

**Gordon S. Carlson** previously studied in the Electronic Visualization Laboratory in Chicago and is the founding Director of the Institute for New Media Studies at Fort Hays State University. His research engages transdisciplinary projects, many of which revolve around 3D visualization of complex concepts, new approaches to pedagogy & learning, and understanding how new media interact with rhetorical constructions through disruption and convergence.

**Rebecca D. Cox** is an Associate Professor of Education at Simon Fraser University, in British Columbia, Canada. Her research interests include postsecondary teaching and learning, equity in postsecondary access and opportunity, and the organizational and institutional contexts that shape college students' experiences.

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**Amy L. Roberts** is a secondary school Arts and English teacher of over 12 years. This examination began during research for her M.Ed. which she has now successfully completed from the University of Ontario Institute of Technology.

**James J. Sosnoski** is the author of *Token Professionals and Master Critics*, *Modern Skeletons in Postmodern Closets*, and co-editor of *Configuring History: Teaching the Harlem Renaissance through VR Cityscapes*, as well as various essays on instructional technology, computer-assisted pedagogy, and online collaboration. Based on Cognitive Linguistics, he developed *Configural Discourse Analysis*. His current research focus is on conceptual logistics—the study of the uses of research concepts.