship between social forces, epistemology, and the science of climate change.

Rick Carpenter is Assistant Professor of English at Valdosta State University in Valdosta, Georgia, United States, where he teaches undergraduate and graduate courses in writing, rhetorical theory, new media, and composition pedagogy. His published work appears or is forthcoming in M/C Journal: A Journal of Media and Culture, Computers and Composition, and New Media Literacies and Participatory Popular Culture Across Borders. His research interests include genre theory, new media studies, disability studies, and identity construction.

Susie Costello is a Senior Lecturer in Social Work at RMIT University in Melbourne Australia. Her background is in social work practice in diverse fields including health, disability, psychiatry, child protection and family support services. In 2007, Susie lived in Thailand near the border of Burma and worked with health and community workers in setting up a basic social work education program. She worked with UNICEF in Burma contributing to the University of Yangon’s social work diploma and in developing the beginning of a child protection system. She teaches courses in social work practice, advocacy, and culture. She can be contacted on susan.costello@rmit.edu.au

Greg Curran is Program Manager of Language & Literacy Programs at Victoria University (Melbourne, Australia). Previously, he taught English as a Second Language (ESL) in the Tertiary and Further Education (TAFE) and elementary school system. Greg also lectured in the fields of education and health promotion at a number of Victorian universities. Greg’s academic interests include gender and sexual diversity, and the teaching of multimedia and work-integrated learning within adult ESL settings.
Elizabeth de Freitas is an Associate Professor at Adelphi University. Her research interests include mathematics education and cultural studies. She has published articles in *Educational Studies in Mathematics; Qualitative Inquiry; Race, Ethnicity and Education; Mathematics Teacher Education; The International Journal of Education and the Arts; Teaching Education; Language and Literacy; Gender and Education; The Journal of the Canadian Association for Curriculum Studies; and The Canadian Journal of Education*. She is also co-editor of the book *Opening the research text: Critical insights and in(ter)ventions into mathematics education*, published by Springer Verlag in 2008. Recent publications include the 2010 online Making mathematics public: Aesthetics as the distribution of the sensible available at http://ccfi.educ.ubc.ca/publication/insights/v13n01/articles/defreitas/abstract.html

Shelley Dole is a Senior Lecturer in Mathematics Education at The University of Queensland. She teaches in the Bachelor and Master of Education programs. She is an experienced classroom teacher of over ten years and has been a tertiary educator for fifteen years. Shelley’s teaching focus is on promoting preservice teachers’ confidence in their own ability to do and teach mathematics. She strives to engage students in rich investigative activities that serve to bring meaning to mathematics and simultaneously model good mathematics pedagogy. Shelley’s research interests include students’ mathematical learning difficulties; the development of proportional reasoning within the study of rational numbers; mental computation; numeracy across the curriculum; and teacher professional development. She is author of several books on teaching mathematics in schools.

Erik Ellis teaches in the Program in Writing and Rhetoric at Stanford University. He has a Ph.D. in Rhetoric, Composition, and the Teaching of English from the University of Arizona. His essay “Back to the Future?: The Pedagogical Promise of the (Multimedia) Essay” appears in the collection *Multimodal Literacies and Emerging Genres in Student Compositions*, edited by Carl Whithaus and Tracey Bowen.

Jennifer Elsden-Clifton is a Lecturer in the School of Education at RMIT University. As an experienced secondary school teacher and university educator, she teaches in teacher preparation programs in the areas of health education, professional issues in teaching, diversity, and curriculum. Jennifer is an experienced researcher in the areas of sexuality education, health education, visual arts education, and teacher education. An emerging research interest concerns beginning teachers.

Lynn Hanson is a Professor of English and Coordinator of the Professional Writing program at Francis Marion University in Florence, South Carolina. She teaches business and technical communication and directs the internship program for students in professional writing. For over 12 years, Dr. Hanson has developed experiential learning projects for classes and internships in which students produce usable documents for professional clients. While also serving as the coordinator of university accreditation from 2005 - 2008, Dr. Hanson hired undergraduates to assist with writing and editing compliance documentation. The quality of their work serves as a testament to experiential learning success.

