About the Contributors

Marohang Limbu is an assistant professor in the Writing, Rhetoric, and American Cultures at Michigan State University, USA. Limbu earned his PhD in Rhetoric and Writing Studies from The University of Texas at El Paso. He received his MA degrees in English and Rhetoric and Professional Communication from Tribhuvan University, Nepal, and New Mexico State University, USA, respectively. Before he was exposed to Western rhetorical traditions and pedagogies, he not only did substantial research in indigenous Limbu culture, language, and identity, but he also studied Eastern and Western rhetorical theories, and he experimented and practiced them in real setting (at schools/colleges and communities). Marohang’s current research interests include global rhetorics, alternative rhetorical traditions, multiple literacies, cloud pedagogies, intercultural and cross-cultural communications, second language writing, global indigenous rhetorical traditions, Western and non-Western rhetorics and writing, and global networked literacies and communication.

Binod Gurung is a College Assistant Professor at New Mexico State University, USA. He has a Ph.D. in Curriculum and Instruction with specializations in educational learning technologies and multicultural education/critical pedagogies. His research interests focus in student digital engagement, online multicultural education, and emerging pedagogies that incorporate technologies, particularly Web 2.0, social media, cloud computing, MOOCs, and free and open source tools.

Anita August is the Director of Writing Programs at Sacred Heart University in Fairfield, Connecticut. Her Ph.D. is in Rhetoric and Writing Studies and her scholarly interests are Nineteenth-Century Feminist Historiography, Visual Culture, Feminist Visual Culture, Composition Pedagogy, and Rhetorical Theory. Her debut novel, Gut Bucket Blues, is inspired by the blues and jazz music of New Orleans within a pastiche of literary writing styles. Dr. August has presented several conference papers on the rhetorical processes of Nineteenth-Century Feminists, Frances Willard and Ida B. Wells, Visual Culture, and Cultural Critics and Literary Writers, Joan Didion, and Marguerite Duras. Her course, Prophets of Rage in America: From Thomas Jefferson to Jay-Z provides a framework for students to study the intersection of rhetoric, rage, and agitation to speak to issues about sociopolitical transformation. Currently, Dr. August is working on a novel that will re-vision popular fairy tales as rhetorical tropes for feminine power, agency, and empowerment.
Krishna Bista is an assistant professor at the University of Louisiana at Monroe, USA. He earned his specialist in College Teaching, and doctorate in Educational Leadership/Higher Education from Arkansas State University. His research interests include cross-cultural studies, international education, educational statistics and college student experience. He can be reached at bista@ulm.edu.

Vien Cao is a doctoral candidate in Learning Systems Design and Technology, College of Education and Human Services, Southern Illinois University Carbondale, where she does research on e-learning and multimedia instruction. Prior to doctoral studies, Vien was an English as a Foreign Language instructor. Vien received her B.A. in English from Hochiminh City University of Education, and her M.A. in Teaching English to Speakers of Other Languages from Southern Illinois University Carbondale.

Derek Chambers is Associate Professor in the School of Health Sciences at the University of Nottingham. He has extensive knowledge of curriculum development within a range of health science disciplines. His research interests include the implications of globalization for health care delivery and the use of technology in internationalising health care curricula. He has been a pioneer of virtual student mobility for nursing students which uses enquiry-based pedagogy to explore global health and health inequalities.

Christie L. Daniels is a Visiting Assistant Professor in the Writing, Rhetoric, and American Cultures (WRAC) at Michigan State University. She holds a doctoral degree in Rhetoric and Writing Studies from the University of Texas at El Paso. Her dissertation research focused on morality and visual rhetoric and her current research interests include digital humanities, multimodal composition, visual rhetoric, rhetorics of difference, cultural studies, writing program administration, and curriculum design and development. Dr. Daniels teaches a wide variety of courses including: First-Year Writing, Integrated Humanities, and Web Authoring and regularly presents at academic conferences centered on rhetoric, popular culture, and technology.

Kevin Eric DePew, an Associate Professor and Director of the English PhD at Old Dominion University, teaches pedagogy courses at the undergraduate and graduate levels. As a pedagogy scholar, he studies the intersections of literacy, social justice, second-language writing, and digital rhetoric (especially online writing instruction). He has published articles in Computers and Composition and The Reading Matrix, as well as chapters in Digital Writing Research and Reinventing Identities in Second Language Writing (with Susan Miller-Cochran).


