About the Contributors

Sagini “Jared” Keengwe is a teacher educator affiliated with the College of Education and Human Development at the University of North Dakota, USA. His research is grounded on the constructivist pedagogy and the actual integration of educational technology tools and applications into teaching and learning to enhance active and meaningful student learning. Dr. Keengwe serves on the editorial review board of numerous national/international refereed journals and has authored or co-authored more than 70 peer-reviewed publications in scholarly book chapters and refereed journal articles. He is the co-editor of eight scholarly reference volumes: Cross-Cultural Online Learning in Higher Education and Corporate Training (2014); Promoting Active Learning through the Flipped Classroom Model (2014); Cross-Cultural Considerations in the Education of Young Immigrant Learners (2014); Literacy Enrichment and Technology Integration in Pre-Service Teacher Education (2014); Virtual Mentoring for Teachers: Online Professional Development Practices (2013); and Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes (2010). He is also the editor of two scholarly books that were simultaneously released in February 2013: Pedagogical Applications and Social Effects of Mobile Technology Integration and Research Perspectives and Best Practices in Educational Technology Integration.

Grace Onchwari is an Associate Professor in the Department of Teaching and Learning at the University of North Dakota, USA, where she teaches a variety of graduate and undergraduate courses in early childhood education. She is also the coordinator of the early childhood program. Her research focuses on teacher professional development, immigrant children, Head Start, and mentor coaching. Dr. Onchwari’s academic background includes a postgraduate diploma in education, Masters in child development and early childhood education, and a Doctoral degree in curriculum instruction with an early childhood education emphasis. Dr. Onchwari has researched and authored articles and book chapters with a focus on these areas. She is also the co-editor of the book titled Cross-Cultural Considerations in the Education of Young Immigrant Learners.

Darrell Hucks is currently an Assistant Professor of Elementary Education in the Education Department at Keene State College, USA. He received his Ph.D. in Teaching & Learning from New York University’s Steinhardt School of Culture, Education, and Human Development. He was a public elementary school teacher in New York City for six years prior to becoming a teacher educator. His areas of research interests include: collective achievement and the schooling experiences of African American males; teacher education; elementary education; literacy and technology integration; culturally responsive pedagogy; research and assessment. Dr. Hucks’ current research examines the relationship between reading and writing at the college level. His research has resulted in several publications in refereed journals, book chapters, and conference proceedings.
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Kristie Asaro-Saddler is an Assistant Professor in the Division of Special Education, and the Division of Educational Psychology and Methodology at the University at Albany. Dr. Asaro-Saddler’s research interests focus on writing and self-regulatory strategies, specifically for students with Autism Spectrum Disorders (ASD). She has published in special education journals including the *Journal of Special Education* and *Exceptional Children*, and has presented at numerous national and international conferences in the area of writing. She has also received multiple grants to fund her research in this area. Prior to joining the faculty at the University at Albany, Dr. Asaro-Saddler was a special education teacher for children with ASD and developmental disabilities.

Peter Carlson is a Drama/English-Language Arts Instructor at Ánimo South Los Angeles Charter High School. In his six years of working with students in South Central Los Angeles, Peter has facilitated high school courses in Drama, Film, Broadcast Journalism, Speech and Debate, and English for 9th, 10th, and 11th graders. His primary research interests include classroom spatial analysis, critical pedagogy, and curriculum development. Peter also works with the Graduate School of Education and Information Studies at UCLA instructing teacher candidates in Critical Media Literacy. This is where he earned his Masters of Urban Education in 2011.

