Darren L. Pullen is a lecturer in ICT, professional studies and multiliteracies in the Faculty of Education at the University of Tasmania, Australia. He has a diverse background with previous employment as a research fellow in the health sector, ICT consultant and educator. His research interest is in the management of change processes with a particular interest in the micro-meso-macro level relationships between technology innovations and human-machine (humachine) relationships and interactions.

David R. Cole is a senior lecturer in English and pedagogy at the University of Technology, Sydney. His major research areas are multiliteracies, multiple literacies and affective aspects of literacy and education. He has worked as an international English teacher on four continents, and has published widely in academic journals including: English in Australia, Educational Philosophy and Theory, Prospect and Curriculum Perspectives. He is currently under contract to write two edited academic books on literacy theory, and has published a novel about Colombia called A Mushroom of Glass in 2006. He is presently researching the complex multiple literacies of Sudanese immigrant families living in NSW.

Margaret Baguley is a senior lecturer in arts education, curriculum and pedagogy in the Faculty of Education, University of Southern Queensland, Australia. Her teaching and research interests are concerned with the role of visual art in the education of early childhood, primary and secondary students. She has an extensive teaching background across all facets of education, in addition to maintaining her arts practice. An interest in collaborative practice and exhibition underpins her teaching. Dr Baguley’s research supervision encompasses studies in visual arts education, children’s engagement with the arts, teacher development, museum studies and the value of the arts in the community. In 2008 Margaret received a national award to recognise her outstanding contribution to student learning from the Australian Learning and Teaching Council (ALTC).

Matthew Clarke teaches new literacies to undergraduate and post-graduate students in the Faculty of Education at the University of Hong Kong, where he is currently employed as an assistant professor. His research interests include new literacies in language teacher education, discourse analysis, and teacher identity formation and development. He is currently researching new literacies teaching and learning with Margaret Lo in Hong Kong primary and secondary schools.
About the Contributors

Molly Dugan is a PhD candidate in curriculum & instruction at Boston College. Her research focuses on multiliteracies, educational change, and spatial approaches to social science research. Her dissertation examines multimodal literacy practices and learning in educational institutions. She has been an elementary, middle, and high school English teacher and an associate director of teacher education at Rutgers University in New Jersey.

Julie Faulkner is a senior lecturer in literacy in the School of Education at RMIT University. Her research focuses on questions of engagement and poplar culture in relation to learning, as well as the increasingly popular text forms associated with information and multimedia technologies. Her writing includes ‘It gives you an image of yourself that you can reflect upon’: Literacy, Identity and New Media in Snyder and Beavis’ (Eds) Doing Literacy Online: Teaching, Learning and Playing in an Electronic World (Hampton Press), and the co-authored, Learning to Teach: New times, New Practices (Oxford University Press).

Christina Gitsaki is a lecturer at The University of Queensland and the Executive Secretary of the Applied Linguistics Association of Australia. As an applied linguist she has worked for almost two decades in Australia and overseas and her research is mainly in the area of language literacy and the use of technologies in education. Dr. Gitsaki has published a number of journal articles and book chapters, and she has presented her research in numerous conferences around the world. She is the author of Second language Lexical Acquisition (1999, International Scholars Publications), the co-author of Internet English (2000, Oxford University Press) and the editor of Language and Languages – Global and Local Tensions (2007, Cambridge Scholars Publications). Currently, Dr. Gitsaki is involved in educating pre-service high school teachers and supervising a number of postgraduate students.

Annette Hilton taught secondary school chemistry and mathematics for 20 years before moving into chemistry education research. During her teaching career, Annette taught in Canada and Australia, and received several awards for technology innovation in teaching. In 2002 she was awarded a Queensland-Smithsonian Fellowship to conduct research in Washington D.C. She was seconded in 2007 from Education Queensland by the Cooperative Research Centre – Sugar Industry Innovative through Biotechnology (CRC – SIIB) and the University of Queensland to undertake doctoral research into the use of digital technologies and investigative inquiry to enhance chemistry education in biomaterials chemistry. Her research interests relate to science education, chemical literacy development, and the scaffolding roles of digital technologies, multimodal communication, and investigative inquiry.

Eileen Honan is senior lecturer in English and literacy education at The University of Queensland. Her research interests include developing methodological applications in educational research of Deleuze and Guattari’s philosophical work, and working with teachers to develop their understanding of theoretical issues related to their literacy teaching practices.

