About the Contributors

Darren Lee Pullen is a lecturer in ICT, Professional Studies and Multiliteracies in the Faculty of Education at the University of Tasmania, Australia. He has worked with governments, industry sectors, enterprises (particularly health and training) and the education community to facilitate socio-technical change. His professional focus is on building viable humachine (human-machine) relationships and learning systems. Darren’s previous employment includes being a Research Fellow in the health sector, ICT consultant and educator. He currently works as a lecturer and is the principal of an international consultancy firm—Humachine Consultancy. His research interest is in the management of change processes with a particular interest in the micro-meso-macro level relationships between technology innovations and human-machine (humachine) relationships and interactions.

Christina Gitsaki is a Lecturer at the School of Education, The University of Queensland and the Executive Secretary of the Applied Linguistics Association of Australia (ALAA). She has extensive teaching experience in the areas of ESL/EFL and CALL. Her main research interests include second language acquisition and TESOL, the use of ICTs and the Internet for teaching English, Learning Objects design and CALL applications.

Margaret Baguley is a senior lecturer in arts education, curriculum and pedagogy in the Faculty of Education, University of Southern Queensland, Australia. Her teaching and research interests are concerned with the role of visual art in the education of early childhood, primary and secondary students. She has an extensive teaching background across all facets of education, in addition to maintaining her arts practice. An interest in collaborative practice and exhibition underpins her teaching. Dr Baguley’s research supervision encompasses studies in visual arts education, children’s engagement with the arts, teacher development, museum studies and the value of the arts in the community. In 2008 Margaret received a national award to recognize her outstanding contribution to student learning from the Australian Learning and Teaching Council (ALTC).

Abbad Mohammed Alabbad completed his B.A. degree at King Saud University in Riyadh, Saudi Arabia and continued his higher education in Morgantown in the United States where he finished his Masters in Linguistics and TESOL in 2001. He is currently working on his PhD research at The University of Queensland, Brisbane, Australia. His main research interests are in the area of Computer-Assisted Language Learning, second language acquisition, and online course design.
About the Contributors

**Mike Brown**, is a Senior Lecturer in the School of Education at the University of Ballarat, Victoria, Australia. Initially, Mike had an industrial background as a Sheetmetal worker and draughtsman. He began his teaching career as a secondary teacher in Technology Studies where he was introduced to a learner-centred pedagogy built around design and problem solving. He worked as a trade instructor teaching Sheetmetal apprentices in the Technical and Further Education (TAFE) sector. For the past fifteen years, he has worked in university based teacher education programs preparing teachers and conducting research in adult, vocational, and Design and Technology education. His most recent research has been through RAVE (Researching Adult and Vocational Education) at the University of Ballarat and has included national studies of Men’s learning in and through community contexts, Dual recognition and assessment regimes within VET in schools programs, Applied learning in secondary schools, and Curriculum development in Design and Technology education.

**Candance Doerr-Stevens** is currently working toward a Ph.D. in critical literacy from the department of Curriculum and Instruction at the University of Minnesota. She has taught writing at the elementary, junior high, and college levels and currently teaches education courses for pre-service and practicing teachers. Candance’s current research interests include the emergent literacy practices involved in digital writing, in particular the rhetorical affordances of online role-play and the identity practices involved in the multimodal composition process of digital storytelling.

**Robyn Henderson** is a Senior Lecturer (Literacies Education) at the Toowoomba Campus of the University of Southern Queensland, Australia. Her current research interests are in the areas of multiliteracies and digital literacies and the relationship between learning digital literacies at home and at school, especially in relation to students who might be marginalised within an education system. She also researches in the areas of academic literacies and the implications of mobility and poverty on school-based literacy learning. All of her work is underpinned by a concern for social justice issues.

