About the Contributors

**Kristine E. Pytash** is an assistant professor in Teaching, Learning, and Curriculum Studies at Kent State University’s College of Education, Health, and Human Services, where she co-directs the secondary Integrated Language Arts teacher preparation program. Prior to obtaining her Ph.D. in curriculum and instruction with a concentration on literacy education, she was a high school English teacher. Her research focuses on disciplinary writing, writing instruction in juvenile detention facilities, and the literacy practices of youth in alternative schools and juvenile detention facilities. Her recent work has appeared in the *Journal of Adolescent & Adult Literacy, English Journal, Voices from the Middle, and Middle School Journal*. She has reviewed for *Voices from the Middle* and the *British Journal of Educational Technology*.

**Richard E. Ferdig** is the Summit Professor of Learning Technologies and Professor of Instructional Technology at Kent State University. He works within the Research Center for Educational Technology and also the School of Lifespan Development and Educational Sciences. He earned his Ph.D. in Educational Psychology from Michigan State University. He has served as researcher and instructor at Michigan State University, the University of Florida, the Wyzsza Szkola Pedagogiczna (Krakow, Poland), and the Università degli studi di Modena e Reggio Emilia (Italy). At Kent State University, his research, teaching, and service focus on combining cutting-edge technologies with current pedagogic theory to create innovative learning environments. His research interests include online education, educational games and simulations, and what he labels a deeper psychology of technology. In addition to publishing and presenting nationally and internationally, Ferdig has also been funded to study the impact of emerging technologies such as K-12 Virtual Schools. Rick is the Editor-in-Chief of the *International Journal of Gaming and Computer Mediated Simulations*, the Associate Editor-in-Chief of the *Journal of Technology and Teacher Education*, and currently serves as a Consulting Editor for the Development Editorial Board of *Educational Technology Research and Development* and on the Review Panel of the *British Journal of Educational Technology*.

**Russell D. Brandon** is a graduate student in Department of Psychology and the Learning Sciences Institute at Arizona State University. He is pursuing doctoral research in the area of Cognitive Science. His research interests focus upon the use of games and game features (e.g., narrative, customizable avatars, and competition) to increase the efficacy of instructional technologies and influence learning and enjoyment in educational games. This work also considers the effects of task framing and students’ expectations of enjoyment and learning. Other interests include the influence of prior knowledge and ability on learning in educational games, and how students’ broader perceptions of work and play affect their experience with instructional technologies.
About the Contributors

Kendra N. Bryant, Ph.D., is currently an assistant professor of English at Florida A&M University where she teaches First Year Composition and Improving Writing. She spent four years teaching high school English prior to moving into postsecondary education. Kendra is twice published in Deborah Plant’s (Ed.) “The Inside Light”: New Critical Essays on Zora Neale Hurston, 2010, and is the 2012 recipient of the College Language Association’s Margaret Walker Memorial Prize in poetry. In addition to contemplative education, her interests lie in womanist theory, spiritual memoir, creative nonfiction, civil rights rhetoric, hip-hop, and poetry.

Penelope Collins is an Associate Professor in the School of Education at the University of California, Irvine. Her research examines the development of language and literacy skills for children from linguistically diverse backgrounds, and the early identification of children at-risk for reading difficulties. Currently, she is involved in ongoing projects on effective instructional interventions to promote academic success for English learners in elementary, middle, and secondary school. In addition to her scholarly research, Dr. Collins co-authored the Institute for Education Sciences’ guide for practitioners and administrators, Effective Literacy and Language Instruction for English Learners in the Elementary Grades, An IES Practice Guide, and the curricular program for struggling readers in elementary and middle school, California Gateways: Mastering the California Standards. Dr. Collins’ international work includes writing reports on student performance on early grade reading in Zambia and Yemen for the United States Agency for International Development.

Jamie Colwell is an assistant professor of literacy at Old Dominion University in Norfolk, Virginia. Her research focuses on adolescent and disciplinary literacy and using digital technology in literacy instruction. Dr. Colwell primarily employs qualitative and formative experiment research methodologies in her research. Her research is set in middle schools and in teacher education, working with educators to integrate disciplinary and digital literacy instruction into content area curricula. She also works closely with public libraries to integrate online platforms of learning to enhance summer reading programs for adolescents. Dr. Colwell’s teaching is in content area literacy at both the undergraduate and graduate levels.

