DR. DON KRUG

A Celebration of the life of Dr. Don Krug

FACULTY OF EDUCATION, DEPARTMENT OF CURRICULUM & PEDAGOGY

In Memoriam | Dr. Don Krug | *1957-2017*

The Department of Curriculum & Pedagogy is sad to announce the passing of *Dr. Don Krug* on April 1, 2017.

Professor Krug's research was organized around the complex relationships of education, technologies, culture, communication, sustainability and social justice. In 2012, he was appointed as a University Sustainability Fellow. Professor Krug's work in the Faculty, activism on campus, and service to the profession will be sorely missed.

edcp.educ.ubc.ca

UBC

BIOGRAPHY

Integrating technologies through education and cultures

UBC Experts Guide

An information source that gives journalists access to UBC's expertise.

E.g. sustainability Vancouver

View all experts | View all fields

Last updated: March 24, 2017 @10:17 am

Dr. Don Krug, PhD

Professor
Faculty of Education
Dept. of Curriculum & Pedagogy
Vancouver Campus

Fields

Computers, Creative Arts, Diversity, Early Childhood Education, Education, Environment, Journalism / Media Studies, Neuroscience / Cognitive Science, Philosophy / Ethics, Pop Culture, Sustainability, Teachers, Technology, Youth

Expertise

education curriculum & pedagogy, educational technologies, teacher education, professional development, digital learning, media literacies, embodied perception, early childhood to adult education, virtual education, professional learning communities, computer science, computational learning, visual culture, innovation, aesthetics, sustainability, experiential learning

"I am a Professor in the Faculty of Education and the Department of Curriculum & Pedagogy at the University of British Columbia, and a Faculty Associate with the Institute for Computing, Information & Cognitive Systems (ICICS), Media and Graphics Interdisciplinary Centre (MAGIC) and Centre for Digital Media at UBC. From 1993-2002, I taught at The Ohio State University and held Associate Faculty appointments with the Advance Computing Center for Art and Design (ACCAD) and the Center for Folklife Studies. I was a Fulbright Award recipient in 2000-2001."

http://dkrug.com/wordpress/

iTEC LAB

iTEC LAB The *integrating* **Technologies through Education and Cultures** (iTEC) LAB was created to critically study the pervasive and emergent conditions of resistance and resilience associated with ICT litertacies, practices, and integration in K-16 education. ICT literacies refer to a person's competency and confidence in knowing about and using technologies.

WEBSITES
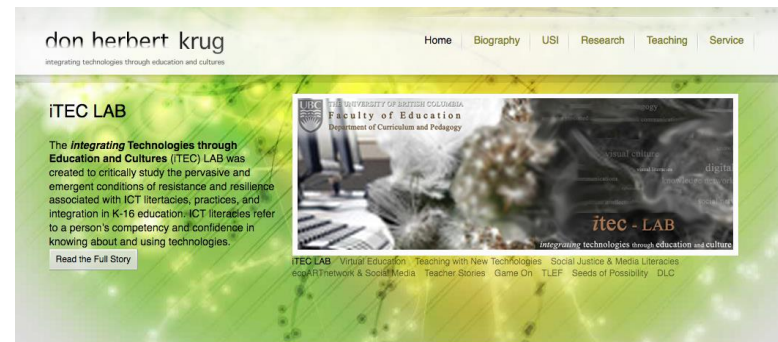
http://dkrug.com/wordpress/

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itec-integrating technologies through education and culture — LAB

http://l3.cust.educ.ubc.ca/wordpress/itec/

The Seeds of Possibility: Mentoring K-7 Educators' ICT
Ecology of Cognition

http://www.seedsofpossibility.ca/

USI

Sustainability and Social Justice: Mobilizing Knowledge and Action through Digital Media

Sustainability and Social Justice: Mobilizing Knowledge and Action through Digital Media