Catrin Evans qualified as a nurse in 1990. After working clinically in the field of HIV and infectious diseases, she obtained her PhD from the London School of Hygiene and Tropical Medicine in 2000. Dr. Evans is a lecturer in global health and evidence based practice in the School of Health Sciences.
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University of Nottingham where she is also Director of International Affairs. She has a particular interest in internationalisation of healthcare higher education and is involved in several initiatives to support curriculum internationalisation and to evaluate the international student experience.

Peter J. Fadde is an Associate Professor and Director of the Learning Systems Design and Technology graduate program at Southern Illinois University. Dr. Fadde’s research interests include training of expertise and expert performance, use of video in instruction, and interaction in online learning.

Shreelina Ghosh earned her PhD from Michigan State University. She is an Assistant Professor of Professional & Technical Communication at Dakota State University. Her research interests center at the intersections of cultural and digital rhetorics, and performance. She has published in Computers and Composition, Journal of Popular Culture, Currents in Electronic Literacy, and a book chapter in Texts of Consequence. Her current research examines the use of technology as a tool of practicing and teaching performative cultural memory. This study helps her understand the relationship between traditional and online teaching, and the impact of mediation on pedagogic practices. Shreelina is an Indian classical dance performer.

Jackie Goode is a sociologist who has researched and published extensively in the fields of higher education, health service, welfare, qualitative research methods and gender. She is currently an independent Research Consultant and Visiting Fellow in the Social Sciences Department at Loughborough University.

Steven Hammer is a Ph.D. student in Rhetoric, Writing, and Culture at North Dakota State University in Fargo, ND, USA. His research deals with various aspects of sonic art, from exploring glitch and proto-glitch art methods and theories to articulating object-oriented ontology through sound-based research and installations. He also researches and teaches Trans-Atlantic translation collaborations between American and European universities. He has publications/installations with Enculturation, Sensory Studies, and CRISAP in London.

Azadeh Heidari received the B.S. degree in 2003 from Medical Library and Information Science from Iran University of Medical Science, Tehran, Iran. She received M.S. degree in 2007 in Library and Information Science from Islamic Azad University, North Branch, Tehran, Iran. Now, she is Ph. D graduate in the field of library and information science from Islamic Azad University, science and research branch, Tehran, Iran. Following she has also worked as a lecturer in librarianship and information science. Her research interest includes digital library, knowledge management and knowledge sharing, digital divide, e-learning, learning organizations, and popularization of science. She has published several papers in Persian and English. Azadeh Heidari can be contacted at: az.heidari@gmail.com.

Yowei L. Kang comes from Taiwan, a beautiful island country in East Asia famous for its democratic and economic achievements. Dr. Kang is currently an Assistant Professor, Degree Program of Creative Industries and Digital Films, Kainan University, Taiwan. Dr. Kang’s research interests focus on technology and rhetoric, composition pedagogy using digital game technology, and teaching English as a second language (ESL). Dr. Kang was trained in both quantitative and qualitative methods from social science and liberal arts perspectives. Dr. Kang’s dissertation focuses on MMORPGs and players’

**Santosh Khadka** is a doctoral candidate in the Writing Program/Composition and Cultural Rhetoric Doctoral Program at Syracuse University, New York, where he dissertates and teaches courses in writing, rhetoric, and technical and professional communication. His research interests include intercultural technical communication, new media, multiliteracies, World Englishes, and global rhetorics. His dissertation project is entitled *New Media, Multiliteracies, and Globalized Classroom*, where he explores and experiments with the potential pedagogical approaches for increasingly diverse student body in American classrooms. In the years past, he has worked in a number of academic institutions in the U.S. and abroad, and in a publication house and an INGO in Nepal.

**Andrew Mara** is currently an Associate Professor and the Director of Upper-Division Writing at North Dakota State University. He specializes in New Media and Writing Studies. Dr. Mara’s teaching and research focuses upon innovation, and investigates the convergence of writing and institutional design. Dr. Mara’s scholarship on Writing Studies and New Media has published in *Technical Communications Quarterly*, the *Journal of Business and Technical Communication*, *IEEE Transactions in Professional Communication*, *Academe*, and *Innovative Higher Education*, as well as several essays for collections. When he’s not teaching or researching, he’s traveling, running, learning Gaelic Irish, and surfing.

