About the Contributors

Douglas J. Loveless is an assistant professor in the Early, Elementary, and Reading Education Department at James Madison University, where he teaches literacy education. Previously, he has taught in public dual-language schools, college-readiness programs for at-risk students, and supplementary literacy programs for students of all ages. As an elementary teacher, he specialized in science education in Texas public schools as well as in Costa Rica. His research interests include polymodal narratives, curriculum issues, critical and situated literacies/pedagogies, and digital literacies.

Bryant Griffith is a professor at Texas A&M University – Corpus Christi and Director of the Curriculum and Instruction Doctoral Program. Previously, he was professor and director of the School of Education at Acadia University, Canada’s first laptop university, and professor and associate dean at the University of Calgary. He writes and researches in the area of epistemological issues in education.

Margaret E. Bérci is associate professor of education at the College of Staten Island, CUNY. Prior to coming to New York, she gained experience with different levels of education in Alberta, the Canadian province that has been a leader in Social Studies education reform. Dr. Bérci’s research pursues the philosophical foundations of self-knowledge. This passion translates into eclectic projects in the field of teacher education that focus on teacher self-development, teachers’ ways of knowing, place-based education, critical pedagogy, problem-based learning, and effects of technology on curriculum and learning. All of these interests, fueled by the work of British philosopher, R.G. Collingwood, find a home in the applied world of Social Studies, where she locates diverse and integrated methodologies for educating the Social Studies teacher to become a guide for the development of K-12 students’ democratic decision-making skills.

Evan Ortlieb is a senior lecturer at Monash University, and has formerly taught in multiple universities in the United States. He has participated in consultancies in for the International Reading Association, Literacy Research Association, and the Association of Literacy Educators and Researchers. Evan conducts research on struggling readers and remediating reading difficulties in elementary learners. He is also very interested in literacy clinics as well as teacher education. Most recently, he has begun publication of an international book series entitled Literacy Research, Practice, and Evaluation. In addition, he is currently involved in redefining the role of a reading specialist. Evan was awarded the Jerry Johns’ Promising Researcher award in the field of literacy education in 2011 and has won multiple teaching awards in the United States. He is also on numerous editorial boards of national and international journals.
Pamela Sullivan is an assistant professor in the Early, Elementary, and Reading department at James Madison University. She has co-authored one book, *The Essential Guide to Selecting and Using a Core Reading Program*, and has research interests in early literacy, family literacy, and technology. She is the editor for *Reading in Virginia*, the state reading association journal. She earned her Ph.D. in Reading from the University of Virginia and her Ed.S. in school psychology from the University of South Florida. She has been a teacher for students with varying exceptionalities, a school psychologist, and a reading intervention coordinator in the United States and in the Commonwealth of the Northern Marianna Islands.

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Marianne Baker is an associate professor in Reading Education at James Madison University (JMU). Before serving as Reading Program Coordinator and teaching graduate and undergraduate reading education courses at JMU, she was an elementary classroom teacher, preschool teacher, and reading specialist in public schools. Her areas of interest include children’s literature, literacy acquisition, and writing education. She regularly presents on these topics and serves on several literature committees and chairs the Jane Addams Children’s Book Award. In addition, Marianne serves as Director of the Reading with Service Dogs tutoring program in area elementary schools.

Kakali Bhattacharya is an associate professor in Educational Leadership at Kansas State University. She has been interested in technology-integrated learning and social spaces ever since she began a Master’s program in Instructional Development. Currently, she teaches qualitative research methods classes and integrates various types of digital technologies that are pedagogically grounded to enhance the teaching and learning environment. Incidentally, she does not think that there is a strong boundary of separation between the virtual and the real, especially when a real person is engaged in a virtual environment. Her interest lies at the intersection of that immersion and the transformative possibilities within that intersection. When she is not working on technology-integrated learning and social environments, Kakali spends time on arts-based approaches to qualitative inquiry from various de/colonizing perspectives.

