About the Contributors

**Vivek Venkatesh** is Associate Dean, Academic Programs and Development at the School of Graduate Studies and Associate Professor in the Department of Education at Concordia University in Montreal, Canada. His research publications traverse the areas of learning sciences, the impact of social media on online learning, extreme metal music scenes, and the integration of information and communication technologies in university settings. He is a member of several interdisciplinary and multi-institutional research initiatives, which have been funded at the provincial and federal levels.

**Jason J. Wallin** is Associate Professor of Media and Youth Culture in Curriculum in the Faculty of Education at the University of Alberta, Canada, where he teaches courses in visual art, media studies, and cultural curriculum theory. He is the author of *A Deleuzian Approach to Curriculum: Essays on a Pedagogical Life* (Palgrave Macmillan), co-author of *Arts-Based Research: A Critique and Proposal* (with Jan Jagodzinski, Sense Publishers), and co-editor of *Deleuze, Guattari, Politics, and Education* (with Matt Carlin, Bloomsbury). Jason is assistant editor for the *Journal of Curriculum and Pedagogy* (Routledge) and reviews editor for *Deleuze Studies* (Edinburgh University Press).

**Juan Carlos Castro** is Assistant Professor of Art Education at Concordia University in Montreal. His research focuses on the dynamics and qualities of knowing, learning, and teaching art through new and social media as understood through complexity thinking and network theory. His current research examines how mobile media coupled with creative production networks knowledge in urban environments to create educational and civic engagement with teens and young adults. Prior to joining the faculty at Concordia University, Juan taught at the University of Illinois, the University of British Columbia, Johns Hopkins University, the Maryland Institute College of Art, and the Burren College of Art. Juan is a National Board Certified Teacher and taught at Towson High School in Maryland. As a high school teacher, Castro’s teaching and curriculum was awarded a Coca-Cola Foundation Distinguished Teacher in the Arts from the National Foundation for the Advancement in the Arts and twice awarded with a U.S. Presidential Scholars Teacher Recognition Award.

**Jason Edward Lewis** is a digital media artist, poet, and software designer. He founded Obx Laboratory for Experimental Media, where he directs research/creation projects devising new means of creating and reading digital texts, developing systems for creative use of mobile technology, and using virtual environments to assist Aboriginal communities in preserving, interpreting, and communicating cultural histories. He co-founded the Aboriginal Territories in Cyberspace research network that is investigating how native people participate in the shaping of our digital media future. Lewis is committed to
developing intriguing new forms of expression by working on conceptual, creative, and technical levels simultaneously. His creative work has been featured at the Ars Electronica Center, ISEA, SIGGRAPH, Urban Screens, and Mobilefest, his writing about new media at conferences, festivals, and exhibitions on four continents, and his work has won awards at the Ars Electronica and imagineNative festivals. He is currently Program Director and Associate Professor of Computation Arts at Concordia University in Montreal.

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Carolina Cambre is an artist/scholar/educator currently teaching at King’s University College at Western University, Ontario, Canada. Her dissertation was recognized with the Bacchus Distinguished Dissertation Award: International Education 2012, the International Visual Sociology Association’s Reiger Award 2013, and nominated for three other prizes. Her work explores questions of representation, global communication, and policy with an eye to ethics and social justice. Methodologically, a focus on discourse analysis and semiotics (semoethics and global semiotics), as well as a variety of empirical qualitative approaches and research designs are part of her broad repertoire and agility in project design. Critical theory/methodologies and visual sociology, critical policy analysis, new methodologies, and artistic/creative research practices as well as questions of the sociology of communication, policy models, and emerging social and image-centred theories also relate to her work. She has published in high impact journals such as, Visual Arts Research; Globalisation, Societies, and Education; and Review of Education, Pedagogy, and Cultural Studies.

Chantal Castonguay works as a training consultant and is a graduate student in Educational Technology at Concordia University. She completed her Bachelor of Education in ESL at McGill University. Since then, she has acquired experience in teaching learners of all ages in a variety of environments. When teaching overseas and teaching students with behavior and learning difficulties in Quebec, she used technologies to help her students with their learning, but also to get closer to their realities and to understand them better.