An ongoing passion of Dr. Krug's is studying the intersections of education, ecologies, cultures, aesthetics, social media and activism (social justice). He examines social media communication practices across academic, popular, aesthetic, and scientific discourses about sustainability and the world we live in. For example he examined critically the 2006 Dow Human Element ad campaign and some of the social justice issues of ecology as mobilized through media convergence. Media convergence has increased in the past ten years as broadcast and digital media have been integrated in unique and unusual ways.
This research showed how the *Dow Hu (Human) Element ad campaign was used to* (re)present a corporate identity through media to promote hidden social, political, aesthetic, and ecological issues. But social media activist have countered these kinds of communication practices using remediation, a process whereby contemporary media (i.e., digital media, virtual reality and the Internet) appropriates and refashions earlier media (i.e., painting, photography, television, and film). Before Dow unveiled its Human Element campaign, The Yes Men performed the *British Broadcasting Corporation (BBC) hoax*. It was in response to Dow's outright denial of any responsibility concerning their subsidiary Union Carbide Corporation (UCC). It coincided with the 20th anniversary of the UCC chemical disaster in Bhopal.

Don Krug traces contemporary activist communication practices related to the arts and sciences and trajectories of interdisciplinary work concerned with ecological sustainability and restoration. In 1998 he formed a professional learning community (PLC), the ecoartnetwork, with internationally recognized ecological artists, scientists, curators, environmentalists, etc. This PLC social media space provides a global forum for members to mobilize ecological knowledge and to discuss issues concerning the practices, ideas, and information pertinent to social and ecological justice. It has since expanded into one of the largest active international online social media space dedicated to the practice(s) of ecology and aesthetics. Membership encompasses people from Africa, Asia, Australia, Europe, South America, and North America.

RESEARCH

Education, Technology, Media, Ecology, Culture, and the Arts

Virtuality and Education., Ecological Justice and Social Media

RESEARCH

Virtuality and Education., Ecological Justice and Social Media

My research program has always followed a continuous flow from past investigations of aesthetics, communication, culture, curriculum, ecology, and technology within education. However since 1998, I have begun to shift my focus to more carefully look at how curriculum integration can be supported through teacher education and at professional development that critically includes ICT literacy, ICT practices, and ICT integration. This research has also been shared through invited keynote presentations at international conferences in Australia, Brazil, Canada, China, New Zealand, Taiwan, and the United States.

RESEARCH   Selected Research Grants

2005-2006 | BC Portfolio Requirements: ICT and the Power of the Arts | Inukshuk Internet Inc.

2005-2006 | The Seeds of Possibility: Integrating ICT into the Teacher Education Two-year Elementary Program | Faculty of Education Dean's Learning Technology Funds, The University of British Columbia**.**

2005 | Ethnography and Visual Culture — Miracles of the Spirit: Folk, Art, and Stories from Wisconsin | College of the Arts, The Ohio State University and The University of Wisconsin-Madison

2003-2004 | Investigating Pedagogy and Rich Media Development in Face-to-Face, Hybrid, and Online Distance Education Learning Environments | Hampton Social Science Research Funds, The University of British Columbia.

2000-2001 | The Study of ICT in Teacher Education and Professional Development | Fulbright: Council for the International Exchange of Scholars. Canada/United States.

1999-2002 | Research and Development of an Instructional Resource Lab for Teacher Education | Technology Enhanced Learning Resources. The Ohio State University.

1999-2000 | Research and Development of an On-line Distance Education Second-level Writing Course-Ethnic Arts: A Means of Intercultural Communication | Technology Enhanced Learning Resources. The Ohio State University.

1996-2000 | Examining Professional Development through Online Curriculum| J.P. Getty Foundation. The Getty Center for the Arts in Education.

1996-1998 | Investigating Collaborative Learning through the Use of Digital Interactive Computer Technology | The Ohio State University. College of the Arts. Internal Grant.

1996-2000 | Transforming Education Through the Arts Challenge | Annenberg Challenge Grant and Getty Education Institute for the Arts, The Ohio State University. (James Hutchens, Principal Investigator).

1995-1998 | National Professional Development Colloquium: Art & Ecology: Interdisciplinary Approaches in the Curriculum | The Getty Center for the Arts in Education & Department of Art Education. The Ohio State University.