Aaron Bodle is an assistant professor at James Madison University. He applies arts-based research methodologies to explore educational responses to changing conceptions of citizenship and place in a globalized world. His teaching, research, and service all seek to contribute to teachers’, teacher educators’, and theorists’ understandings of identity, power, local, national, and global citizenship, civic efficacy, and social responsibility. His recent dissertation research explored students’ and teachers’ conceptions of globalization as they produced, and were produced by, postindustrial urban spaces. His current work explores the lived experiences of displaced persons and refugees in rural communities in the southern United States. Dr. Bodle actively builds community and university partnerships to support environmental and social sustainability, and is a member of the National Association for Multicultural Education, National Council for the Social Studies, and the American Education Research Association.

Jim Burns is an assistant professor of Teaching, Learning, and Leadership at South Dakota State University, where he teaches courses in social science methods, assessment, curriculum theory, and building inclusive communities. Previously, he was a secondary public school teacher in Virginia, Hawaii, and Washington, DC. His work focuses on qualitative research methods, masculinities research, curriculum, critical pedagogy, and building inclusive communities in pursuit of social justice.
About the Contributors

**Katie Shepherd Dredger**, Ph.D., spent 13 years as an English Language Arts teacher and staff developer in Calvert County, Maryland. Currently a visiting assistant professor and program leader of English Education in the Department of Teaching and Learning at Virginia Tech, Dr. Dredger’s research interests include teacher preparation, New Literacies in secondary classrooms, and differentiated instruction with individualized text choices. She has published in *English Journal, Journal of Media Literacy in Education, Language Arts,* and *Contemporary Issues in English Language Arts Teacher Education*. She enjoys hiking in the Shenandoah Valley of Virginia where she resides with her family. You can follow Dr. D dredger on Twitter @kdredger.

**Samuel B. Fee** is a professor at Washington and Jefferson College in southwestern Pennsylvania, where he teaches courses regarding computing, technology, and digital media. His research interests fall within the broader realms of educational technology, software development, visual communication, and digital media production. His inquiries within these broader interests are aimed at better answering a few specific questions, including how do we best learn with technology? How does technology change the way we learn and interact with one another? And, given the platitudes of Social Science, how do we reinvigorate the discourse concerning the *Art of teaching*? More recently, his work has revolved around the development of mobile applications for collecting field data to facilitate STEM education.

**Natalie Gainer** is beginning her 8th year of teaching. She currently teaches 3rd grade reading and writing in Greene County. Prior to this, she taught reading courses at James Madison University and also first grade in central Virginia. She is a member of the Virginia Reader’s Choice Primary Committee and has presented multiple times at the Virginia State Reading Conference on the literature chosen by this committee. She also has served as president of the local chapter of Alpha Delta Kappa teaching sorority and currently serves as Member Chair. She currently resides in Ruckersville, Virginia, with her husband, Shaun, and their two boys, Micah and Grayson.

**James Gentry** has completed seven years at Tarleton State University. He received his doctorate in education from Texas A&M University – Commerce. Previously, he served public schools in East Texas as a teacher and a curriculum administrator with over 20 years of experience. Dr. Gentry taught special education, technology application, social studies, and reading classes during this time period. As an associate professor, Dr. Gentry prepares pre-service teachers for the 21st century learner. His current research includes investigating autistic spectrum disorder, digital literacy, diversity issues in education, and the impact of quality education on children. Dr. Gentry’s research focus now involves the improvement of social studies education for K-16 education. Dr. Gentry has published and presented at the international, national, and state level.

**Donald L. Gilstrap**, Ph.D., is professor and dean of University Libraries and professor of Educational Leadership at Wichita State University, where he teaches doctoral courses in the College of Education. He is active in the American Educational Research Association, serves on several academic publishing editorial boards, and is currently the Scholarly Communications Editor of *Complicity: An International Journal of Complexity and Education*. His research is focused on nonlinear dynamics, research methods, philosophy of science, and curriculum theory. His recent scholarship has included several contributions to the field of chaos and complexity theories, a theoretical framework that is receiving growing attention in educational research.
**Mason Gordon** has over 15 years of teaching experience with secondary students in both regular and special education settings. He has taught internationally in Taiwan and Hong Kong, as well as in the United States in Colorado and Minnesota. He regularly presents to faculty, parents, and other colleagues on a variety of topics related to best instructional practices and organizational strategies for successful middle school students. His areas of interest include developing students’ self-advocacy and self-awareness as learners. Currently, Mason is the 8th grade learning specialist at a premier international school in Hong Kong and is working on his first book project.