Beliña S. De Abreu is a Media Literacy Educator and Associate Professor in the Department of Educational Technology at Fairfield University. Her research interests include media literacy education, new media, visual and information literacy, global perspectives, critical thinking, young adults, and teacher training. Dr. De Abreu’s focus is on the impact of learning as a result of media and technology consumed by K-12 students, providing students with viable, real-life opportunities for engaging in various technological environments while in turn encouraging students to be creative and conscious users of technology and media. Dr. De Abreu’s work has been featured in *Cable in the Classroom* and *The Journal of Media Literacy*. She is the author of *Media Literacy, Social Networking and the Web 2.0 World for the K-12 Educator* (Peter Lang Publishers, 2011). Her forthcoming co-edited book is *Media Literacy Education in Action: Theoretical and Pedagogical Perspectives* (Routledge, 2014).

Stacy Delacruz is an Assistant Professor of Literacy in Elementary Education at Kennesaw State University in Kennesaw, GA, USA. She teaches undergraduate Pre K-5 literacy courses and is the ECE TOSS program coordinator. She has published in scholarly journals regarding research interests including; balanced literacy, digital literacy, English Language Learners and literacy, and co-teaching in Professional Development Schools.

Meghan Morris Deyoe is a senior evaluator at the Evaluation Consortium at the University at Albany/SUNY. She has assisted in the evaluation of both federally and state-funded grants and her major areas of study include evaluation practices in K-14 settings, the incorporation of technology in education, innovative instructional approaches, and emerging practices/trends in childhood development and for students with disabilities. She has a Master of Science in Literacy, B-6, is certified in Childhood Education (B-6) and Literacy Education (B-6), and has a Certificate of Advanced Study in Educational Research.
About the Contributors

Beryl Exley is a Senior Lecturer in the Faculty of Education at the Queensland University of Technology, Australia. She teaches in English Curriculum and Literacy Education units within the pre-service and post-graduate degree courses. Her primary research interests are focused on pedagogies for teaching grammar, the literacy demands of multimodal text, and effective pedagogies for teaching of reading, writing, listening, and speaking. She is a chief investigator on an Australian Research Council Linkage project investigating the affordances and challenges of digital media for improving print-literacy outcomes. Beryl has published over 50 research and professional articles, many of which are available at http://eprints.qut.edu.au/view/person/Exley_Beryl.html

Lesley Farmer, Professor at California State University Long Beach, coordinates the Librarianship program. She earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. Dr. Farmer has worked as a teacher-librarian in K-12 school settings as well as in public, special and academic libraries. She serves as SLA Education Division Chair, CSLA Research Committee Chair, International Association of School Librarianship Vice-President of Association Relations, and Editor for the IFLA School Libraries and Resource Centers Section. A frequent presenter and writer for the profession, she won ALA’s 2011 Phi Beta Mu Award for library education. Dr. Farmer’s research interests include digital citizenship, information literacy, assessment, collaboration, and educational technology. Her most recent books are Youth-Serving Libraries in Japan, Russia, and the United States (Scarecrow, 2012) and Instructional Design for Librarians and Information Professionals (Neal-Schuman, 2011).

Theron N. Ford is an Associate Professor in the Department of Education and Allied Studies at John Carroll University in Ohio, USA. Her field of concentration is social foundations of education and special education. She assists in preparing future teachers, primarily those seeking early childhood licensure. Internationally, she worked with IFESH, an NGO in Malawi to establish a training program for teachers of special needs students. Within the context of social foundations, her course targets the effects of the intersection of race, class, ability, and gender on education in the USA. Dr. Ford has authored numerous articles reflecting her teaching concentration and her personal interest in educational development in sub-Saharan Africa.

Antero D. Garcia is an assistant professor in the Department of English at Colorado State University, USA. His recent research focuses on critical literacies, technology, and youth civic engagement. Previously, he was a teacher at a public high school in South Central Los Angeles. Antero is a 2012-2014 Cultivating New Voices among Scholars of Color fellow with the National Council of Teachers of English and a 2010-2011 U.S. Department of Education Teaching Ambassador Fellow. Antero’s numerous publications and conference presentations address technology, educational equity, youth participatory action research, and critical media literacy.