2005-2006 BC Portfolio Requirements: ICT and the Power of the Arts
Inukshuk Internet Inc.

This research project examined how students and teachers can use rich media and virtual learning environments to complete the new graduation requirements being implemented in British Columbia in the 2005-2006 school year. All incoming secondary students must take a new course, Planning 10, as well as keep a portfolio of work demonstrating learning across a number of domains from grade 10 through grade 12. UBC, the Distance Education Schools Consortium, and Open Schools created a partnership to study game design as well as the learning strategies used by these genres. The research examined the planning, design, and testing of a multimedia learning module that allowed students to complete both core and choice criteria from the new graduation requirements. (Research website and findings are pending).

The Dream: Game On

BC Portfolio Requirements: ICT and the Power of the Arts
Inukshuk Internet Inc.

2005-2006 The Seeds of Possibility: Integrating ICT into the Teacher Education Two-year Elementary Program
Faculty of Education Dean's Learning Technology Funds, The University of British Columbia.

The SEEDS research project began during the winter (Term 2) of the 2004-2005 academic year. Our research team of (1) faculty member and (5) graduate students worked with 120 teacher education students and (7) faculty advisors. The research objective examined how ICT literacies and fluencies could be slowly and systemicly integrated into the teacher education students'program of study. The SEEDS project is currently researching ways to 1). create sustainable, learning focused, communicative, critical, collaborative and accountable learning environments so that participants learn to feel confident and become competent in using learning technologies within various educational settings. Research findings are pending.

seeds of possibility

2005 Ethnography and Visual Culture — Miracles of the Spirit: Folk, Art, and Stories from Wisconsin
College of the Arts, The Ohio State University and The University of Wisconsin-Madison

Don Krug and Ann Parker authored "Miracles of the Spirit: Folk, Art, and Stories from Wisconsin," which features ethnographic research based on interviews with people who make in urban, small-town, and rural Wisconsin. From the artists stories and experiences, working for the most part outside the mainstream of university and museum galleries, this research focuses on questions related to misrepresentation of—or myths about the formation of the artists cultural practices, sense of place and and visual culture.

2003-2004 Investigating Pedagogy and Rich Media Development in Face-to-Face, Hybrid, and Online Distance Education Learning Environments
Hampton Social Science Research Funds, The University of British Columbia.

This pilot study examined how K-12 teachers at one school in British Columbia use ICT for their own professional development through a critical inquiry research intervention in face-to-face, hybrid, and online distance education learning environments. Teachers created an online electronic portfolio of curriculum resources for their own research and for use in their teaching. They collaborated with other teachers in learning how to do this and, in this way, they learned to teach this knowledge and skills to their own students. Results confirmed prior research that teachers were better able to understand how to teach with ICT if it was modeled for them in an actual learning situation. Teachers who already used technology in effective ways successfully served as mentors, working closely with other teachers, collaborating in developing uses for technologies, and engaging in joint teacher research and professional development activities.

2000-2001 The Study of ICT in Teacher Education and Professional Development Fulbright: Council for the International Exchange of Scholars. Canada/United States.
This nine-month Fulbright from the United States and Canada provided the resources to examine emerging issues in teacher education and professional development of teachers' use of ICT within F2F, hybrid, and ODE learning environments. This research was conducted at the University of British Columbia and led to closer scrutiny and understanding of ICT literacies, fluencies, and integration as pedagogical knowledge to enhance a teacher's own learning. The "Stevenson Grows Wild: Schoolyard Habitat Project" was an outgrowth of this research.

1999-2002 Research and Development of an Instructional Resource Lab for Teacher Education
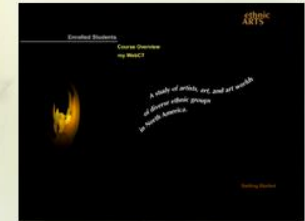**Technology Enhanced Learning Resources. The Ohio State University.**
This research looked at hybrid learning environments and teacher education. Preservice teachers used ICT to develop curriculum and teaching and learning resources. The results of the research suggested that student teachers need additional opportunities to apply technology prior to their field experiences with the guidance of technologically literate instructors. Considering the apparent shortage of technology mentors during field experiences, this may be an area where online distance education (in the form of distance mentoring) could play an important role by linking new teachers to qualified supervisors at other colleges and K-12 school sites. This research site has now been modified and moved to UBC.