Heidi Skurat Harris is currently an Assistant Professor of English and Writing for Eastern Oregon University in La Grande, OR. She earned her Ph.D. in Rhetoric and Composition with a Specialization in Computer-Mediated Instruction in May 2009 from Ball State University (BSU). Heidi holds an M.A. in Creative Writing from BSU, an M.A. in Writing (Rhetoric and Composition) from Missouri State
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Heidi Williams is an Assistant Professor in English at Eastern Oregon University (MSU), and a B.A. in English from College of the Ozarks. In her fourteen years of teaching experience, Heidi has taught courses in five different disciplines and at four types of higher-learning institutions, including a community college, three state universities, a private Christian university, and a proprietary online school. Among these institutions are Ozarks Technical Community College and Missouri State University, where she was a full-time English Instructor for four years prior to her doctoral studies. Teaching in varied contexts—traditional classrooms, computer-assisted classrooms, and online learning environments—gives Heidi a deep understanding of the benefits and barriers presented by technology. In addition to her position at EOU, Heidi is active in professional organizations. She recently served on the Executive Board for the Two-Year College Association--Midwest. She also is a member of the Conference on College Composition and Communication of the National Council of Teachers of English, where she has presented several panels, including one outlining the results of her dissertation on student use of the Blackboard CMS at CCCC 2010. Heidi currently teaches introduction to college-writing, advanced technical writing, exploratory and expository writing, and digital rhetoric at Eastern Oregon University.

Jeanne Marie Iorio, Ed.D., is an Assistant Professor in Early Childhood Education at the University of Hawai`i-West Oahu. As both an educator and artist, Jeanne Marie has intertwined the arts and education, focusing her research on child-adult conversations as aesthetic experiences. She is currently working on a documentary depicting the stories of LGBTI adults and their early childhood experiences. Her research interests include arts research methodologies, power differences between children and adults, preschool stories as documentation, action research, gender and early childhood, and democratic education. Jeanne Marie serves as the program co-chair for Critical Perspectives on Early Childhood SIG for the American Educational Research Association and the co-chair of University of Hawaii Commission on the Status of LGBTI Equality. She completed her doctoral work at Teachers College, Columbia University.

Pamela Bolotin Joseph is Senior Lecturer at University of Washington Bothell, USA. She is a scholar in the field of curriculum studies and has published on the topics of curriculum inquiry, curriculum leadership, the teaching profession, moral education, and the moral dimensions of teaching. She is editor and author of chapters in  of Cultures of Curriculum, 2nd Edition (Routledge) and co-editor and author of chapters in Images of Schoolteachers in America (Routledge). She has published articles in Asia-Pacific Journal of Teacher Education, Journal of Curriculum & Pedagogy, Journal of Curriculum Studies, Journal of Moral Education, Journal of Peace Education, Journal of Teacher Education, Phi Delta Kappan, Social Education, and Theory and Research in Social Education. A former high school and middle-school teacher, Joseph has focused her career in higher education on helping teachers to develop expertise and identities as scholars, researchers, reflective practitioners, educational leaders, and activists.

Suzanne Knight is an Assistant Professor of English at The University of Michigan-Flint. She teaches both undergraduate methods courses and graduate courses that focus on pedagogical topics and issues in English language arts. In addition to narrative inquiry as both pedagogy and research methodology, her research interests include: English education, specifically the content that constitutes English education and the relationship between effective pedagogies in English language arts and English educa-
tion; inter-disciplinary approaches to teacher education; teacher narratives, specifically as they relate to public perceptions of teachers and schooling, as well as larger discussions around educational policy; and theorizing the nature of spirituality in teaching.

**Abby Knoblauch** is an Assistant Professor of English at Kansas State University where she teaches undergraduate and graduate courses in expository writing, rhetorical and composition theories and histories, teacher development, and popular culture. Her primary interests include feminist rhetorical theories and “alternative” rhetorics, composition studies, teacher development, and popular culture and the teaching of writing. In addition to various reviews and teaching tips, she has published articles on composition history and pedagogies, and on Buffy the Vampire Slayer and rhetorical theory. She has also co-edited a book on teaching first-year writing courses. When not reading, writing, or teaching, she enjoys reading bad vampire novels and walking the Konza Prairie.

**Drew Kopp**, an assistant professor in the Writing Arts department at Rowan University, teaches both first-year college composition and upper level undergraduate courses within the Writing Arts major. In addition to theorizing how performative rhetorical pedagogies work to bring process and post-process writing pedagogies into dialogue, he also investigates how writing with new media (especially digital video) may both cultivate rhetorical intelligence and help shape public conversations concerning the nature and value of writing and writing instruction. Connecting both projects is a larger investigation into the historical conflicts between philosophy and rhetoric and the intersections of these conflicts with writing pedagogy. Dr. Kopp may be contacted at kopp@rowan.edu.

**Gloria Latham** is a Senior Lecturer in the School of Education, College of Design and Social Context at RMIT University. Gloria is the recipient of a 2009 Australian National Award (ALTC) for inspiring face to face teaching that supports and challenges knowledge creation while utilizing sustained innovative design and application of educational technologies. Her research interests include disruptive pedagogies and ongoing teacher research regarding teacher education, virtual schools, reflexive practice, journal writing and critical incidents to foster new understandings. Gloria’s teaching approach supports and challenges knowledge creation while utilizing sustained and disruptive innovative design and the application of educational technologies. Gloria is editor of the text Learning to teach: New times, new practices now in its 2nd edition. A virtual school of ideas founded in 2003 and expanded each year, complements the text.