Damiana Gibbons is an Assistant Professor in the Curriculum and Instruction Department at the Appalachian State University. Dr. Gibbons currently teaches courses in media literacy and production in a variety of formats. Her research focuses on media production, identity, and media literacy practices with young people in order to understand the intersections of the visual, the spoken, the written, and the performed in youth video production. In particular, she is interested in what she calls an “ethics of youth
media production” which explores how literacies, especially media, multimodal, and rural literacies, are shaped by the interplay of various identities in multiple spaces. She has created analytic methodology called “multimodal microanalysis” to understand the media products young people create and is refining her work in multimodality and ethics while developing the concept of rural media literacy both in and out of schools.

**Blanche Jackson Glimps** is a Professor in the Department of Teaching and Learning in the College of Education at Tennessee State University, USA. Dr. Glimps teaches special education methods courses for pre-service teachers, supervises student teachers, and serves as an advisor for students in the Masters and Doctoral programs. Her primary research interests include the integration of cultural diversity and schooling, the impact of diversity on the identification of special education populations, and the general impact of racism on instructions. She has written several articles on culturally responsive teaching and the preparation of teachers for diverse classrooms. Dr. Glimps has presented nationally on the same issues.

**Marcelle M. Haddix** is an Assistant Professor and Director of English Education programs in the Reading and Language Arts Center in the School of Education at Syracuse University. Dr. Haddix’s scholarly interests center on addressing the literacy achievement gap that persists for children of color and on increasing the racial and linguistic diversity in literacy teacher education. Her work is featured in *Research in the Teaching of English*, *English Education*, *Linguistics & Education*, *Urban Education*, and *Journal of Adolescent and Adult Literacy*. Dr. Haddix also directs the “Writing Our Lives” project, a program geared toward supporting the writing practices of urban youth within and beyond school contexts.

**Ria Hanewald** is a teacher mentor at the Council for British Teachers (CfBT) currently on deployment in Perak, Malaysia. Dr. Hanewald provides professional learning, teaching, and curriculum support for English teachers, especially language teaching methodology and pedagogy as well as English language proficiency. Previously, she was employed at Deakin University, Melbourne, Australia, as a Research Fellow. She has a long history in researching digital technologies and learning, which resulted in 10 books, 13 book chapters, 22 journal articles, and 47 conference papers and presentations to audiences in Australia, Canada, Germany, Japan, Spain, New Zealand, Thailand, Turkey, the UAE, and the USA. Dr. Hanewald served as the editor for the *ICT in Education Journal*, *Australian Journal of Teacher Education* (AJTE), and *Malaysian Online Journal of Educational Management* (MOJEM).

**Eileen Honan** is a Senior Lecturer in English and Literacy at the University of Queensland. Her research interests are in the connections between teachers’ practices and curriculum policies and the interactions between home and school literacy practices in relation to digital literacies. She has worked in a range of roles encouraging and collaborating with teachers as critical researchers. Recent research projects include supporting teachers in the use of reading comprehension strategies in rural mining communities, investigating models of professional learning for teachers in Papua, New Guinea, and exploring the literacy capabilities of pre-service teachers.

**Lisa Kervin** is a Senior Lecturer in Language and Literacy at the University of Wollongong. She has worked as a primary teacher, teaching from Kindergarten to Grade 6, and has undertaken consultancy roles across school systems. Lisa lectures in undergraduate and postgraduate pre-service teacher programs
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in the area of literacy education, with particular focus on the early years. She has researched her own
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Kara L. Lycke is an assistant professor of secondary content literacy, instructional methods, and as-
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Michael Mott is an Assistant Professor of Teacher Education in the Department of Teacher Edu-
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rent research examines technology integration in teacher education. Dr. Mott’s research has resulted in
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Jody Polleck is an assistant professor in adolescent literacy at Hunter College in New York City.
She is also a 10th grade English teacher at a small, progressive high school. Jody began her work with
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Theresa Redmond is an Assistant Professor in the Curriculum and Instruction Department at the Appalachian State University, USA. Dr. Redmond teaches media studies and educational technology courses across various degree tracks in both face-to-face and online formats. In addition, she co-coordinates the Graduate Program in Media Literacy at Appalachian and serves on the Board of Directors of the National Association for Media Literacy Education. Her research agenda focuses on understanding educational practice and pedagogy in teaching and learning with/through/about media and technology to support students’ engagement, expression, and empowerment in a digital world. This includes integration of technology and media in K-12 education and pre-service teacher preparation, media literacy program development, and the pedagogy of online/distance learning. Currently, Dr. Redmond is investigating how literacy and educational media and technology are integrated into pre-service teacher preparation.