1999-2000 Research and Development of an On-line Distance Education Second-level Writing Course-Ethnic Arts: A Means of Intercultural Communication
Technology Enhanced Learning Resources. The Ohio State University.
This research investigated how teacher education students used ICT to making sense of course content and to relate it to their own experience. A critical inquiry intervention was employed to investigate students' engagement with content in rich cultural contexts, and to deal with multiple interpretations. Some of the findings indicated that ICT non-linear and multi-media functions enabled students to move freely back and forth between image and text, between historical and current information, and between the remarks of specialists and peers and their own understanding. The ability to move freely between different sources and various media facilitated a meaningful relationship between content, contexts, and the students' own concerns.

1996-2000 Examining Professional Development through Online Curriculum
J.P. Getty Foundation. The Getty Center for the Arts in Education.
This research examined electronic learning communities using the Getty Internet discussion forum (ArtsEdNet Talk). Critical inquiry methods were used to analyse human computer interaction in an online distance education learning environment. Our research team from the Illinois University; New York University, New Palz; and Texas Tech University used Internet links to share information between students in our teacher education teaching methods classes. Results indicated that inquiry in online learning environment was effective in enhancing student learning and helping future teachers to use ICT in their teaching.

1996-2000 Examining Professional Development through Online Curriculum
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1996-1998 Investigating Collaborative Learning through the Use of Digital Interactive Computer Technology
The Ohio State University. College of the Arts. Internal Grant.

This research examined students' learning using ICT in an undergraduate second-level writing course at OSU. Students interviewed family members about visual culture, using digital video, and learned to analyze the data using critical ethnography. Students embraced this critical inquiry process and were eager to communicate their findings with peers using online asynchronous communication. (Website link is secure).

1996-2000 Transforming Education Through the Arts Challenge
Annenberg Challenge Grant and Getty Education Institute for the Arts, The Ohio State University. (James Hutchens, Principal Investigator)

Krug headed the ICT research team for the Faculty Committee for Collaborative Reform for the TETAC Project. Teachers used ICT to develop rich media for teaching and learning and discussed their practices over online networks with colleagues, administration, students, and parents. Quantitative and qualitative methods were used to examine teachers' use of ICT in F2F and hybrid learning environments. Our results indicated that ICT instruction should be integrated into sustained professional development, rather than being limited to stand alone classes or workshops. To provide ICT methods of change, ongoing research should study critical inquiry as effective ICT integration practices that reflect current needs in both teacher education and K-12 schools.

1995-1998 National Professional Development Colloquium: Art & Ecology: Interdisciplinary Approaches in the Curriculum
The Getty Center for the Arts in Education & Department of Art Education. The Ohio State University.

Our research team developed a CD-ROM that integrated digitized textual, visual, and auditory resources (rich media) for teachers and students to learn about contemporary ecological art. During the colloquium, teachers used the CD-ROM to engage in critical inquiry and to form an electronic learning community with colleagues in attendance from across the United States, China, and India. This research examined the interactive and intercultural communication practices of interdisciplinary teams of teachers using ICT as teacher researchers and it resulted in the development and testing of curriculum plans. The research was later disseminated as curriculum resources in the form of articles, a CD-ROM, a professional development website, and online teaching strategies. (Website link is secure).

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Krug. D. (2003). "Identity and Place in Contemporary Art," Professional Education elearning space/CDROM for the PBS/art:21 video series, "Art in the Twenty-First Century," Worcester, MA: Davis Publications.