**Meredith A. Love** is Associate Professor of English and Composition Coordinator at Francis Marion University in Florence, SC where she teaches courses in composition, professional writing, composition pedagogy, and gender and rhetoric. Her work has been published in journals such as College Composition and Communication, Feminist Teacher, and Composition Studies and can also be found in the forthcoming book, Code Meshing as World English: Policy, Pedagogy, Performance, edited by Vershawn Ashanti Young and Aja Y. Martinez (NCTE Press). She is currently working on a quantitative research project examining measures of preparedness for college writing and on an article about popular responses to Barack Obama’s performance of eloquence in the 2008 presidential campaign.
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Mia O’Brien is a Lecturer in Pedagogy and in Arts Education at the University of Queensland. She teaches in the Bachelor of Education (Primary, Middle Years, and Secondary) programs. Experienced in classroom teaching, university teaching, classroom research, and professional development, Mia’s teaching focus is on the facilitation of preservice teachers’ emerging pedagogical identities and practice, and on the advocacy of arts-rich pedagogies. Mia is a qualitative researcher with interests in: teacher identity, pedagogical content knowledge, pedagogical reasoning, and arts-based pedagogies; and she has authored several book chapters and journal articles on these themes. She is also an enthusiastic amateur musician, visual artist, and singer-songwriter.

Ross Peterson-Veatch is the Associate Academic Dean at Goshen College, in Goshen, Indiana, USA, where he teaches undergraduate courses in Race and Culture. At Goshen he is also the Director of Curriculum, Teaching, and Faculty Development at the Center for Intercultural Teaching and Learning, and will begin in Fall of 2011 as director of the Master’s program in Intercultural Leadership. He is a former high school Spanish and Social Studies teacher, instructional coach, and school transformation coach. He taught Spanish, Folklore, and Economics at Earlham College and Indiana University, and before coming to Goshen, was a faculty member in the Liberal Arts and Management Program at Indiana University Bloomington. He is a national facilitator and Critical Friends Group coach with the School Reform Initiative. His research interests include intercultural leadership, equity in education, transformative adult learning, and higher education administration.

Miriam B. Raider-Roth is an Associate Professor of Educational Studies and Urban Educational Leadership and the Director of the Center for Studies in Jewish Education and Culture at the University of Cincinnati. She received her Doctorate from the Harvard University Graduate School of Education. Her research focuses on the relational context of teaching and learning; children’s and teachers’ conceptions of their relationships in school; use of descriptive process in teacher professional development; action research, and feminist qualitative research methods. She is the author of Trusting What You Know: The High Stakes of Classroom Relationships (2005) and Learning to be Present: How Hevruta Learning Can Activate Teachers’ Relationships to Self, Other and Text (with E. Holzer) (2009). She is currently studying how teachers’ engagement with collaborative text study shapes their understanding of learning and teaching.

Edith A. Rusch is a Professor in the Department of Educational Leadership at the University of Nevada Las Vegas. Her research is grounded in concepts of democratic praxis and her publications interrogate the knowledge and skill base of academics to engage in diversity issues, social justice in leadership education, the disconnected K-16 pipeline, and how democratic praxis influences profound cultural change in educational setting. She is the editor of the Journal of Research on Leadership Education, and her publications have appeared in Educational Administration Quarterly, Review of Higher Education, Journal of School Leadership, International Journal of Educational Management, Teacher Development, International Journal of School Reform, and the International Journal of Leadership in Education. Her most recent publications include Changing hearts and minds: The quest for open talk about race in Educational Leadership and contributions to Breaking into the All Male Club: First Women in Educational Administration Departments (SUNY Press, 2009).
Vicki Stieha teaches graduate courses in the School of Education at the University of Cincinnati. As an educator and researcher committed to educational transformation, her research looks not only at the experiences of the individual, but also at the contexts that support and inhibit innovation and transformation. Her research has spanned the P-16 spectrum with particular interest in schooling in urban-metropolitan areas. Recent publications include Expectations and Experiences: The voice of a First-generation First-Year College Student and the Question of Student Persistence (2010) and The Relational Web in Teaching and Learning: Connections, Disconnections and the Central Relational Paradox in Schools (Doctoral dissertation, University of Cincinnati, 2010).

Bronwyn T. Williams is a Professor of English at the University of Louisville. He writes and teaches about issues of literacy, popular culture, digital media, pedagogy, and identity. His recent books include Shimmering Literacies: Popular Culture and Reading and Writing Online (Peter Lang); Popular Culture and Representations of Literacy (Routledge, with Amy Zenger); Identity Papers: Literacy and Power in Higher Education (Utah State); and Tuned In: Television and the Teaching of Writing (Boynton Cook).