Yolanda Sealey-Ruiz is an Assistant Professor of English education at Teachers College, Columbia University, with research interests in racial literacy, literacy practices of Black and Latino high school males, and the educational experiences of Black reentry college women. Her articles have appeared in Teachers College Record, Adult Education Quarterly, Teaching English in a Two-Year College, Journal of Adolescent and Adult Literacy, Journal of Negro Education, and Urban Review. Dr. Sealey-Ruiz is founder and facilitator of UMOJA Readers and Writers (URW), a culturally responsive literacy program for Black and Latino high school males at an alternative high school.

Robyn Seglem is an Assistant Professor in the School of Teaching and Learning at Illinois State University, USA. Dr. Seglem teaches content literacy courses to secondary preservice teachers from 20 content areas, as well as graduate-level literacy and educational technology courses. Her primary research interests include technology’s role in literacy, adolescent literacy, and content area literacy. Her work has been published in venues such as The Journal of Adolescent and Adult Literacy, English Journal, Voices from the Middle, and The Journal of Language and Literacy Education. She has served as a co-director of the Flint Hills Writing Project, an affiliate with the National Writing Project, and is a nationally board certified teacher. She taught for nine years in the middle school and high school language arts classroom.

Peggy Lynn Semingson is an assistant professor of Curriculum and Instruction at The University of Texas at Arlington where she teaches courses in Literacy Studies. Dr. Semingson has experience as a classroom teacher and reading specialist in both Southern California and Texas. Her research interests include social contexts of literacy learning, digital pedagogies, and students who face challenges in reading. She received her M.Ed. in Reading Education from Texas State University, San Marcos, in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from The University of Texas at Austin in 2008. Dr. Semingson has published in Teachers College Record and other peer-reviewed journals. She was awarded the Jeanne S. Chall Research Grant from Harvard University during 2009-2010 and received the Platinum-Level Best Practices Award for Excellence in Distance Learning Teaching from the United States Distance Learning Association in 2013.

Maria Shaheen is an Assistant Professor of Early and Childhood Education at Kennesaw State University and the Director of Undergraduate Literacy Program. She is a leader in school transformation, instructional coaching, literacy education, professional development, and research. Research interest areas include critical literacy, struggling literacy learners, perceptions related to literacy instruction, innovative teaching practices, and co-teaching in preservice teacher education. She has a PhD in Curriculum and Instruction from Kent State University.
About the Contributors

Neal Shambaugh is a Professor of Instructional Design and Technology in the Department of Learning Sciences and Human Development at West Virginia University. Dr. Shambaugh teaches courses in IDT and Educational Psychology, specializing in Instructional Design, Teaching Models, Visual Literacy, and Design and Development Research. His research interests include online teaching and programs, systematic design processes, and teacher education. His service priorities include online program development, the mentoring of new faculty, and as a university liaison with an elementary/middle school. He is the author of two textbooks on instructional design: Mastering the Possibilities (1997), for graduate courses, and Instructional Design: A Systematic Approach to Reflective Practice (2006), for teacher education. His working background includes broadcasting, training program consulting, and video production.