Radha Iyer lectures in the School of Cultural and Language Studies, QUT on sociocultural issues in education, gender and sexuality issues and sociolinguistics. Her research interests are linguistically and culturally diverse students and literacy, multiliteracies, critical discourse analysis, media literacy and gender issues.
**Martin Kerby** is the Head of Information Services and Museum Curator/Archivist of St Joseph’s Nudgee College Museum in Brisbane, Australia. He was also a foundation member of the Middle School program in 2001. He has written two books, *Undying Echoes* (2001) about the military history of St Joseph’s Nudgee College and *Where Glory Awaits* (2005) the military history of St Joseph’s Gregory Terrace, another boys’ school in Brisbane. Martin is currently working on a PhD examining the life of war correspondent Sir Philip Gibbs. In January 2008 he was awarded a place at the inaugural Australian Government Summer School in History held in Canberra.

**Margaret Lo** is a teacher educator in the Faculty of Education at the University of Hong Kong, where she teaches new literacies to undergraduate and post-graduate students. Her research interests include new literacies in language teacher education and English language teaching with young learners. She is currently researching new literacies teaching and learning as part of a large capacity-building project to develop new literacies in Hong Kong primary and secondary schools.

**Carmen Luke** retired from the University of Queensland at the end of 2007. Carmen was professor of education and is leading international scholar in the field of media literacy and new media, feminist studies, globalization and higher education. Her work on multiliteracies and media literacy is used by educators in Australia, the UK and US and her writings on feminist pedagogy have had a major impact on the field for the past decade. Carmen developed prototypes that are now internationally cited for training teachers on young people’s relationships to ‘old’ and ‘new’ media, new technologies and popular culture and the role of schooling in providing critical media and ICT skills. Her recent research supervision was in areas of globalization and education, gender and race studies, media and popular culture. Her research projects have included a fieldwork based study on women in higher education management in Southeast Asia, described in *Globalisation and Women in Academics*, (Lawrence Erlbaum, 2001); an ARC funded national study of interethnic families (with A. Luke); an ARC funded study of ‘cybraries’ (with C. Kapitzke, A. Luke, B. Bruce); an ARC funded study of the effects of Australian education on South-East Asian graduates’ professional pathways and cultural re-adaption (with A. Luke); and an ARC funded study of new media and youth identity. In addition to her monographs and anthologies, her work has appeared in: *Harvard Educational Review, Feminist Issues, Educational Theory, International Journal of Cultural Studies, Journal of Intercultural Studies, Ethnic and Racial Studies, Journal of Communication Inquiry and Teachers College Record*. Her theoretical interests include cultural globalization theory and cosmopolitan ‘democracy’. Her research interests have focused on the future of public education and public archives of knowledge such as university libraries and scholarly publishing which, in the context of globalization and privatization, are fast fading as public goods for public access, benefit and in the public interest.

**Vikashni (Vicki) Moyle** is a computer support officer at the University of Tasmania in the Faculty of Education. Vikashni has previously worked as a network support officer with the Tasmania Department of Education and Help Desk Operator with OnPix. Vikashni’s technology interests are in the area of desktop and network support

**Kim Nichols**, formerly a National Health and Medical Research Council Peter Doherty Research Fellow in the molecular bioscience area, and a senior school teacher at a science, mathematics, and technology
school of the future, is now a lecturer in science education at the University of Queensland. Dr. Nichols is currently directing a project in collaboration with the CRC-SIIB on the education and understanding of biotechnology in Queensland schools and is also involved in two Australian Research Council funded projects: one looking at transforming learning in contemporary areas of bioscience through digital technologies and modalities and the other developing critical thinking and communication skills through investigative inquiry. Well published in the scientific and science education communities, Dr. Nichols has also communicated her research at scientific and science education conferences nationally and internationally.

Jennifer Rennie is a senior lecturer at Monash University where she teaches in undergraduate and postgraduate programs in teacher education. Her significant research contributions are in the fields of reading instruction, primary english education and indigenous literacies. She has been active member of a number of professional associations including holding the position of State Director, Australian Literacy Educator’s Association for five years. She is currently managing editor of the Australian Journal of Language and Literacy. Prior to working in higher education she worked in both primary and high schools in the North of Australia for a period of twelve years.

Toni Riordan is the Curriculum Team Leader and Head of Year 9 Core for St Joseph’s Nudgee College, Brisbane, Australia. Until recently, Toni coordinated programming and provisions for gifted and talented boys in the Enrichment department. She is currently leading a team to design integrated curriculum in Core Studies for Year 9 students. Toni's teaching background is in English and Drama, and has been educating boys in South East Queensland and London since 1993. Her interest in gifted education has led to opportunities to present at conferences on the east coast of Australia and involvement in highly regarded enrichment activities such as the International Macquarie Bank Future problem solving program.