**Laurie A. Henry** is an Assistant Professor of Early Adolescent Literacy at the University of Kentucky. Prior to this appointment, she was a researcher with the New Literacies Research Team at the University of Connecticut where she completed a Ph.D. in Educational Psychology with an emphasis in Cognition and Instruction, Literacy and Technology. Henry’s work focuses on early adolescent literacy development, including development of the new literacies of information searching, Internet-based critical reading, expanded definitions of the digital divide, and social equity issues related to the acquisition of digital literacy skills among marginalized youth. Henry teaches undergraduate and graduate courses in literacy education at the University of Kentucky, speaks and consults widely on the new literacies of online reading and writing, and is an active member of several state, national, and international professional organizations. Henry is author of five refereed articles and coauthor of thirteen invited articles and book chapters.

**Eileen Honan** is Senior Lecturer in English and Literacy Education at The University of Queensland. Her research interests include developing methodological applications in educational research of Deleuze and Guattari’s philosophical work, and working with teachers to develop their understanding of theoretical issues related to their literacy teaching practices.
About the Contributors

Bridgette Huddlestone is a primary school teacher (specialised in Early Childhood Education) and is the author of an Honours Dissertation “Teachers Attitudes and Beliefs towards ICT in the Catholic classroom”. Bridgette has studied a Bachelor of Education at the University of Tasmania, Launceston, and has worked side-by-side with Darren Pullen a lecturer in ICT, Professional Studies and Multiliteracies at the same University. An interest both personally and professionally in the area of Information and Communication Technology in education underpins her teaching and research focus.

Anita Jetnikoff lectures in English Curriculum and Film and Media curriculum Studies at Queensland University of Technology. She is a highly experienced secondary and tertiary teacher. Her research and publication interests include literary theory, literature and cultural studies, teaching and technology, multiliteracies, ‘new literacies’ and new media, and youth, gender, culture and identity representations in media and literature. She is a documentary film maker. She is the co-author of the new book Media Remix due for release in July 2008.

Martin Kerby is the Head of Information Services and Museum Curator/Archivist of St Joseph’s Nudgee College Museum in Brisbane, Australia. He was also a foundation member of the Middle School program in 2001. He has written two books, Undying Echoes (2001) about the military history of St Joseph’s Nudgee College and Where Glory Awaits (2005) the military history of St Joseph’s Gregory Terrace, another boys’ school in Brisbane. Martin is currently working on a PhD examining the life of war correspondent Sir Philip Gibbs. In January 2008 he was awarded a place at the inaugural Australian Government Summer School in History held in Canberra.

James R. King is a Professor in the Department of Childhood Education and Literacy Studies at the University of South Florida in Tampa. There he researches media literacies, critical literacies, and masculinities in educational contexts.

Deborah Kozdras is currently a graduate student in Literacy Studies at the University of South Florida in Tampa where she teaches undergraduate education classes in writing and reading. Her research interests lie in digital media literacies, writing, and connecting literacy learning to youth culture. Currently she is working on her dissertation, documenting the composition processes with which students engage while creating narrative digital videos.

Kimberly A. Lawless is an associate professor of Educational Psychology and Language, Literacy, and Culture at the University of Illinois at Chicago. Dr. Lawless studies how individuals acquire and comprehend information from nonlinear digital environments, focusing on how aspects of the reader, the media, and the task influence navigational strategy and learning outcomes.

Quynh Lê is a Lecturer in Rural Health and the Graduate Research Coordinator at the University Department of Rural Health, Tasmania. Her current research interests include social determinants of health through multilevel analysis and spatial analysis, population health, health informatics and intercultural health. Her research-enhancing activities include co-editor of the on-line international research Journal Language, Society and Culture (1997 – till now), manager of the International Conference on Science, Mathematics and Technology Education (1997) and she has a wide range of publications on health, education, and information technology.
**About the Contributors**

**Thao Lê** received his PhD in theoretical linguistics at Monash University in 1977. He is a Senior Lecturer in the Faculty of Education, University of Tasmania. He teaches and conducts research in the following areas: research methodology, applied linguistics, TESOL, and e-learning. He was a keynote speaker at several major conferences in computer education and research. Dr. Lê has over one hundred conference papers/articles. His forthcoming book is *Critical Discourse Analysis: An interdisciplinary perspective*.

