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Mary Frances Agnello is Professor at Akita International University in Japan where she teaches and researches in the Department of International Liberal Arts. Her research focuses on discourses of education, language, literacy, and culture, in addition to foundations of education and critical pedagogy.

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Kimberly J. Frazier-Booth is a National Board Certified teacher in her 15th year of teaching high school English Language Arts and a doctoral student at the University of Massachusetts, Boston. She is married and has one daughter.

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Tricia M. Kress is an Associate Professor and graduate program director of the Urban Education, Leadership and Policy Studies doctoral program at the University of Massachusetts Boston. Her research uses critical pedagogy, cultural sociology, and auto/ethnography to rethink teaching, learning and research in urban schools.

Patricia Krueger-Henney is an Assistant Professor in the Urban Education, Leadership and Policy Studies doctoral program at the University of Massachusetts Boston. Through participatory action research and youth-centered visual narratives Patricia documents how young people perceive and experience social injustices produced and reproduced by current purposes of education.

Robert Lake is an associate professor at Georgia Southern University. He teaches both undergraduate and graduate courses in multicultural education from both a local and global perspective. Robert is the author of (2012) *Vygotsky on Education* for the Peter Lang Primer Series and (2013) *A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire*, Information Age Publishers. He is also a co-editor of a book series; *Imagination and Praxis: Criticality and Creativity in Education and Educational Research* for Sense Publishers.

William (Bill) M. Reynolds teaches in the department of Curriculum, Foundations and Reading at Georgia Southern University. He has authored, co-edited and co-authored numerous books, articles and chapters on critical theory, youth studies, critical cultural studies, critical pedagogy and curriculum studies.

Christina Siry is an elementary science education researcher and teacher educator, and she has worked in the US prior to relocating to Luxembourg, where she is currently a professor of learning and instruction at the University of Luxembourg. Her research is grounded in critical theoretical approaches and she draws on participatory and visual methodologies in her work with teachers and children around the teaching and learning of science.