About the Contributors

**Dona J. Hickey**, Professor of English at the University of Richmond, teaches courses in rhetoric and composition and in modern and contemporary American literature. A native of Wisconsin, she earned her M.A. and Ph.D. at the University of Wisconsin-Milwaukee. She is the author of *Developing a Written Voice* (1993) and *Figures of Thought for College Writers* (1999) and co-editor (with Donna Reiss) of *Learning Literature in an Era of Change: Innovations in Teaching* (2000). Dona’s articles have appeared in a variety of chapbooks, journals, and collections, both in print and online. She created the WAC program at the University of Richmond in 1992 and served as senior associate dean of the School of Arts and Sciences, 2003-2011. Outside of the academy, she enjoys spending time with her granddaughter, Olivia, and riding their spoiled rotten Arabian pony, Ryder, at Four Seasons Horse Center in Chester, VA.

**Joe Essid** directs the Writing Center at the University of Richmond, where he teaches courses in writing pedagogy, literature, and cyberculture. He is a Richmond native who did his undergraduate work at the University of Virginia, then earned a Master’s and Ph.D. at Indiana University. His research interests include technology in the writing-intensive classroom, virtual worlds and their development, and the history of technology. His academic writing has appeared in *Computers and Humanities*, *The Writing Lab Newsletter*, and anthologies about technology and writing. He freelances as a science-fiction writer, with recent work in the anthology *Catastrophia* and forthcoming in *Hagerty Magazine*. He writes op-ed pieces about energy, localism, homesteading, transportation, and education for *Style Weekly*, *Eighty One*, and *RVA*. When not being an academic, he can be found keeping bees and learning the trade of an organic farmer.

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**Kristin Bezio** is an Assistant Professor of Leadership Studies in the Jepson School of Leadership Studies at the University of Richmond. She teaches courses on theater, film, critical thinking, and gaming. Her background is in technical theater and early modern drama, with a Ph.D. from Boston University in English Literature. Her research interests include (but are not limited to) gaming, gender studies, theater and film, Shakespeare, and leadership. She has published in a variety of journals, including the *Early Modern Studies Journal*, *Shakespeare*, and *Leadership in the Humanities*, and has chapters appearing in *Macbeth: A Critical Anthology, Leadership and Elizabethan Culture*, and *The Joker: Critical Essays on the Clown Prince of Crime*. She contributes regularly to the online critical blog, *The Learned Fangirl*, on games and gaming, and has written on gaming and violence for the *Christian Science Monitor*. In addition to her academic and videogame-related interests, she is a board member of the Unorthodox Arts Foundation and a technician and performer for Richmond’s Host of Sparrows Aerial Dance Company.
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**Katherine Bridgman** is a doctoral student at Florida State University in Rhetoric and Composition. Her dissertation examines the use of social media by protesters in the Egyptian Revolution of 2011. This dissertation is part of a broader inquiry into social media and the ways in which digital authors claim agency through their visual-discursive interventions into the interface as a way of motivating supportive responses from audiences around the globe. Katherine also enjoys teaching a variety of courses addressing both print and digital composing practices.

**Tüge T. Gülşen** holds the degrees of B.A. in Foreign Languages Education (Middle East Technical University), M.A. in Learning and Teaching of English and Literacy (Institute of Education, University of London), and M.A. in Cultural Studies (Istanbul Bilgi University). She is currently completing a Ph.D. in Communication at Istanbul Bilgi University. Her main areas of interest are critical discourse and genre analysis, popular culture, academic literacies and media literacy. She has been teaching academic skills and Medicine ESP courses with a major contribution to curriculum and materials design in Istanbul Bilgi University. She has also taught the MA course “Discourse Analysis in Language Teaching” in Bahçeşehir University in Istanbul.

**Elizabeth Hodges**, Ph.D., is an Associate Professor of English at Virginia Commonwealth University in Richmond, Virginia. She teaches courses in composition studies, sociolinguistics, creative nonfiction, nature writing, the history of the essay, and Joan Didion. Collaborating with two physicians from the Medical College of Virginia, Elizabeth has designed a course in medicine and literature as part of VCU’s developing program in medical humanities. Her publications include scholarship in the field of Composition Studies and essays in the genre of creative nonfiction. Her first book, *What the River Means* (1999), was published by Duquesne University Press in its Emerging Writers in Creative Nonfiction series and was one of four finalists in 2000 for the Library of Virginia Book Award in nonfiction. Her current book-in-progress, about caretaking, is *Keeping Folks Alive*. Beyond teaching, reading, and writing, her passions include estuaries, kayaking, and swimming.