**Bruce Maylath** is a professor and director of graduate studies in English at North Dakota State University, where he teaches courses in linguistics and technical communication. His current research takes up translation issues in technical communication and has appeared in *IEEE-Transactions in Professional Communication*, *Journal of Business and Technical Communication*, and *Technical Communication Quarterly*, among others. Along with Dale Sullivan and Russel Hirst, he is the co-editor of *Revisiting the Past through Rhetorics of Memory and Amnesia*.

**Leila Nemati-Anaraki** is a PhD of Library and Information Science, Islamic Azad University, Science and Research Branch, Tehran, Iran and a member of Young Researchers and Elites Club of Islamic Azad University. She has a BSc in Medical Library and Information Science from Iran University of Medical Science and MA in Library and Information Science from Islamic Azad University, North Branch, Tehran, Iran. She worked as a cataloger and process administrator in the National Library of Iran from 2006-2007. She also worked as a reference librarian and an expert on information services in Iran University of Medical Science from 2007 till now. She Teached in Different Universities. Her research interests include IT and Research Strategies, E-learning, Education, Digital Divide and new Technologies, and interaction of end Users with Web-based search tools, Sientometrics, Knowledge Management and Knowledge Sharing in Organizations and Educational Institutions.

**Rajendra Kumar Panthee** is a PhD Candidate/Assistant Instructor in Rhetoric and Writing Studies in the department of English at the University of Texas at El Paso, US. His research area includes digital literacy, cross-cultural contact zone, and cross-cultural technology design. His dissertation research is
interested in the intersections between technological interfaces and culture. He is interested in understanding how students from various backgrounds perceive, use, learn from, and develop different technological interfaces that we use in our teaching. He is exploring cross-cultural technological interface design by periphery writing students and its relationship in student agency and invention in digital writing and research in this dissertation research.

Karen Sorensen earned her Ph.D. in Rhetoric, Writing, and Culture from North Dakota State University in May of 2013. Her research interests include the rhetoric of popular science as well as the construction of community (and accompanying rhetoric) via social media interfaces like YouTube. Her dissertation explores the creation of mythos in popular science through kairos, ethos, and aethos, using Carl Sagan’s original PBS series Cosmos as her case. She is now serving as Writing Director at Montana Tech of the University of Montana.

Sarah R. Spangler is a doctoral student at Old Dominion University. She does research in the areas of the rhetorics of digital identity composing on social networking sites, students’ composing practices on social media, community building in digital spaces, and the pedagogical uses and implications of digital tools and platforms in the composition classroom. She also teaches at Old Dominion University and assists the graduate program director for the English PhD program.

Cheri Lemieux Spiegel is Assistant Professor of English and Program Head of Credit English at Northern Virginia Community College’s Annandale Campus. She is also a doctoral candidate at Old Dominion University. Her dissertation synthesizes guerrilla warfare and rhetorical concepts to develop and test a theory of guerrilla rhetoric. She has published articles in Computers and Composition Online and Teaching English in the Two-Year College.

Lan Vu received her B.A. in English in Quy Nhon University, Vietnam, 2001; her M.A. in TESOL & Applied Linguistics in Southern Illinois University Carbondale, USA, 2011. She is currently a doctoral student in Rhetoric & Composition, Department of English, Southern Illinois University Carbondale. Her research interests are composition and e-learning. She is doing research on MOOCs in composition.

Phu Vu is an assistant professor in instructional technology at University of Nebraska, Kearney. His research interests include online learning, educational technology, teacher education, and ESL online training.

Heather Wharrad is Professor of e-Learning and Health Informatics at the School of Health Sciences at University of Nottingham, UK. She leads the research group in Education & Technology for Health and is Academic Director of the Health e-Learning & Media Group. She was awarded a Lord Dearing award by the University of Nottingham in 2005 and is a Fellow of the Higher Education Academy. Her research interests are in e-learning interventions in healthcare education and practice.