Irene Linlin Chen received her Doctor of Education in Instructional Technology from University of Houston. She previously served as an instructional technology specialist, and computer programmer/analyst. As a Professor of Education at University of Houston Downtown, her current research interests are instructional technology, assessment and evaluation, multicultural education, urban education, business education, and curriculum and instruction. She has delivered K-12 in-service professional development activities for both faculty and staff. She is the co-author of Technology Applications for K-12 Teachers and a co-editor of Wired for Learning: An Educator’s Guide to Web 2.0.

Sarmista Das is an English professor at Champlain College Saint-Lambert, where she spends her time teaching international and multicultural literature (from a feminist standpoint) and overseeing the peer tutoring services offered by the college’s Learning Centre. She has also taught at Concordia University’s Simone de Beauvoir Institute. Her research interests include critical race studies, gender studies, indigenous literature, spoken word poetry, educational technology, and peer learning. More recently, she has begun exploring game studies as a way to understand her own fascination with game culture and the world at large. She hopes to use her interests to as a springboard for further research and pedagogical practice.
Ann-Louise Davidson is an associate professor of Education at Concordia University where she teaches in the educational technology graduate program. Her research interests revolve around the changes brought by digital technologies in society and in the educational system, and their impact on how human beings learn individually and socially. In education, she uses collaborative action research methods as a means to understand and to explain how users experience technologies. In non-educational settings, she studies the impact of digital technologies on the social integration of minorities and marginalized populations. In the past few years, she has been involved with several charitable organizations to help adults living with intellectual disabilities develop new capabilities. She has published articles in the field of technology in education, including how teachers use technologies in pedagogical activities, how technologies can be used to learn, and how they can be used to design learning individually and in communities of practice.

Sylvain Durocher is a teacher in technological education, who studies Sociology at l’Université du Québec à Montréal. Before being a teacher, he was a millwright, a welder, and a toolmaker, and he has worked as a fabricator in several industries. His sense of mechanical harmony, his imagination, and his endless curiosity have brought him to explore social media in the most intricate ways. Upon the completion of his degree, he plans to return to teaching special children, who need to be motivated differently to engage in their learning.

Kerry Freedman is Professor of Art and Design Education at Northern Illinois University. Dr. Freedman’s research focuses on questions concerning the relationship of curriculum to art, culture, and technology. Recently, she has particularly focused on issues of leadership, creativity, and student engagement with visual culture in contemporary learning contexts. Professor Freedman is author and editor of several books, including Teaching Visual Culture. In addition, Professor Freedman has published numerous articles and book chapters. She has done over 100 national and international keynotes, presentations, and workshops, and has been a visiting professor and Fulbright scholar at several overseas universities. She is a past National Higher Art Educator of the Year and is a Distinguished Fellow of the National Art Education Association. In 2012, Dr. Freedman won the Manual Barkan Memorial Award for the outstanding article published in the previous year.

Nicole Fournier-Sylvester is a college teacher at Champlain College Saint-Lambert in Quebec. Her course offerings include Democracy & Cultural Diversity, Ethics in the Social Sciences, and Education & Social Change. Currently a doctoral student in the Education Department of Concordia University, Nicole has conducted research on teaching strategies that promote civic engagement. She has written about the state of citizenship education in Quebec as well as the challenges that teachers face when teaching controversial issues in the classroom. Nicole’s current research focus is on how online discussion forums can be used to develop the civic skills of youth by facilitating critical thinking skills, debate between diverse perspectives, and the participation of students who, for a variety of reasons, may be reluctant to speak up in a traditional classroom context. Nicole is also developing curriculum that uses online discussion forums as a tool for discussion and debate.
**Issa Gulka** is a graduate student in Educational Technology at Concordia University, Montreal, Quebec, Canada.

**Jessica Haak** is currently a Master of Arts student at Concordia University, in Montreal, Quebec, Canada. She is enrolled in the Educational Technology degree program. She holds a Bachelor of Arts degree in Drama from the University of Alberta. Her research interests are related to the intersection of art, technology, and education, as well as to the employment of narrative research methodologies and critical theory.

**Emiel Heijnen** is a Dutch art/media educator and researcher. His field of interest is interdisciplinary arts education in connection to contemporary art, popular culture, media activism, technology, and urban culture. He is a senior lecturer at the Amsterdam School of the Arts and researcher at the Radboud University Nijmegen. He is a member of the AHK Arts Education Research Group and initiator of (inter) national education projects like MediaCulture and the summerschool Remix Culture.