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NON-REFEREED PUBLICATIONS

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TEACHING

Teaching and researching within the context of everyday life experiences

Scholarship of Teaching

TEACHING

Graduate Courses

CUST 565: Articulation(s) of Digital Literacies through Ecological Studies

EDCP 508 Virtual Education: Face-to-Face, Hybrid, and Distance Education

EDCP 470 ICT Practices in Education: Interactive Whiteboards and Active Learning

CUST 510: Video Ethnography in Education Research

CUST 546: Seminar & Studio in teaching and learning Through Virtual Education Spaces

Additional Graduate Courses

EDCP 501 (3) Master's Seminar

EDCP 508 (3/12) c Review of Research in Curriculum and Pedagogy

EDCP 510 (3) Video Ethnography in Education Research: Culture, Technology and Interpretation

EDCP 570 (3) Seminar in the Teaching of Information and Communication Technologies

EDCP 580 (3/12) c Problems in Education

EDCP 581 (3-12) c Laboratory or Studio Practicum

EDCP 585 (3-6) d Special Course in Curriculum and Pedagogy

EDCP 590 (3) Graduating Paper

EDCP 598 (3/12) c Field Experiences

EDCP 699 (0) Doctoral Dissertation

CUST 565: Articulation(s) of Digital Literacies through Ecological Studies
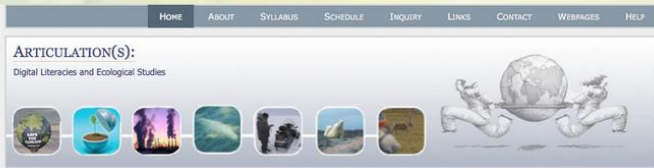
This advanced level course examines articulation as a form of multi-method inquiry in the design of educational research. Contemporary social practices and educational issues that intersect ecological studies and digital media will be examined through exploratory cases. The course introduces students to theoretical, philosophical, and practical research dimensions of ecological literacies and digital epistemologies and those multiple inquiry methods that enhance the gathering, analyzing, and interpretation of data. The concept of articulation will be explored as the act of connecting that can make a relation of two or more different elements, under certain human forces of agency and contextual conditions, which is not necessary, determined, absolute, or essential for all time. As a researcher, one can ask under what circumstances are connections forged or made? The so-called' relation of discourse then is the articulation of different and distinct cultural characteristics, which can be (re)articulated in different ways because they have no necessary "belongingness." Assignments are structured to enable graduate students at different levels in their program to examine the use of multi-method inquiry within their own educational interests and research.

EDCP 508 Virtual Education: Face-to-Face, Hybrid, and Distance Education

This graduate seminar will examine digital media and pedagogy. Globally, information and communication technologies (ICT) are most commonly used both inside and outside of academic institutions when identifying and researching a variety of educational technologies and cultural practices (i.e., digital literacies, ICT literacies, Web 2.0, digital media, social media, educational technologies, learning technologies, new media, new literacies, etc.).

EDCP 470 ICT Practices in Education: Interactive Whiteboards and Active Learning

This course is designed for teachers to learn about using Interactive White Boards (Smartboard). Teachers will work on developing literacies, lessons, and learning strategies that can be used in the first weeks of school. Your course experiences will focus on teaching lessons that engage students in active learning in many curriculum areas. The Institute student/instructor ratio will be one-to-ten. Come collaborate with others teaching with Smartboards.

CUST 510: Video Ethnography in Education Research

This advanced level methodology course is an exploratory graduate course in using digital video for qualitative research studies. It introduces the theoretical and practical background required to gather and interpret video data. Assignments permit students to relate the use of video technologies to their own research interests. It will also provide a vehicle for discussing the implications of using new tools and techniques when conducting ethnographic research. Topics covered will include audience inter activity and engagement; conventions and genres of educational video; the politics of representation; aesthetics; audience/producer relations; and getting ideas, arguments, "lessons," positions, relations and interruptions, on tape.

This course supports students in exploring video ethnography for education. "Education" is broadly defined, and includes settings such as classrooms, communities, educational activism, museums and galleries, public spaces and multimedia. We will give close attention to questions about the place of video ethnography and exhibition in a variety of educational settings. We will raise questions about the appropriateness of student experiments and projects to intended audiences and contexts of exhibition; the social, cultural, and political relations between videomakers and their "subjects" and audiences; and the relation between video production for education and the social constructions of meaning and knowledge.