**Sharon Green** is currently a 7th grade learning specialist at a premier international school in Hong Kong. Before relocating to Asia, she was on faculty at Fairleigh Dickinson University in New Jersey and previously served on the faculties of Emporia State University and the University of Kansas. She has worked with numerous teachers as a staff developer focusing on the practical aspects of differentiated reading instruction, word study, and overall reading development. Prior to her career in higher education, she was an elementary and special education teacher. Sharon has co-authored two books, *Small-Group Reading Instruction: Differentiated Teaching Models for Intermediate Readers, Grades 3-8* and *Cue and Unpack: Effectively Teaching Science, Mathematics and Social Studies*. She regularly publishes in both peer-reviewed journals and online publications and routinely presents at international and national conferences.

**Stephanie Grote-Garcia** is an assistant professor of Teacher Education and the Early Field-Base Coordinator at the University of the Incarnate Word. She earned her PhD in Curriculum and Instruction with an emphasis in Reading from Texas A&M University – Corpus Christi. Some of her most recent publications include *Literacy Trends and Issues: What’s Hot*, *Teaching the Individual Reader*, and *Diagnosis and Correction of Reading Habits*. All three books are published by Kendall/Hunt Publishing. Most recently, Stephanie was recognized for her exemplary faculty practices by the Center for Research, Evaluation and Advancement of Teacher Education (CREATE).

**Teresa Harris** is professor of Early Childhood and Elementary Education. She began using photovoice as a research methodology while a Fulbrighter at the University of Pretoria in 2010. During that time, she began collaborating with Dr. Miemsie Steyn to study the assets and barriers faced by Black South African students who were pursuing university studies in teacher education. Upon her return to the U.S., Dr. Harris continued her research using photovoice with teacher education students to understand their experiences with international study abroad programs and has just completed a photovoice project as part of the Virginia Statewide Early Childhood Needs Assessment.

**Michelle E. Jordan** is an assistant professor at Arizona State University in the Mary Lou Fulton Teachers College. She earned her PhD in Educational Psychology at the University of Texas at Austin, focusing her studies on learning, cognition, and motivation with an emphasis on classroom discourse. Drawing on traditions in qualitative inquiry, sociolinguistics, complexity theories, and the learning sciences, Michelle’s interdisciplinary research explores the relationships among peer interactions, the experiences they facilitate, and their potential to extend human learning. She is particularly interested in learning as it occurs in authentic collaborative tasks and as it is mediated by multimodal texts.
About the Contributors

Melissa Mallon holds a B.A. in English Literature and Art History from Wichita State University and a Master in Library and Information Science (M.L.I.S.) from Louisiana State University. She is an assistant professor and coordinator of Library Instruction at Wichita State University. In her position at Wichita State, Ms. Mallon provides research assistance to students and faculty in the department of English, the Elliott School of Communication, and the Barton School of Business. She also teaches workshops in-person and online on how to conduct research and become a critical thinker. Ms. Mallon’s professional interests include online learning, digital literacy, instructional design, and using emerging technologies and social media in academic libraries.

Elda E. Martinez is the director of Teacher Education at the University of the Incarnate Word in San Antonio, Texas. In this capacity, she oversees the teacher certification program for undergraduates and graduate teacher candidates. Dr. Martinez’s research has focused on teacher preparation, induction support, instructional technology, and special education. Dr. Martinez earned a Masters of Arts in Teaching degree with teaching certification from Trinity University in San Antonio, Texas and an Ed.D. degree in Organizational Leadership from Columbia University’s Teachers College in New York City. She completed ten years of classroom teaching in both general education and special education settings and served as a mentor for pre-service special education teachers.