Alyson Simpson is an Associate Professor in the Faculty of Education and Social Work at the University of Sydney, who was once a teacher librarian. Her passion for children’s literature continues to inform her pedagogy, practice and research. Alyson lectures in undergraduate and postgraduate pre-service teacher programs in the area of English/literacy education. Her research projects in higher education and primary schools have examined the power of children’s literature, designs for e-learning, and concepts of visual literacy. Current research projects include work on dialogic assessment with pre-service teachers and the impact of digital technology on reading practices and pedagogy. She is the lead author of Language, Literacy and Literature (Melbourne: OUP, 2013), co-editor of Literacy and Social Responsibility: Multiple Perspectives (London: Equinox Press, 2010), and author of Reading under the Covers: Helping Children to Choose Books (Newtown: Primary English Teaching Association, 2008).

Tanya Sturtz is an Assistant Professor of Special Education in the Education Department at Keene State College, USA. She received her Ed.D. in Special Education from the University of Virginia. Dr. Sturtz teaches Special Education and General Education courses for pre-service and in-service teachers. She currently serves as the Graduate Coordinator for the Special Education Masters Program at Keene State College. Her primary research interests include special education, differentiated instruction, literacy development in primary and secondary grades, and family and child development. Dr. Sturtz’s current research examines the relationship between reading and writing at the college level. She continues to present at conferences and serve on various local and national committees in support of new teachers. Dr. Sturtz has taught grades 9 thru 12 in her former position as a special education teacher in Palmyra, Virginia.

Muriel Wells is a Senior Lecturer in the School of Education at Deakin University, Waurn Ponds, Victoria. Dr. Wells teaches in the areas of literacy including digital literacies, eLearning, Media and Technology, new technologies in education and training, strategies to encourage interaction in online learning environments and teacher professional learning. Her primary research interests include digital literacies across the curriculum, how mobile technologies can enhance literacy learning in primary schools, supporting teachers as researchers, sustainable models of teacher professional learning, learning in an online world, and interaction and remixing learning environments. Dr. Wells’ most recent book chapter is “Teachers as Researchers: Models of Professional Learning,” in Saleh & Khine (Eds.) Practitioner Research in Teacher Education: Theory and Best Practices (Peter Lang GmbH).
Thea Hayes Williams-Black is an Associate Professor of Teacher Education is currently teaching literacy and gifted education courses to graduate and undergraduate candidates. She has served as Director of PreCollegiate Learner Programs and Adjunct Professor for the Center for Gifted Education at The College of William and Mary in Williamsburg, VA, as well as Assistant Professor of Literacy Education at Nicholls State University in Thibodaux, LA. Dr. Williams-Black received her Doctorate of Philosophy in Curriculum & Instruction with an emphasis area in Literacy Education and Cognates in Educational Administration and Gifted Education from the University of Southern Mississippi in Hattiesburg, MS.

Jason Wirtz is an Assistant Professor in the Departments of Curriculum and Teaching and English at Hunter College, The City University of New York. Dr. Wirtz teaches courses in English education and rhetoric and composition for pre-service teachers. His research focuses on writing pedagogy at the secondary and post-secondary levels with a particular emphasis on writerly invention—the ways in which writers generate ideas through writing. Selected publications can be found here: http://hunter-cuny.academia.edu/JasonWirtz.

Melda N. Yildiz is a global scholar and teacher educator in the School for Global Education and Innovation at Kean University and adjunct faculty in Master of Education in Technology in Education at Lesley University. 2009-2010, Melda served as the first Fulbright Scholar in Turkmenistan. Since 1994, she has taught Media Literacy Education, Multimedia Production, Women Studies, Asian Studies, and Global Education to P-16 educators and teacher candidates. Melda worked as a Media Specialist at Northfield Mount Hermon School, taught video and media production to grades 9-12, and published and presented featuring Global Education, Media Literacy, Education, and Multicultural Education in many national and international conferences. She received her Ed.D. from University of Massachusetts in Math & Science and Instructional Technology.