Jennifer M. Conner-Zachocki is Assistant Professor of Language Education and Coordinator of Literacy Education in the Division of Education at Indiana University, Columbus, in Columbus, Indiana. She teaches language-related courses for pre-service and in-service teachers, including those that emphasize at their curricular core issues of critical literacy, sociolinguistics, and digital literacies. Her current research is situated in New Literacies Studies and the impact of digital writing and social networking tools on the understandings and identities of pre-service and in-service teachers and their students. A second strand of research considers the potential of action research (teacher research) for supporting pre-service teachers’ understandings of literacy as a complex social practice, and of literacy instruction as apprenticing students into the discourses and social practices of literate communities.

Jen Scott Curwood is a lecturer in English education and media studies at the University of Sydney, where she is a lead researcher in the Sciences and Technologies of Learning Network and affiliated with the Centre for Research on Computer-Supported Learning and Cognition. Her research focuses on adolescent literacy, technology, and teacher professional development. A former high school English teacher, Jen holds a Ph.D. from the University of Wisconsin – Madison; her recent work has appeared in the Journal of Adolescent & Adult Literacy, E-Learning and Digital Media, International Journal of Learning and Media, English Teaching: Practice and Critique, The Reading Teacher, and Literacy.
Bernadette Dwyer lectures in St. Patrick’s College, Dublin City University, Ireland, where she teaches courses in literacy studies at undergraduate and post graduate levels. She is also involved in a range of continuing professional development courses with teachers, both nationally and internationally. Bernadette completed her doctoral studies in 2010 at the University of Nottingham, UK. Dr. Dwyer’s current research focuses on the development of new literacies, particularly online reading comprehension processes, digital tools that support the development of reading and writing, and supporting struggling readers in an online environment. Bernadette has presented at national and international conferences and has authored numerous reports, chapters, and articles. She is a member of the Board of Directors of the International Reading Association (2013-2016).

Douglas Fisher, Ph.D., is Professor of Language and Literacy Education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and is the recipient of several awards including the International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, and the Christa McAuliffe award for excellence in teacher education. He has published numerous articles and books on school-wide approaches to improving student achievement, reading, and literacy, differentiated instruction, assessment, and curriculum design. He is a board member of the Literacy Research Association and co-editor of NCTE’s middle level journal, Voices from the Middle. He is highly sought after for his dynamic and engaging professional development workshops.

Troy Hicks is an associate professor of English at Central Michigan University and focuses his work on the teaching of writing, literacy and technology, and teacher education and professional development. A former middle school teacher, he collaborates with K–12 colleagues and explores how they implement newer literacies in their classrooms. Hicks directs CMU’s Chippewa River Writing Project, a site of the National Writing Project, and he frequently conducts professional development workshops related to writing and technology. Also, Hicks is author of the The Digital Writing Workshop (Heinemann, 2009) and a co-author of Because Digital Writing Matters (Jossey-Bass, 2010) as well as numerous journal articles. In March 2011, Hicks was honored with CMU’s Provost’s Award for junior faculty who have demonstrated outstanding achievement in research and creative activity. Most importantly, he is the father of six digital natives and is always learning something new about writing and technology from them.

Jennifer Higgs is a doctoral student of Language, Literacy, and Culture in the Graduate School of Education at UC Berkeley, with a designated emphasis in new media. Her research, which focuses on the integration of digital tools in secondary English classrooms and the impact of digital cultures on literacy practices and pedagogical approaches, is informed and inspired by her experiences as a middle and high school English teacher.