**Renee Jackson** is an artist and art educator, who has taught in private, public, and community settings in Nova Scotia, Toronto, Montreal, and Hamilton over the past 13 years. She is currently working on her PhD in the Education department at Concordia University, and lectures in the Faculty of Education at McGill. From May to August she leads a city wide community arts movement with over 500 children, for Culture for Kids in the Arts, in Hamilton Ontario. Renee spent one year working for the Center for Research on Culture and Human Development for whom she travelled to six countries around the world doing research about children and art. She is a Vice President of the Canadian Society for Education Through Art, and recently joined the Research Center for Technoculture, Art and Games, at Concordia where she is looking at games and social impact with Decode Global and the game Get Water!

**Svetlana Makeyeva** is an American Studies PhD student at the TU Dortmund University. Svetlana obtained her B.A. from the American University-Central Asia in 2006, and M.A. from the Heidelberg Center for American Studies at the Ruprecht-Karls-University in Heidelberg in 2007. In 2008, Svetlana joined the American Studies Department at TU Dortmund University to work on her thesis dissertation and teach courses about American politics, popular culture, and new media. Her academic areas of interest include comparative literature, cultural studies, American studies, gender studies, and Deleuze studies. She has a research passion for topics like digital nomadism, milblogging, feminist movements in post-Soviet republics, body genres, particularly, pro wrestling in the U.S., Germany, and Japan, along with a variety of topics dealing with cultures of transgression and liminality.

**Marjorie Cohee Manifold** is Associate Professor of Art Education and Curriculum Studies in the Curriculum and Instruction Department, School of Education, Indiana University. In her research, Manifold has studied the aesthetic sensibilities and artistic practices of folk artists in dynamic interaction with their local communities. This includes explorations of the art making practices and products of adolescents and young adults in online communities. Based on findings from these inquiries, she is developing curricula for teaching studio art online to students across national and international boundaries. She has presented at national and international conferences and served on numerous review boards of journals in art education, new media, and comparative studies in education. Manifold is co-editor of two books published by the National Art Education Society, and her numerous publications have appeared in peer-reviewed journals, as invited monographs, and as book chapters.
About the Contributors

Robert McGray currently teaches in the Educational Studies program in the Department of Education at Concordia University. He is currently an Associate Editor with The Canadian Journal for the Study of Adult Education. His Ph.D. is from the University of Alberta in Theoretical, Cultural, and International Studies in Education. While he has published on a number of topics related to critical pedagogy, his research interests revolve around the nature and function of citizenship education.

Jason Netherton is a PhD student in the Faculty of Information and Media Studies at the University of Western Ontario. His research focuses on the production and consumption of media and information in contexts of social acceleration, speed, and immediacy. Additionally, he researches subcultural print history, primarily the DIY underground culture of punk rock and metal “fanzines” of the 1980s and early 1990s. He is also the author of the forthcoming text Extremity Retained: Notes from the Death Metal Underground (2014). Additionally, he is the bassist, lyricist, and vocalist in the band Misery Index, which since 2001 has produced 5 full-length albums.

Patti Pente is an interdisciplinary artist and an associate professor working in the Faculty of Education at the University of Alberta, Edmonton, Canada. She has exhibited/performed her work locally, nationally, and internationally. Her scholarship includes pedagogical explorations of continental philosophy through art process, and relationships of art education to curriculum theory. Interests encompass contemporary notions of subjectivity, with particular emphasis on relationality and materiality. She continues to investigate the nature of physical and virtual relationships to space and place through various areas that include new media practices, GPS technology, nanotechnology, and landscape painting.

David Perri, born and raised in Montreal, is a lawyer who has been a music journalist since the late 1990s. David has contributed as a staff member and freelance writer to a wide variety of music magazines, newspapers and Websites (including Canada’s biggest metal magazine BW&BK and its Web counterpart BraveWords.com) and was the Editor-In-Chief of his university newspaper as well as the host of two specialty shows at campus radio. David majored in Political Science and graduated as the top student in his program at the University of Western Ontario (after being awarded the National Scholarship upon admittance) and subsequently attended McGill University’s Faculty of Law where he attained degrees in both Common and Civil law. David has worked at a multinational corporation as well as a record company/entertainment group, and practiced corporate law in Toronto’s financial district. He has also obtained a Master’s degree in Public Policy and Public Administration from Concordia University.