Seminar & Studio in teaching and learning Through Virtual Education Spaces
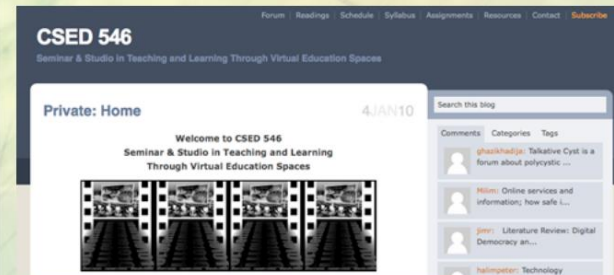
This graduate seminar will examine digital media and pedagogy. Globally, information and communication technologies (ICT) are most commonly used both inside and outside of academic institutions when identifying and researching a variety of educational technologies and cultural practices (i.e., digital literacies, ICT literacies, Web 2.0, digital media, social media, educational technologies, learning technologies, new media, new literacies, etc.).

Virtual education spaces such as face-to-face, hybrid, and online education learning environments will be examined for how they can be developed, designed, and used to create collaborative communities of practice and active learning. We will investigate contemporary issues of teaching, learning, media, culture, and education. Philosophical and theoretical perspectives are examined with regards to their association with the use of language and communication practices. Participants will have opportunities to develop and design their own virtual education spaces and examine contemporary digital media issues within the contexts of educational research and theory, with regards to their own personal and professional interests, and across local, regional, national and international points of view.

TEACHING

Additional Graduate Courses

CUST 565: Review of Research and Theory: Critical Issues of Education, Learning, and Information and Communication Technologies (2005)
This graduate level seminar will examine the social, cultural, political, and economic complexity of contextual conditions associated with educational technologies and elearning environments. Contemporary issues of learning, education, and information and communication technologies will be critically examined through various philosophical and theoretical perspectives. Students in this seminar will have the opportunity to examine contemporary (ICT) issues within the contexts of educational research and theory, with regards to their own personal and professional interests and across national and international points of view.

CUST 565: Integrating Educational Technologies within Teacher Education Practices (2003)
This graduate course explores ideas and issues for instructional application of digital technologies and electronic learning environments in education. Educational technologies are discussed in relationship to a broad range of formal and informal, classroom-based and community-based environments, and face-to-face, hybrid/mixed mode, or distance educational settings. Students will examine ways to integrate educational technologies within their own teaching and learning, curriculum development and organization, administration, research, and in facilitating communication strategies for teacher education programs. The class will involve reading, discussion, collaboration, and independent inquiry. The purpose of this course is to investigate ways to design, develop and teach with interactive multimedia using critical inquiry.

TEACHING

Undergraduate Courses

EDCP 470 (3) ICT Practices in Education

EDCP 474 (3) Digital Media in ICT Education: Design and Pedagogy

EDCP 475 (3) Digital Media in ICT Education: Development and Assessment

EDCP 370 (3) Integrating ICT Across the Curriculum: Elementary and Middle Years

EDCP 373 (4/5) d Curriculum and Pedagogy in Information and Communication Technologies I: Secondary

EDCP 376 (3) Curriculum & Pedagogy in Information and Communications Technologies I: Secondary

EDCP 470 (3) ICT Practices in Education

EDCP 473 (3) Digital Media in ICT Education: Ethical Uses

EDCP 474 (3) Digital Media in ICT Education: Design and Pedagogy

EDCP 475 (3) Digital Media in ICT Education: Development and Assessment

EDCP 474 (3) Digital Media in ICT Education: Design and Pedagogy

EDCP 475 (3) Digital Media in ICT Education: Development and Assessment

An Information and Communication Technologies (ICT) course for learning how to integrate technology into ones pedagogical practices, it will introduce students to pedagogical concepts, skills and strategies for using ICT to enhance teaching and learning processes. This is an intensive, interactive, and hands-on class that is designed to introduce and develop the following: pedagogical design, learning theories and inquiry methodologies as they relate to the use of ICT for teachers and students. Students will also explore the effective use of communication within virtual learning communities.

