

Ardavan Eizadirad is an instructor at Ryerson University in the School of Early Childhood Studies in Faculty of Community Services. He is also a PhD candidate in the Department of Curriculum, Teaching, and Learning at Ontario Institute for Studies in Education (OISE) at University of Toronto. His PhD thesis is examining the effects of standardized testing on subjective experiences of grade 3 students and parents in the context of Toronto, Canada. His research interests include standardized testing, systems of accountability, community engagement, anti-oppressive practices, critical pedagogy, social justice education, resistance, subversion, and decolonization. His recent publications include “The University as a Neoliberal and Colonizing Institute: A Spatial Case Study Analysis of the Invisible Fence between York University and the Jane and Finch Neighbourhood in the City of Toronto” (March 2017).

Andrew Gitlin’s current work has focused on looking back at some of the most important and influential projects coming out of critical theory, including critical pedagogy, action research, as well as commonsense notions of therapy and learning. These extensions to critical theory bring into play notions of space and the use of progressive technology.

Philippa Hall is an independent writer and researcher whose interests include social policy, legal reform, political economy, and education policy. Several of these research themes have been examined within the context of the history, politics, and implementation of neoliberal policy. She has written a range of magazine articles, book chapters, journal articles, and book reviews. Her current research is on EU law, hate speech, and media culture.

James Ingerski is the director of the Teacher Intern Program at Susquehanna University where he teaches instructional design and technology in education courses and advises nontraditional, postbaccalaureate students seeking state teacher certification.

Michelle M. Murray, MA, is a doctoral candidate at Virginia Tech in the Marriage and Family Therapy Program within the Department of Human Development and Family Science. She is a research assistant

and an independent instructor of human sexuality. Her research interests include family communication about sex.

Mary R. Nedela, MS, is a doctoral candidate at Virginia Tech in the Marriage and Family Therapy Program within the Department of Human Development and Family Science. Her research interests include mental health and well-being of Bisexual-identified individuals and couples, affirmative therapy practices, and queer discourse.

John P. Portelli is a Professor in the Department of Social Justice Education at Ontario Institute for Studies in Education (OISE), University of Toronto. His main interests in research and teaching are philosophy of education and educational leadership and policy. He has published 10 books as well as over 100 articles and chapters. His most recent book is *Key Questions for Educational Leaders* (July 2015, Word and Deed Publishing). He is also a prolific speaker. His keynote addresses, lectures, and workshops include topics such as continuous professional development, quality assurance, and student engagement; democratic education; intercultural education and dialogue; and ethical issues in educational leadership.

Sabrina N. Ross is an Associate Professor of Curriculum Studies at Georgia Southern University. Her scholarship is grounded in critical theoretical approaches with a particular emphasis on Black feminist thought and explores intersections of race, gender, and power within formal and informal educational contexts.

Sarah M. Steelman, MS, is a doctoral candidate at Virginia Tech in the Marriage and Family Therapy Program within the Department of Human Development and Family Science. Her recent publications include “Challenges and Strategies of Sexual Minority Youth Research in Southwest Virginia” (2017) and “Most and Least Meaningful Learning Experiences in Marriage and Family Therapy Education” (2016).

Alma D. Stevenson is an Associate Professor of Literacy at Georgia Southern University. Her research explores sociocultural perspectives on literacy, literacy in science, and the role of language and literacy in culture, identity, and academic achievement. She is particularly interested in the role of home languages and cultures as sources

of affective support and positive identity formation in historically underserved minorities. Her research seeks to constructempowering curricula and literacy pedagogies that advocate for educational equity.