**Karen Keifer-Boyd**, Ph.D., is professor of art education and women’s studies at The Pennsylvania State University, where she teaches: *Visual Culture & Educational Technologies; Gender, Art & STEM; Artistic Creations & Theories of Knowing; Action Research; Art as Public Pedagogy; Including Difference*. She is co-founder and co-editor of *Visual Culture & Gender*, a cutting-edge online journal. Her leadership and teaching awards include two Fulbright Awards (2006 in Finland and 2012 in Austria). Her writings on feminist pedagogy, visual culture, cyberNet activism art pedagogy, action research, and identity are in more than 50 peer-reviewed research publications, and translated into several languages. She co-authored *InCITE, InSIGHT, InSITE* (NAEA, 2008), *Engaging Visual Culture* (Davis, 2007), co-edited *Real-World Readings in Art Education: Things Your Professors Never Told You* (Falmer, 2000), and served as editor of the *Journal of Social Theory in Art Education* and as guest editor for *Visual Arts Research*.

**Wanda B. Knight** is Associate Professor of Art Education and Women’s Studies at the Pennsylvania State University. Her academic and research interests related to cultural competence and culturally competent teaching stem from her diverse life experiences as parent, university supervisor of preservice teachers, professor, public school teacher, school principal, and associate curator of an art museum. She is former president of the United States Society for Education through Art (USSEA) and past chair of
the National Art Education Association’s (NAEA) Committee on Multi-Ethnic Concerns. A previous editor of the *Journal of Social Theory in Art Education*, her work regarding teacher education, visual culture, cultural studies, professional learning, and issues of difference (race, class, gender) is published widely and her research presentations span national and international borders. Dr. Knight’s professional achievements have been recognized through various honors and teaching awards including “teacher of the year,” the Eugene Grigsby Award for outstanding contribution to the field of art education, and the Kenneth Marantz Distinguished Alumni Award from The Ohio State University.

**Aaron Knochel** is the Graduate Coordinator of Art Education at the State University of New York at New Paltz. He completed his doctorate in Art Education at The Ohio State University in 2011, focused on critical media literacy, software studies, and art education. He has worked in a variety of visual arts learning spaces including schools, museums, and nonprofit community arts programs both domestically and internationally. Publications include articles in *Visual Arts Research*, *The International Journal of Education through Art*, and *Kairos*. Generally, he tries to live up to his @artisteducator twitter bio: artist-teacher-visual culture researcher-digital media flaneur-novice hacker and pixel stacker.

**Christine Liao**, Ph.D, is an Assistant Professor in Watson College of Education at University of North Carolina Wilmington, where she teaches Arts Integration in Elementary Curriculum. She received her Ph.D. in art education with a minor in science, technology, and society from The Pennsylvania State University. After receiving her Bachelors and Masters degrees from National Hsinchu University of Education, she was an elementary school art teacher in Taiwan, where she originates. Her research interest focuses on new media pedagogy, identity, gender and technology, and STEAM education.

**Mary Elizabeth Meier** is Assistant Professor of Art and Program Director of Art Education at Mercyhurst University in Erie, PA. Mary Elizabeth holds B.S. and M.S. degrees in art education from The Florida State University, and a Ph.D. in art education from the Pennsylvania State University. Mary Elizabeth Meier is President of the Pennsylvania Art Education Association, a professional organization with 900 members who are committed to advancing art education through professional development, leadership, and service. Mary Elizabeth’s narrative inquiry research is focused on the professional learning of arts teachers as they study their own teaching practice in technology-infused, inquiry-oriented, professional learning communities.