EDCP 470 (3) ICT Practices in Education

TEACHING

Additional Undergraduate Courses

EDCP 360 (1) Curriculum and Pedagogy in Elementary and Middle Years

EDCP 363 (3) Interdisciplinarity in Curriculum and Pedagogy

EDCP 460 (6) Recent Developments in Elementary Curriculum and Pedagogy

EDCP 462 (3) Perspectives in Curriculum Theory

EDCP 467 (3/6) d Special Topics in Curriculum and Pedagogy

EDCP 468 (3-9) d Directed Studies in Curriculum and Pedagogy

EDCP 480 (3) Visual Culture Across the Curriculum

EDCP 481 (3) Media Studies Across the Curriculum

STUDENTS SUPERVISED

The University of British Columbia

83. Ashley Shaw Ph.D. 2014 Expected Supervisor 82. Jennifer Arntzen Ph.D. 2013 Expected Supervisor 81. Bowles, Ron Ph.D. 2012 Actual Supervisor 80. Don Ramos Ph.D. 2011 Actual Supervisor 79. Zuochen Zhang Ph.D. 2007 Actual Supervisor 78. Randy LaBonte Ph.D. 2005 Actual (EDST) Co-Supervisor

77. Madalina Wierzbicki Ph.D. 2012 Expected Committee Member Mechanical Engineering

76. Mahtab Eskandari MA 2012 Expected Supervisor 75. Morgan Reid MA 2010 Actual Co-Supervisor (CCFI) 74. Jennifer Arntzen MA 2008 Actual Supervisor 73. Manjeet Sangha MA 2008 Actual Supervisor 72. Chung Ip MA 2007 Actual Co-Supervisor 71. Sheila Carroll MA 2006 Actual Co-Supervisor (CCFI) 70. Tianyi Zhang MA 2005 Actual Supervisor 69. Cynthia Chwelos MA 2004 Actual Supervisor 68. Namsook Jahng MA 2004 Actual Supervisor

67. Pamela Maldonado MEd 2009 Actual Supervisor 66. Bonnie Wen MEd 2008 Actual Supervisor 65. Yueting Wang MEd 2008 Actual Committee Member 64. Forman Howes MEd 2007 Actual Supervisor 63. Pedro DaSilva MEd 2006 Actual Committee Member 62. Lisa Thomas MEd 2006 Actual Supervisor 61. Katherine Monk MEd 2005 Actual Committee Member 60. Shu-yu Pan MEd 2005 Actual Committee Member 59. Douglas Park MEd 2005 Actual Committee Member 58. Anthony Yam MEd 2005 Actual Committee Member 57. Jacquie Moon MEd 2004 Actual Committee Member 56. Caroline Mathews MEd 2004 Actual Supervisor 55. Richard Helm MEd 2004 Actual Supervisor

54. Madalina Wierzbicki MS 2007 Actual Committee Member Mechanical Engineering

53. Kyle Harland MA 2008 Actual Committee Member Journalism

The Ohio State University 52. Sue Sherlock PhD 2004 Actual Committee Member 51. Sultan Zeyad PhD 2003 Actual Co-Supervisor 50. Judith Brown PhD 2003 Actual Committee Member

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29. Natalie Marsh MFA 1996 Actual Co-supervisor

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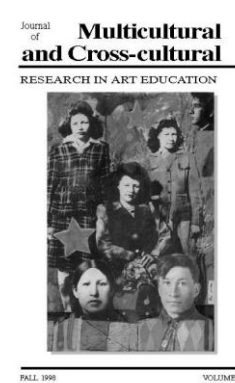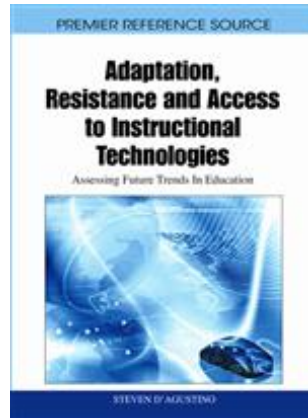
Editorial Advisory Board Member, **"**Cases on Interactive Technology Environments and Transnational Collaboration: Concerns and Perspectives." A book edited by Dr. Siran Mukerji and Dr. Purnendu Tripathi, New York: IGI Global.