Jeff Podoshen is Associate Professor and Chair of the department of Business, Organizations and Society at Franklin and Marshall College in Lancaster, PA, USA. Jeff’s area of research relates to dark consumption and dark tourism practice, and he often blends and bridges theory from a variety of disciplines (such as marketing, social psychology and sociology) in order to explain phenomena and build theory. One of the early pioneers of the use of netnography in social sciences research, Jeff utilizes a myriad of mixed method and cutting edge qualitative techniques to distill complex data into more easily defined categories that allows for greater introspection on specific subcultures.
Jihan Rabah is currently completing her third year as a doctoral student in Educational Studies at Concordia University. She currently holds a Judy and Morris Fish Scholarship in Education. Her academic degrees consist of a Master of Arts in Educational Psychology and a Bachelor of Arts in Public Administration, both from the American University of Beirut. In addition, she holds a certificate in Project Management from McGill University and is specialized in educating students with needs, with a 2-year postgraduate diploma in Special Education from the American University of Beirut. Ms. Rabah is interested in the theoretical as well as the practical processes impacting on the development of pedagogical curricula, specifically gendered citizenships and the integration of computer technologies therein.

William Robinson is a PhD Candidate in the Humanities Doctoral Program in the Center for Interdisciplinary Studies in Society and Culture. His research is funded by the Fonds de Recherche Société et Culture and focuses on player creativity, digital labour, and aesthetic analytic philosophy. He currently works under the hospices of the Research Center for Technoculture, Art and Games. He is hired by the English department to teach ENGL-398D Video Games and/as Literature during the Fall. His burgeoning art practice involves designing experimental boardgames, which generate aggressively political procedural narratives from strategic play. He has been a member of the Center for Technoculture, Art and Games since 2009 and completed his MA in the Special Individualized Program with SSHRC fellowship at Concordia University in 2012.

Margaret Shane obtained a Master of Library and Information Studies in 2002 before commencing doctoral studies at the Faculty of Education (Secondary Education) at the University of Alberta, Canada in 2011. Margaret’s research interests focus on multimodal literacies, metacognition, the philosophy of education, peace education, queer theory, curriculum theory, and youth culture. She is especially motivated to explore concepts of identity construction and subjectivity owing to her continuing work as a practicing librarian in the education sector. Her contributed chapter to this book reflects her strong and enduring desire to understand the radically new: those practices, ideas, and concepts that emerge to challenge or destabilize the so-called mainstream.

Libi Shen received her Ph.D in Instruction and Learning from University of Pittsburgh, PA, and an outstanding dissertation award in the field of college reading and study skills from IRA. Libi started her college teaching career in 1989. She designed the M.S.Ed program in ESL for Duquesne University, PA in 2003. She used to work as an office administrator, dean’s secretary, department chair, assistant professor, and associate professor in Chia Nan University of Pharmacy and Science, Taiwan, before she moved to the U.S. Libi is the chief editor for two ESL textbooks: Reading and Writing Plus, and Window on U.S.A.: Listening and Speaking Plus. Currently, Libi is an online faculty for University of Phoenix. Her research interests include reading education, classroom management, curriculum design, instructional technology, and SLA.

Bart Simon is the current director of the Center for Technoculture, Art and Games and Associate Professor in the Department of Sociology and Anthropology at Concordia University in Montreal, Canada. His areas of expertise include game studies, science and technology studies, and cultural sociology. His game studies research crosses a variety of genres, platforms, and modalities looking at the relation of game cultures, socio-materiality, and everyday life. Some of his work is represented in journals such as
Games and Culture, Game Studies, and Loading. His current research on gestural gaming is funded by the Social Science and Humanities Council of Canada, and he is a network investigator for the Canadian network on New Media, Animation, and Games.