Mary Beth Hines is Chair of the Literacy, Culture, and Language Education Department at Indiana University, Bloomington. She has taught composition classes at the high school and college levels. She has taught teacher education courses on writing to pre-service and in-service English teachers. She has published a number of journal articles and book chapters on research that focuses on the intersection of literacy and social justice. She is currently conducting a qualitative study of English teachers and their students using digital media to explore social justice, focusing on the ways that students enact and resist engagement in discussions of social justice issues.
**Michelle Honeyford** is an Assistant Professor in Language and Literacy in the Faculty of Education at the University of Manitoba. Her research interests focus on understanding how learning is mediated by students’ cultural identities and how ways of knowing and learning privileged in schools can be expanded to include and represent diverse youth more effectively, particularly through new media, multiliteracies, and critical inquiry. These interests are framed by her commitment to equity and her belief that literacy is a powerful tool for civic engagement and social justice. Dr. Honeyford received her Ph.D. in Literacy, Culture, and Language Education from Indiana University, Bloomington.

**Sarah-Beth Hopton** is a Ph.D. student studying Rhetoric & Technical Communications at the University of South Florida in Tampa, Florida. She holds two Master’s degrees from Mercy College and Lancaster University in English Literature and Creative Nonfiction. She is a graduate of the Journalism program at Florida Southern College, and has worked at the state and national levels of government as a reporter and aide. Her research interests include online curriculum development, big data, and social justice, but the common thread is technology. She is particularly interested in how technology enhances access, participation, and political change. Her dissertation is tentatively titled, “Evidence of Things Not Seen: A Critical and Network Analysis of Congressional Testimony on Agent Orange.”

**Sarah Hunt-Barron** is an assistant professor of education at Converse College in Spartanburg, SC. Her research interests include using digital technology in writing and literacy and the development of teachers of writing. Dr. Hunt-Barron conducts her research primarily with middle and high school teachers and students. The director of the middle level education and gifted education programs at Converse College, she works with educators to integrate writing and digital literacy instruction across the curriculum. Dr. Hunt-Barron is also actively involved with the Upstate Writing Project, a site of the National Writing Project.

**Jin Kyoung Hwang** is a Ph.D. student in Education at University of California, Irvine. Her research interests include understanding (a) first and second language and literacy development and (b) academic language development among adolescent students. Her ongoing work includes examining how different subgroups of language minority learners write academic texts in comparison to their native-English-speaking peers. She is also investigating the relation between students’ English language proficiency status and their responsiveness to an academic vocabulary intervention. As she progresses through the graduate program, Jin Kyoung hopes to make contributions to the field by developing her research skills and deepening her knowledge around language minority learners and their language and literacy development. As a mother of a 30-month-old toddler, Jin Kyoung enjoys spending time with her son and watching him grow up way too quickly.

**Brian Kissel** is an Associate Professor of Reading and Elementary Education at the University of North Carolina at Charlotte. He conducts research in writing development, writing pedagogy, and digital literacy. He teaches courses in Elementary Language Arts, K-12 Writing Development and Instruction, and Multiliteracies.

**Sonia Kline** is a doctoral candidate in Curriculum and Instruction at the University of Illinois at Urbana-Champaign. She formerly taught K-8 children, and worked as a technology curriculum manager in schools in Canterbury, Budapest, and New York. Her research interests evolve from points where issues of literacy, learning, and technology converge.
Jayne C. Lammers is an assistant professor in Teaching and Curriculum at the University of Rochester’s Warner School of Education, where she directs the English education teacher preparation program. Her research focuses on adolescents’ literacy learning, particularly in online affinity spaces, and aims to shape classroom practice in ways that motivate and prepare young people for 21st century futures. Jayne is a former secondary English/Reading teacher who earned her Ph.D. from Arizona State University. Her recent work has appeared in *Learning, Media, and Technology*, *English Teaching: Practice and Critique*, and *Journal of Adolescent & Adult Literacy.*