Associate Editor – International Journal of Technology and Educational Marketing (IJTEM)
Editor(s)-in-Chief: Purnendu Tripathi (IGNOU, India); Siran Mukerji (IGNOU, India), *An Official Publication of the Information Resources Management Association.*

*Peer Reviewer – The International Journal of Education and Development using Information and Communication Technology (IJEDICT).*The International Journal of Education and Development using Information and Communication Technology (IJEDICT) is an e-journal that provides free and open access to all of its content. IJEDICT aims to strengthen links between research and practice in ICT in education and development in hitherto less developed parts of the world, e.g., developing countries (especially small states), and rural and remote regions of developed countries.

*JTRE Reviewer _ ISTE's Journal of Research on Technology in Education (JRTE).*JRTE features blind, peer-reviewed articles that report on original research, system or project descriptions and evaluations, syntheses of the literature, assessments of the state of the art, and theoretical or conceptual positions that relate to instructional uses of educational technology. International in scope and thorough in its coverage, the theoretical and conceptual articles in *JRTE* define the state of the art and future horizons of learning and teaching with technology in educational environments. *JRTE*'s audience includes teachers, teacher educators, technology coordinators, educational policy makers, and industry leaders. *Publication of The International Society for Technology in Education (ISTE®)* is the premier membership association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK-12 and teacher education.

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Assessing Future Trends In Education

STEVEN D'AGUSTINO

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Concerns and Perspectives

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STUDIES IN ART Education

A JOURNAL OF ISSUES AND RESEARCH IN ART EDUCATION

INSIDE

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SPECIAL ISSUE: Debating the Field of Art Education and its Disciplinary Territories

National Art Education Association

Journal of **Multicultural and Cross-cultural**

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Studies in Art Education: A Journal of Issues and Research National Art Education Association, Studies in Art Education is a quarterly journal that reports quantitative, qualitative, historical, and philosophical research in art education, including explorations of theory and practice in the areas of art production, art criticism, aesthetics, art history, human development, curriculum and instruction, and assessment. *Studies* also publishes reports of applicable research in related fields such as anthropology, education, psychology, philosophy, and sociology

Art Education, the official journal of the National Art Education Association, covers a diverse range of topics dealing with subjects of professional interest to art educators. It is published bi-monthly in full-color, and each issue features an Instructional Resource section, making *Art Education* a great addition to every teacher's reference library.

1995-02. Senior Editor, The Journal of Multicultural and Cross-cultural Research in Art Education, United States Society for Education through Art. (Transitioned Journal to OCLC online distributor.)

1994-95. Co-Editor, The Journal of Multicultural and Cross-cultural Research in Art Education, United States Society for Education through Art. Co-editor: Dr. Ronald W. Neperud.

1997. Guest Editor, "Art and Ecology: Interdisciplinary Approaches." Art Education: The Journal of the National Art Education Association. Co-editor: Dr. Mary Ann Stankiewicz.

Social Media & Knowledge Mobilization

http://www.ecoartnetwork.org – The ecoart listserve was begun in 1998 by Lynne Hull, Don Krug, Baile Oaks, Aviva Rahmani, and Susan Steinman, and has grown into an international group dedicated to the practice(s) of ecological art that facilitate public awareness of nurturing a healthy balance with the living systems of Earth and its inhabitants. Currently we have over a hundred members from United States, Canada, Europe, India, Africa, Russia, and the Middle East.

http://www.greenmuseum.org/ – This online museum emerged from our own experiences making environmental art and from seeing firsthand some of the challenges facing artists, community groups, nonprofit organizations and arts institutions when it came to presenting and discussing environmental art. (see http://greenmuseum.org/c/aen/)

Professor Krug's work in the Faculty, activism on campus, and service to the profession will be sorely missed