Laurie McAdams is currently an assistant professor at Tarleton State University. She is part of the reading faculty in the Department of Curriculum and Instruction and specializes in literacy instruction. Her undergraduate and master’s degrees were both earned at the University of Central Florida, and her doctorate degree was earned at Tarleton State University. Dr. McAdams previously taught in public schools in the Volusia County Public Schools District in Florida and the Mansfield Independent School District in Texas. Dr. McAdams’s current areas of research include writing to learn, literacy across the curriculum, 21st century literacy skills, and instructional design to maximize student learning. Dr. McAdams has published and presented extensively in local, regional, state, national, and international venues.

Joan A. Rhodes is an associate professor of Reading Education in the Department of Teaching and Learning at the Virginia Commonwealth University. She has over 29 years of teaching experience at the preschool, elementary, middle school and collegiate levels and has served as an English-as-a-second-language educator and reading specialist. Dr. Rhodes is the co-principal investigator of ACT-ESL, a US DOE professional development grant and eLASTIC, a software development project funded by the Qatar National Research Foundation. Her research interests focus on digital literacy, the use of social media, and the impact of study abroad on pre-service educators.

Helen Mele Robinson has been immersed in the field of early childhood education for over thirty years. Along the way, she has been an early childhood teacher, educational director, advocate, author, and college professor. Dr. Mele Robinson is a tenured faculty member in the School of Education at the College of Staten Island, CUNY. She earned her PhD from Fordham University in the Language, Literacy, and Learning Program. Her book Emergent Computer Literacy: A Developmental Perspective explores the developing computer knowledge of young children. She resides in Staten Island, New York with her husband, Nick, and enjoys spending time with her children, Rachel, Leland, Nicole, Nick, Jr., and granddaughter, Juliana. Dr. Mele Robinson can be contacted at helen.robinson@csi.cuny.edu.
Valerie Robnolt is an associate professor in the Department of Teaching and Learning in the School of Education at Virginia Commonwealth University. She earned her Ph.D. in Reading Education from the University of Virginia in May 2004. She currently teaches pre-service and inservice teachers methods of teaching reading and language arts. Dr. Robnolt has over 20 years of teaching experience as an elementary classroom teacher, reading specialist, literacy coordinator, and college professor. Her research interests are in the areas of professional development and literacy processes, including digital literacies and Response to Intervention. She was the 2012-2013 President of Virginia State Reading Association.

Dino Sossi produced media for AOL, the Berkman Center for Internet and Society at Harvard, CBS newsmagazine 60 Minutes,” CNN, The New York Times, Toronto Star, and VH1 at Viacom. His documentaries have screened at festivals in New York and Los Angeles as well as Berkeley, Cambridge, Columbia, Harvard, Oxford, and Pennsylvania. Dino’s work has been broadcast on CBC, CTV, DiscoveryUSA, Globe & Mail, IFC, Life, MTV Canada, MuchMoreMusic, One, Pridevision and PrimeTV. His digital storytelling has been exhibited at the San Francisco Museum of Modern Art. Dino studies Instructional Technology and Media at Columbia’s Teachers College. He earned his Master of Philosophy degree at Cambridge where he performed with the Footlights. Dino studied at Columbia Law School’s School Law Institute and the Oxford Internet Institute Summer Doctoral Programme. He is a research fellow at Berkman for 2013-14. Dino taught a storytelling workshop at Harvard. For more, please visit www.DinoSossi.com.

Bobbie St. Clair does freelance editing of dissertations and academic articles for publication. She currently writes standardized test items for an educational publisher and tutors online writing students. She has five years’ experience as a professional editor at Harcourt and Pearson publishing companies. Her background also includes 10 years of elementary classroom teaching and four years of ESL/EFL teaching at the post-secondary level. Ms. St. Clair holds an M.S. in Language Education with a concentration in ESL from Indiana University and a B.A. in Communication from Trinity University. Her Texas teaching certifications include general elementary PK-6 and ESL PK-12.

Norman St. Clair currently serves as the Director of Doctoral Studies at the University of the Incarnate Word’s (UIW) Dreeben School of Education. His responsibilities include overseeing approximately 200 students in the doctoral program and serving as a faculty member in the International Education and Entrepreneurship concentration since 2008. Dr. St. Clair also served as the Director of International Initiatives at UIW from 2004 until 2008 and as the Director of Academic programs at UIW’s China Incarnate Word campus from 1999 until 2004. He holds a Ph.D. in International Education and Entrepreneurship and a master’s in Adult Education from UIW. His research interests are in the fields of cross-cultural communication, professional ethics, entrepreneurship, and comparative education.