**Thomas Mowbray** is Chief Enterprise Architect of The Ohio State University where he leads information technology standardization and strategic technology initiatives. While currently in Columbus, Ohio, Dr. Mowbray is a long-time consultant in the Washington D.C. area, having recently consulted for the Chief Architect of the Center for Medicaid and Medicaid Services and served as Chief Enterprise Architect of the District of Columbia government. He did his undergraduate work at University of Illinois Champaign Urbana, Masters at Stanford, and Ph.D. at the University of Southern California. He served on the VWBPE Program Committee in 2013 and currently serves on the Editorial Board of the *Journal of Enterprise Architecture*. Dr. Mowbray has six professional books, including the new Wiley title *Cybersecurity: Managing Networks, Conducting Tests, and Investigating Intrusions*. His extracurricular activities include producing a major new MOOC on Cyber Security.
**Nahla Nadeem** is an Assistant Professor at Cairo University where she teaches courses in applied linguistics. Her M.A. focused on pragmatics and drama; her Ph.D. from Cairo University focused on translation studies and contrastive analysis. Her research interests are pragmatics, TEFL, gender and narrative studies. Her academic writing has appeared in the proceedings of academic conferences in Turkey, Egypt, and Austria. Her recent publication is a narrative analysis of Hadith in a story telling e-book by Interdisciplinary.net.

**Ryan M. Patton** is an Assistant Professor of Art Education at Virginia Commonwealth University. As part of his research in new media art education, Dr. Patton co-created an augmented reality game called CitySneak that explores disrupting conventions of public space and surveillance with smart phone devices, and he designed and produced a set of modular electronic switches intended for youth to design video game controllers. His academic writing has appeared in several publications including *Studies in Art Education*, *Journal of Social Theory in Art Education*, and *Visual Arts Research*. Dr. Patton’s current research interests include technology in art education, new media, games-based pedagogy, physical computing, data visualization, visual culture, and urban education. When he’s not working, Ryan enjoys being with his wonderful, amazing wife, Julianne, and their two dogs, Maggie and Brando.

**Mohanalakshmi Rajakumar** is Assistant Professor of English at Virginia Commonwealth University in Qatar. She holds a Ph.D. in Literature from the University of Florida. Her research interests include gender and postcolonial literature. Mohana has published articles and chapters in a variety of academic journals, including *The South Asian Review* and *The Annals of Urdu Studies*. Her first book, *Haram in the Harem* (2009, Peter Lang), is a study of subversive use of Indian and Algerian women’s domestic fiction by female writers. Her fictional work: *Love Comes Later* (2012 Amazon) is the first novel in English set in Qatar, and it was named the 2013 Best Indie Book in the Romance category. Her non-fiction work has been published in *Variety Arabia*, *Brownbook Middle East*, *AudioFile Magazine*, *Explore Qatar, Woman Today*, *The Woman, Writers and Artists Yearbook*, *QatarClick*, and *Qatar Explorer*. Mohana teaches writing and literature courses in Doha, Qatar. You can read more about her work on her Website: www.mohanalakshmi.com.

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**Gabriela T. Richard** just completed her Ph.D. from the Educational Communication and Technology program at New York University and is a Postdoctoral Fellow for Academic Diversity at the University of Pennsylvania in the Graduate School of Education. Her research focuses on understanding the intersections between culture, experience, media, and learning. Her dissertation work centered on gender and ethnic experiences with games and within game culture to help inform the design of equitable educational games and learning environments. Gabriela has received research funding from the National Science Foundation and the American Association of University Women. She has a master’s degree in interactive
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**Ryan Shin** is an associate professor in the School of Art at the University of Arizona. He received his Ph.D. in Art Education from Florida State University in 2002. His research interests include issues of the representation and appropriation of Asian popular media and visual culture, critical discourse on minority visual culture, and studies of Asian cultural performances and folk traditions. Furthermore, he is interested in applying new media technologies to the art classroom and museum settings, exploring new Web 2.0 technologies and creative endeavors in traditional and non-traditional educational contexts. His articles have appeared in *Studies in Art Education, Art Education, Visual Arts Research, Journal of Cultural Research in Art Education, and International Journal of Education through Art*. He has authored numerous scholarly book chapters and has given presentations at national and international levels.

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**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, using punk rock and graffiti art as case studies, a theory of guerrilla rhetoric. She has published articles in *Computers and Composition Online* and *Teaching English in the Two-Year College*.

**Robert W. Sweeny** is Associate Professor of Art and Art Education at Indiana University of Pennsylvania (USA) and the author of *Dysfunction and Decentralization in New Media Art Education* (forthcoming), published by Intellect Press. He is the editor of *Inter/Actions/Inter/Sections: Art Education in a Digital Visual Culture* (2011), published by NAEA Press. He is the editor of *The Journal of the National Art Education Association*. He publishes and presents widely on the topic of digital visual culture, including the relationship between art educational practices and complexity theory, videogames, social and locative media, and surveillance technologies.