Diane Lapp, EdD, Distinguished Professor of Education in the Department of Teacher Education at San Diego State University (SDSU), has taught in elementary and middle schools. She is currently also an English/literacy teacher and instructional coach at Health Sciences High and Middle College (HSHMC) in San Diego, CA. Her major areas of research and instruction regard issues related to struggling readers and writers, their families, and their teachers. Coeditor of *Voices From The Middle*, published by National Council of Teachers of English (NCTE), Dr. Lapp has authored, coauthored and edited numerous articles, columns, texts, handbooks and children’s materials on reading, language arts, and instructional issues. She has also chaired and co-chaired several International Reading Association (IRA) and Literacy Research Association (LRA) Committees. Her many educational awards include being named as the Outstanding Teacher Educator and Faculty Member in the Department of Teacher Education at SDSU, the Distinguished Research Lecturer from SDSU’s Graduate Division of Research, IRA’s 1996 Outstanding Teacher Educator of the Year, and IRA’s 2011 John Manning Award recipient for her work in public schools. Dr. Lapp is also a member of both the California and the International Reading, Halls of Fame. Dr. Lapp has co-authored three recent texts that relate to the CCSS, two related columns for IRA, and has conducted many workshops addressing topics related to the CCSS.

Lotta Larson earned a Ph.D. in 2007 and is currently an Associate Professor at Kansas State University, where she teaches courses in the areas of literacy, leadership, and instructional technologies. She advises doctoral students and reading specialists. Dr. Larson’s research examines affordances of digital reading devices and electronic texts in K-12 classrooms as a means to differentiating instruction, supporting comprehension, and increasing motivation and engagement. Dr. Larson is a frequent presenter at both national and international conferences and her research has been published in multiple journals including *The Reading Teacher* and *Journal of Adolescent & Adult Literacy.*

Alicia Marie Magnifico is a learning scientist and an IES postdoctoral fellow in the College of Education at the University of Illinois at Urbana-Champaign. Her research interests focus on adolescents’ in-school and out-of-school writing and literacies, participation in digital media sites, and critique practices. She has investigated such topics in classrooms, extracurricular writing spaces, and online affinity spaces. A former secondary school teacher, Alecia holds a Ph.D. from the University of Wisconsin-Madison. Recently, her work has appeared in such venues as *E-learning and Digital Media, Educational Psychologist,* and the *Journal of Adolescent & Adult Literacy.*

Anne Mangen, Ph.D., is post-doctoral researcher at Oslo and Akershus University College, Norway, and associate professor in literacy and reading research at The Reading Centre, University of Stavanger, Norway. Research interests include the impact of digital technology on reading and writing, and she is particularly interested in cross-disciplinary approaches to reading and writing focusing on the multisensory, embodied aspects involved in handwriting vs. typewriting, and in reading print vs. reading on screens.
She is currently doing research on how medium-specific specific affordances of hand-held transportable reading devices such as surf tablets (e.g., iPads), and e-readers (e.g., Kindle, Kobo) impact cognitive and emotional/experiential aspects of reading different kinds of texts for different purposes (e.g., study reading of expository/informational texts; recreational reading of literary texts). Additional research area: physiological, psychological, phenomenological, and educational (social/cultural, pedagogical) implications of replacing handwriting with typewriting.

Sarah McCarthey is a professor in the department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. Her main research interests focus on understanding the impact of professional development on teachers’ writing instruction, philosophies of writing, assessment methods, and perceptions of professional development.

Ewa McGrail, Ph.D., is an Associate Professor of Language and Literacy at Georgia State University. Dr. McGrail is the winner (with Anne Davis) of the Journal of Research in Childhood Education Distinguished Education Research Article Award for 2011 and the recipient of the National Leadership Fellowship Award Program from the Conference on English Education (CEE), National Council of Teachers of English, and the Society for Information Technology and Teacher Education (SITE). In her research, she examines the literacy and technology connection; teacher education, professional development and technology; and copyright and media literacy in and out of the classroom. She also explores innovation and newer technology applications for research.

J. Patrick McGrail, Ph.D., is an Assistant Professor of Communication at Jacksonville State University. He teaches theoretics and production in television. Before this, he was Assistant Professor of Communications at Penn State/Altoona, where he taught a broad range of courses in news and entertainment. His research interests include media law and policy, objectivity and narratives in journalism, and international broadcasting, especially that in Great Britain. Prior to his career in academia, Dr. McGrail worked in television as an actor, announcer, and anchor. He also has a keen interest in music production, and holds a number of musical copyrights.