Kalervo A. Sinervo is currently a PhD candidate in the Humanities Doctoral Program in the Centre for Interdisciplinary Studies in Society and Culture (CISSC) at Concordia, where he explores questions relating to materiality and differential media. In addition to media theory, he’s interested in comics, detective fiction, social, puzzle, and adventure games, and the general debris of pop culture. His approach combines Actor-Network Theory with poststructuralism, always looking for the connections that keep objects alive and active.

Robert W. Sweeny, Associate Professor of Art and Art Education at Indiana University of Pennsylvania (USA), is 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.

Tieja Thomas is a PhD candidate within the Department of Education at Concordia University in Montreal, Canada. Interested in issues relevant to both educational communities and to society at large, such as democratic citizenship, diversity, multiculturalism, and globalization, her doctoral research, funded by the Social Sciences and Humanities Research Council of Canada, lies at the intersection of citizenship education and educational technology. Through this work and related projects, Tieja applies a framework of radical democracy in order to examine citizens’ use of social network sites for both processes and outcomes of citizenship education. Through her research, she explores how the use of interactive online technologies impacts citizens’ socio-political participation and how citizenship educators can best leverage the power of the Internet for active citizenship. Moreover, she aims to understand how the use of these technologies impacts citizens’ identities, thus challenging current conceptualizations of the parameters of citizenship.

Shannon Tien is a newly minted MA from Concordia’s Department of English. Her Master’s Research Project uses the local comics publisher Drawn and Quarterly as a case study to investigate the relationship between contemporary print culture, the small press, and the cultural legitimization of comics as art in Canada. She is currently working on two projects with Darren Wershler and Kalervo Sinervo at the Amplab: one, a history of digital comics, and the other, a study of online comics pirate communities. She also assists Sandra Gabriele in a study of 19th century newspapers. Right now, she is interested in questions of materiality, book history, and circulation as they pertain to literary studies and contemporary comics theory, but she is also exploring the relationship between optimism and the circulatory paths of early 18th century print culture.

Antonia Tzemopoulos is a PhD candidate in Educational Technology at Concordia University, Montreal, Quebec, Canada. She is currently completing her dissertation using an art-based qualitative research method and drawing from the discipline of Human Factors Engineering to explore how she can improve instructional design practice, especially when designing online learning environments for
the (dis)abled community. She also holds a BFA (Honours) in Art Education, a specialty certificate in Special Needs Education, and an MA in Educational Technology. Over the years, she has maintained various positions as a behavioural technician, counsellor, and special education elementary and high school teacher throughout Montreal and abroad. An interdisciplinary researcher at heart, she enjoys exploring and challenging the research frontier. Her research interests include, but are not limited to virtual environments, ergo-aesthetics, emotional flow, user-centered inclusive design, design for dynamic variability and (dis)abilities. When she is not conducting research, she may be roaming the virtual landscapes of Second Life.

**Kathryn Urbaniak** is a Research Associate and has an MA in Educational Technology from Concordia University (2013). She graduated with a B.A. (Hons) in Business Studies (1998) and P.G. Dip. in Information Technology (2000). Kathryn has worked in new media project management and software development in her native Scotland. Her teaching experience includes teaching in 4 different countries and facilitating online learning with participants from more than 40 countries. In addition to research, she works as an instructional designer in Montreal and specializes in soft skills and systems training.

**André Valle** works as a Content Strategist and is pursuing a master’s degree in Educational Technology, at Concordia University. His specialty lays in elaborating digital strategies for content delivery, making use of media and metrics to enable the successful delivery of content to targeted audiences. He is interested in content strategy, Web analytics, internal branding, customer learning, and knowledge management within corporations. He has 7 years of experience in the field of knowledge management in the corporate and academic sectors, having worked as an educational designer, project manager, and research assistant.

**Darren Wershler** (aka Darren Wershler-Henry) is the Concordia University Research Chair in Media and Contemporary Literature (Tier 2). He works with the Technoculture, Art, and Games (TAG) group, and is also part of the faculty at the CFC Media Lab TELUS Interactive Art and Entertainment Program. Darren is the author or co-author of 12 books, most recently, *Guy Maddin’s My Winnipeg* (University of Toronto Press), and *Update* (Snare), with Bill Kennedy, and with Rosemary Coombe and Martin Zeilinger, is a co-editor of *Dynamic Fair Dealing: Creating Canadian Culture Online*, forthcoming from University of Toronto Press in 2014.