Theresa Rogers is a professor of language and literacy education at the University of British Columbia, Canada. Her interests include youth multiple literacy practices and critical theoretical perspectives on adolescent literature. She has published articles in journals such as Reading Research Quarterly, Journal of Adolescent and Adult Literacy, Journal of Literacy Research, Yearbook of the National Literacy Conference, Language and Literacy, and English Education. Her books include, Reading Across Cultures (1997) and Interpretive Play: Using Critical Perspectives to Teach Young Adult Literature (2007). Her most recent project is the YouthCLAIM project, a government funded project that explores arts and media as critical social practices among youth in communities and schools (see theresarogers.ca).

Marissa Saville is a 39 year old doctoral student, who graduated as a mature-age student from the bachelor of education in-service course at the University of Tasmania with first-class honours, and is a member of the Robotics Tasmania Committee. In 2006 Marissa published a paper for the first ACEL/Microsoft online conference for innovative teaching and learning, and presented at the DEST AGQTP National Forum in Melbourne. As the learning technologies teacher at Scotch Oakburn Junior College in Launceston, Tasmania, Marissa runs a LEGO® robotics programme for year 4 students. The students’ enthusiasm and commitment over the past four years has resulted in high achievement at both state and national levels. Marissa collaborates with staff to integrate technologies throughout the curriculum, and
the success and popularity of robotics has led to the purchase of the Valiant Roamer® and Bee-bots®, thus enabling robotics to be integrated from early learning–year 6.

**Ryan Schowen** recently received his master of arts degree in English from the University of Alaska Anchorage. His research interests include critical media studies, critical discourse analysis, intellectual history, and contemporary continental philosophy. These interests organize broadly around contemporary theoretical quandaries, including the problem of selfhood, ethics, and politics. He was recently awarded the Dru Whitaker Memorial Prize at the Pacific Rim Conference on Literature and Rhetoric for his work on gender, sexuality, kinship, and selfhood in modern representations of bisexuality. He intends to pursue PhD work in rhetoric and philosophy.

**Megan Short** is a lecturer in literacy, foundational studies and educational psychology in the Faculty of Education at the University of Tasmania. Her teaching experiences led to an interest in the formation of teacher identity which has motivated her current research into the way in which teaching grammar is impacted upon by the teacher’s epistemological beliefs.

**Lisa Patel Stevens** is an assistant professor language, literacy, and culture at Boston College. She has also worked as a professor and visiting professor at the University of Queensland and in Spain and Canada. Prior to working in the academy, Lisa was a teacher.

**Jennifer C. Stone** is an assistant professor of English composition & rhetoric at the University of Alaska Anchorage, where her research and teaching focus on composition, sociolinguistics, language variation, English education, the history of English, and the impact of networked technologies on the English language. She specializes in sociocultural and critical approaches to literacy education in K-12 contexts. Her research, which draws on traditions of critical discourse and semiotic analysis, focuses on young people’s out-of-school literacy resources, including digital literacies, popular culture, and linguistic practices. She is interested primarily in the implications of such resources for rethinking school-based literacy teaching and learning. Her work has appeared in a range of publications including *Language Arts*, *Anthropology & Education Quarterly*, *English Education*, and *A New Literacies Sampler* (edited by Michele Knobel & Colin Lankshear).

**Bronwyn T. Williams** is an associate professor of English at the University of Louisville. He writes and teaches on issues of literacy, popular culture, and identity. His books include *Popular Culture and Representations of Literacy* with Amy A. Zenger (Routledge, 2007), *Identity Papers: Literacy and Power in Higher Education* (Utah State University Press, 2006), *Tuned In: Television and the Teaching of Writing* (Boynton/Cook, 2002), and *Shimmering Literacies: Popular Culture and Reading and Writing Online* (Peter Lang, Forthcoming).

**Abduyah Ya’akub** is a graduate from the Nanyang Technological University, in Singapore, and has recently completed her PhD at the University of Queensland. She has taught Malay Language in Singaporean secondary schools, and worked with the Singapore Ministry of Education on planning and developing curriculum. Her research has focused on identifying the changes of social and cultural practices when digital technologies are used in school. A particular interest is the connections between literacy, technology and disadvantage.