Danielle McNamara is a Professor in the Department of Psychology and Senior Learning Scientist in the Learning Sciences Institute at Arizona State University. She earned her PhD in Cognitive Psychology from the University of Colorado, Boulder. Her work involves the theoretical study of cognitive processes as well as the application of cognitive principles to educational practice. Her research ranges a variety of topics including text comprehension, writing strategies, building tutoring technologies, and developing natural language algorithms. Current instructional and analytical technologies include Coh-Metrix, Common Core TERA, iSTART, iSTART-ME, and Writing Pal. Dr. McNamara’s research has been supported by the Institute of Education Sciences, National Science Foundation, McDonnell Foundation, and the Gates Foundation.

Catherine Miller is a doctoral student of Human Development and Cognition in the Graduate School of Education at UC Berkeley, with a focus on reading comprehension, technology, and teacher knowledge. She is currently the managing editor and instructional designer for an online vocabulary project with Pearson Education. Her previous work includes writing, editing, and designing digital curriculum for K-12 schools for the Pearson Foundation.
W. Ian O’Byrne is an Assistant Professor of Educational Technologies at the University of New Haven. Ian is the coordinator of the Instructional Technology and Digital Media Literacy program at the University of New Haven. He is currently a member of AERA, NCTE, and currently serves on the Policy and Legislative Committee for LRA, and the Technology, Communication, and Literacy committee for IRA. Ian has been involved in initiatives in school districts ranging from online and hybrid coursework, integrating technology in the classroom, ePortfolio systems, and supporting marginalized students in literacy practices. His research examines the literacy practices of individuals as they read, write, and communicate in online spaces. Additionally, he is interested in assessment and psychometric properties of these measurements as we move online.

Youngmin Park is a Ph.D. student in Education at the University of California, Irvine, specializing in Language, Literacy, and Technology. Previously a high school teacher and teacher trainer in Korea, she has published and presented on topics related to English teaching and learning in English as a Foreign Language environments. As a recipient of a fellowship from Korean Ministry of Education, she is using her studies at UCI to advance practical knowledge that she brings from her previous posts. Her research focuses on the use of digital media for English language learning, especially adolescent reading instruction. She is currently participating in research on Visual Syntactic Text Formatting (VSTF) to investigate the effectiveness of digital scaffolding in reading development.

P. David Pearson is a professor of Language and Literacy and Human Development in the Graduate School of Education at UC Berkeley, where he conducts research on reading curriculum, pedagogy, and policy practices in K-12 educational settings. His most recent work focuses on a research and development project in which reading, writing, and language serve as tools to promote the acquisition of knowledge and inquiry skills in science.

S. Michael Putman is an Associate Professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. He has taught courses in pedagogy, action research, and literacy in both face-to-face and online formats. His research interests include digital literacy, efficacy, and motivation. He has published works in each of these interests in various outlets, including the International Journal of Teaching and Learning in Higher Education and The Reading Teacher.

Rod D. Roscoe is an Assistant Research Professor in the Learning Sciences Institute at Arizona State University. He earned his PhD in Cognitive Psychology from the University of Pittsburgh. His research interests include learning and feedback within computer-based learning environments, educational games, learning strategies and self-regulated learning, and peer tutoring. Previous studies have examined the benefits of explaining, questioning, and self-monitoring in peer tutoring, both with human peers and computer-simulated peers. More recent research has investigated how intelligent tutoring systems and automated feedback can be designed to facilitate students’ writing strategy acquisition, writing proficiency, and engagement.

Rebecca Rupert is a 9th- and 10th-grade language arts teacher at Monroe County Community School Corporation in Bloomington, Indiana; a Hoosier Writing Project teacher consultant; and a National Board certified teacher.
Erica L. Snow is a graduate student in the Department of Psychology and the Learning Sciences Institute at Arizona State University. She is pursuing doctoral research in the area of Cognitive Science. Her current research explores the interplay of students’ learning outcomes, learning behaviors, and individual differences within intelligent tutoring systems and educational games. Ms. Snow is particularly interested in how methodologies from artificial intelligence, educational data mining, and learning analytics can be applied to discover patterns in students’ logged interactions with computer-based learning environments.