**Donna Mahar**, PhD, is Assistant Professor of English and literacy in the Masters of Arts in Teaching Program at Empire State College, the State University of New York’s hybrid learning program. She has also been a professor of literacy at the State University of New York’s Cortland campus. Formerly a middle school English teacher who achieved National Board Certification as well as local, state, and national recognition for her work with early adolescents, her research on adolescent literacy and information communication technology has been published in academic and practitioner journals. Her current work is concerned with 21st-century literacies as they impact school reform; youth, culture, literacy, and identity studies [YCLI]; and teacher-research.

**Vanessa Minick** is a doctoral student in the department of Childhood Education and Literacy Studies at the University of South Florida in Tampa. Her research focus concerns composition theory and learning to write.

**Jenifer Jasinski Schneider** is an Associate Professor in the Department of Childhood Education and Literacy Studies at the University of South Florida in Tampa. Her research focuses on writing development and writing instruction as well as the use of process drama in literacy teaching and learning.

**P.G. Schrader** is an assistant professor of Educational Technology at the University of Nevada, Las Vegas. Dr. Schrader’s recent work involves understanding learning in complex nonlinear digital environments like Massively Multiplayer Online Games and Hypertext. In these contexts, he has examined aspects of expertise, literacy, and the dynamic exchange of information. His work has appeared in a number of journals as well as at national and international conferences. While he’s not writing, you might find Dr. Schrader further itemizing his level 70 druid in the World of Warcraft.

**Dave Skidmore** is currently a Freelance Educational Consultant and was previously Head of Department of Health Care Studies at Manchester Metropolitan University for 14 years. He was at MMU for 26 years where he undertook various positions ranging from lecturer.

**Amanda Walker** currently fulfils the role of Literacy Leader at a local primary school, providing literacy support for the early childhood area. Amanda has recently completed her Bachelor of Education, graduating with Honours, and worked closely with Darren Pullen, lecturer of ICT and Professional Studies at the University of Tasmania, Launceston and fellow student, Bridgette Huddlestone. Her Honours Dissertation, entitled “Early Childhood Education (ECE) - Supporting it with ICT” was the result of observations that instruction in the use of ICT’s in this area was sadly lacking. She believes in the importance of ICT use in both personal and professional pursuits and continues to research to enhance her own knowledge and understanding as a base for her teaching growth.
About the Contributors

James Welsh is a doctoral student in the department of Childhood Education and Literacy Studies at the University of South Florida in Tampa. His research focus is new literacies, with particular attention to critical media literacy in elementary education. In addition, James coordinates support for technology integration at the USF College of Education through his work at the Florida Center for Instructional Technology (FCIT).

Peter White has been a lecturer in computer assisted language learning in the School of Languages and Comparative Cultural Studies at The University of Queensland. He has a background in applied linguistics, computing and public policy.

Pam Wright has an Honours degree in History from Lancaster University (UK) and also has a Masters degree in Managing Information Technology from the University of Salford (UK). Pam has extensive experience in e-learning having been an early adopter and has previously been employed as an advisor to teachers using e-learning. Pam has lectured in universities and colleges in both England and Australia. She currently coordinates the ICT programmes for the Faculty of Education (Bundoora) at La Trobe University, where she also teaches in the postgraduate program: the areas are; Using Multimedia for Learning, Learning Technologies in Education and Teaching, Learning with Computer Games and Learning in Virtual Environments. Wright has been successful in three recent grant applications relating to the uses of ICT and learning and she has contributed to a number of journal articles.

Abduyah Ya’akub is a graduate from the Nanyang Technological University, in Singapore, and has recently completed her PhD at the University of Queensland. She has taught Malay Language in Singaporean secondary schools, and worked with the Singapore Ministry of Education on planning and developing curriculum. Her research has focused on identifying the changes of social and cultural practices when digital technologies are used in school. A particular interest is the connections between literacy, technology and disadvantage.