Miemsie Steyn is senior lecturer in the Department of Early Childhood Education at the University of Pretoria, South Africa. Her research interests involve the field of Sociology of Education, and she completed a project on the future expectations of adolescents from the various population groups in South Africa and recently completed an EU funded project on the retention and recruitment of Black student teachers in Early Childhood Education. Photovoice as research instrument is used in all her research that involves the experiences of Black students at former White universities. She worked closely with Prof. Teresa Harris in using this instrument to make sense of students’ experiences who represent another culture.
**About the Contributors**

**Daniel W. Stuckart** is an associate professor at the City University of New York Lehman College. He serves as the undergraduate and graduate program coordinator for social studies teacher education, preparing candidates to teach in diverse schools with influxes of international students from around the world. He is also an executive board member of the New York State Association of Teacher Educators. His research interests include the intersection of technology, urban education, and democratic practices. He has authored numerous articles, and is co-author of a book entitled, *Revisiting Dewey: Best Practices for Educating the Whole Child Today* (2010).

**David Weintrop** is a graduate student at Northwestern University pursuing a Ph.D. in the Learning Sciences. He has a B.S. in Computer Science from the University of Michigan and spent five years working at a pair of software startups as a developer before returning to graduate school. His research focuses on the design and implementation of accessible and engaging programming environments that support learners in successfully encoding their own ideas in computationally meaningful ways. This includes questions of interface design, language features, and devising ways to leveraging the prior knowledge and experiences learners bring to an activity. He is also interested in exploring ways to infuse computation and technological tools into a broad range of disciplines to deepen student learning. His work lies at the intersection of computer science, cognitive science, and the learning sciences.

**Uri Wilensky** is a mathematician, educator, learning technologist, and computer scientist. While in Boston, he founded and directed the Center for Connected Learning and Computer-Based Modeling, now relocated to Northwestern University. He is involved in designing, deploying, and researching learning technologies – especially for mathematics and science education. Much of his work of late has focused on the design of computer-based modeling and simulation languages, including networked collaborative simulations. He is very interested in the changing content of curriculum in the context of ubiquitous computation. A particular interest is in complexity and systems thinking. He has received numerous grants from NSF, NIH, and the Department of Education. In 1996, he received a Career Award from the National Science Foundation and in 1999, a Spencer/NAE fellowship. He is a founder and an executive editor of the *International Journal of Computers for Mathematical Learning*.

**Judy Xu**, Ph.D., is a sessional instructor at the Faculty of Education, University of Windsor, Canada. She received a Ph.D. in physical chemistry from the Chinese Academy of Sciences and B.S. in computing science from the University of Alberta. She has taught graduate physics courses and conducted research in physics and chemistry. She is currently teaching educational technology courses and science methods courses. Her current research interest covers educational technology and teacher education.

**Xiaohong Yang** is a professor of English Language and Literature in Hangzhou Normal University, China. He graduated as Master of Humanities from Shanghai International Studies University in 1989, became an associate professor in 1997, and gained the full professorship in 2003. He has published in literature, linguistics, education, and philosophy. His present educational research interests are primarily in the areas of transformative learning, digital learning community, wisdom of the crowd, teacher development, teacher identity, professional learning community, and discourse studies in education. He is committed to research on innovative classroom practice that stimulates inner growth of college students through challenging tasks and intensive social interaction.
George Zhou, Ph.D., is an associate professor at the Faculty of Education, University of Windsor, Canada. He received a Ph.D. in science education from the University of Alberta. He teaches science methods courses and graduate courses in science education and research methods. His research areas cover science education, educational technology and teacher education, and international and comparative education. He has numerous publications about technology integration in pre- and in-service teacher education. Dr. Zhou has recently actively approached international collaboration with universities in China. He has been invited by numerous Chinese universities and education administrative institutions to give lectures. He is an adjunct professor for Beijing Normal University and Liaocheng University.