Mary Amanda (Mandy) Stewart began her career teaching new adolescent immigrants and continues to be passionate about providing a more equitable education for that population of brilliant youth. In 2012, she received a Ph. D. from the Literacy and Language Studies program at the University of North Texas and received the Outstanding Dissertation Award from Phi Delta Kappa International. She is an Assistant Professor of Bilingual and English and a Second Language Education at Texas Woman’s University where she pursues her research agenda of understanding adolescent immigrants’ out-of-school literacies to create more relevant curriculum and teaching methods that build upon their unique strengths. Dr. Stewart strongly believes that all students’ multilingual, multiliterate, multicultural, and multimodal skills should be valued in our educational system for the benefit of all of society.

Katie Stover is an Assistant Professor in the Education Department at Furman University in Greenville, SC. She holds a Ph.D. in Curriculum and Instruction in Urban Literacy from the University of North Carolina at Charlotte. Prior to the completion of her doctorate, Katie was a literacy coach, elementary school teacher, and an instructor in the Reading and Elementary Education Department at the University of North Carolina at Charlotte. She has authored a number of publications in the field of literacy in journals such as The Reading Teacher, The Middle School Journal, and The Journal of Early Childhood Research. Katie’s research interests include critical literacy, writing for social justice, digital literacy, and teacher education.

Kristen Hawley Turner, PhD, is a faculty member in the Fordham University Graduate School of Education. She teaches in the Adolescence education MST and Contemporary Learning and Interdisciplinary Research PhD programs. Her research looks broadly at the intersections between technology and writing, and she focuses on teaching writing and digital literacy to adolescents. A former high school English and social studies teacher, she is an active member of the National Council of Teachers of English, and she serves as a Teacher Consultant for the National Writing Project.

Charles A. Vogel is an instructor in secondary social sciences and communications for Eagle County School, RE 50–J. He has thirty-eight years of classroom experience. Dr. Vogel earned his B.A. from Western State College, Gunnison Colorado, his M.A. in Curriculum and Instruction from New Mexico State University, Las Cruces, and his PhD from the University of Denver in Curriculum and Instruction. His dissertation topic was a Program Evaluation of the Liveink Reading Format. Dr. Vogel was the “Outstanding Educator of the Year, 1991-92” awarded by the Colorado Council for the Social Studies. He continues to research and develop methods in literacy instruction, specializing in the use of VSTF reading and writing formats, utilizing computer technology.
**Mark Warchauer** is Professor of Education and Informatics at the University of California, Irvine, and Associate Dean of UCI’s School of Education. He has previously taught or conducted research in Russia, the Czech Republic, Egypt, and Japan. He is the founding editor of *Language Learning & Technology* journal. His most recent book is *Learning in the Cloud: How (and Why) to Transform Schools with Digital Media* (Teachers College Press, 2011). With funding from the National Science Foundation, Spencer Foundation, Haynes Foundation, and Google Research, he is currently investigating the use of digital tools to promote improved literacy and learning among diverse K-12 students.

**Thomas DeVerle Wolsey**, Ed.D., is specialization coordinator for the literacy graduate degree programs for teachers at Walden University. He worked in public schools for twenty years teaching English and social studies. Currently, his publications appear in *The Journal of Educational Administration, The Journal of Adolescent and Adult Literacy, The Journal of Literacy Research and Instruction*, and others. His books are published by Guilford Publishing, Holcomb-Hathaway, and Allyn & Bacon/Pearson. Dr. Wolsey is interested in how school spaces affect learning, how technology changes and intersects literacy instruction, and how writing in the disciplines is best taught.

**Rebecca Woodard** is a doctoral candidate in Curriculum and Instruction at the University of Illinois at Urbana-Champaign. She is a former elementary and middle school literacy teacher, with interests in the social and cultural processes of teaching literacy, including out-of-school literacies, digital literacies, literate identities, and language ideologies.

**Soobin Yim** is a doctoral student in the School of Education at the University of California, Irvine, with a specialization in Language, Literacy, and Technology. She formerly worked as a language-testing researcher in South Korea and earned her Master’s in Language and Literacy at the Harvard Graduate School of Education. Her primary research interest includes second language writing, Computer-Assisted Language Learning (CALL), language assessment, and academic language development.