

## Contributors

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**Julia Baier** earned a degree in Archaeology, as well as English and American studies from the University of Graz. She is currently enrolled in the Master program for English and American studies with a special focus on cultural studies. She used to work as a cultural educator at Graz Museum and Graz Museum Schlossberg. In 2022 she was the project coordinator for cultural education for the exhibition Jewish Life in Graz at the Graz Museum. She is currently working at the Center for Inter-American Studies, as a project assistant for KinderKunstHochschule (Children's Art Academy). Her research interests focus on the fields of gender studies, feminist studies, historical gender studies, and museum studies, especially new museology and cultural representation in the museum.

**Eva Bauer** is a PhD candidate and project coordinator for the Erasmus+ project "Eco-Storytelling" at the Center for Inter-American Studies at Universität Graz, Austria. Her current research explores the intersection of language, culture, and environmental issues, focusing on the temporal dimensions of ecological concerns within the fields of ecolinguistics, environmental humanities, and intersectional environmentalism.

**Stefan Baumgarten** is currently head of the Department of Translation Studies at the University of Graz. He is also heading the research area Translation, Society and Digital Transformation. His research centers on (critical) translation theories, the social impact of translation technologies, and on critical translation pedagogy. He is co-editor (with J. Cornellà-Detrell) of the special journal issue Translation in Times of Technocapitalism (Target, 2017) and of Translation and Global Spaces of Power (Multilingual Matters, 2018). Some of his relevant articles include "Translation and Hegemonic Knowledge under Advanced

Capitalism' (Target, 2017), and 'Adorno Refracted: German Critical Theory in the Neoliberal World Order' (Key Cultural Texts in Translation, 2018).

**Yasemin Besen-Cassino** is a Professor of Sociology at Montclair State University. She is the editor of *Contemporary Sociology*, official journal of the American Sociological Association. Author of many books and articles, Dr. Besen-Cassino's work focuses on gender, work and labor. Her work has been featured in many popular outlets such as the Washington Post, the Guardian and the Atlantic among many others.

**Jorge Chaparro** is a language teacher and researcher from Bogotá, Colombia. He earned a M.A. degree in Applied Linguistics to Teaching English from Universidad Distrital Francisco José de Caldas, where he researched on the implementation of a Feminist Pedagogy in a classroom of young adults. He holds a M.A. in Linguistic, Literary and Cultural Studies from Universidad de Sevilla (Spain), and a third M.A. in Interamerican Studies from Germany. He currently is a Ph.D. candidate at Universität Bielefeld (Germany) and his areas of expertise include TEFL, ELE, Discourse Analysis, Linguistics, Gender Studies, Cultural Studies, Protest and Political Affairs in the Americas.

**Nina Cheung** has a MA degree in Social Research and Analysis from Montclair State University, where she worked as a Graduate Assistant. She also has a MEd degree in School Counseling from Brooklyn College. Nina has experience advising undergraduate, graduate, and international college students on curricular and visa requirements.

**Gabriella Daróczy** is a senior lecturer with PhD at the Eötvös Loránd University. She is author of over 50 publications and has held over 30 lectures at national and international (Manchester, Stockholm) conferences as a guest speaker. She has international educational experiences (Aarhus University; Universitat de Barcelona). Her main field of research: education to become a reader in childhood; esthetical experience in childhood; interactive books, silent books.

Professor of French Studies at Montclair State University, **Elizabeth Emery** is the author of books, articles, and essay anthologies related to multidisciplinary artistic and scientific exchanges of the nineteenth century. She has also presented and published works about project-based and challenge-based learning strategies. Her most recent book, published with Bloomsbury Visual Arts

in 2020, is entitled *Reframing Japonisme: Women and the Asian Art Market in Nineteenth-Century France (1853–1914)*.

**Fabiana Fazzi** is a postdoc research fellow in Educational Linguistics at Ca' Foscari University (Venice). Her research interests lie in the areas of language learning beyond the classroom, CLIL, teacher professional development, translanguaging, and multiliteracies. In 2020, she co-founded the MILE (Museums and Innovation in Language Education) research group with Claudia Meneghetti.

**Nina M. Goodey** is a Professor in the Department of Chemistry and Biochemistry and the Associate Director of the PSEG Institute of Sustainability Studies at Montclair State University in Montclair, NJ. Her current research interests include the inhibition, mechanism, and structure-activity relationships in *M. tuberculosis* IGP synthase and filarial dihydrofolate reductases, strategies to revitalize contaminated, barren, post-industrial soils, and best practices in experiential research and internship experiences. She mentors undergraduate and graduate student researchers in her laboratory and serves as and the Director of the OPEN.NJ.R Scholarship Program at Montclair State University.

**Sofia Guzzon** is a young researcher in the field of applied linguistics. After the completion of her Master's degree studies in Language Sciences at Ca' Foscari University of Venice, she focused on the field of educational linguistics, developing a keen interest on EFL education. Recently, her research has been related to the use of digital social reading and young adult literature in language classes with upper secondary EFL students. Her current interests are related to the use of digital tools in foreign language classes, digital social reading and digital literacy, Global Goals in the EFL classes.

**Nicole Haring** is (Senior) Scientist at the Center for Inter-American Studies at the University of Graz, Austria. Her research interests focus on feminist theory, contemporary US-American literature, Inter-American studies, aging and intergenerational studies, and critical pedagogies. Currently, her research focuses on social reproduction theory, eco-criticism and environmental humanities. She is the lead researcher in the Erasmus+ project "Eco-Storytelling."

**Claus Michael Hutterer** is a trained translator, conference interpreter, teacher and proofreader (language combination: English, German, Hungarian). In

2004, he worked as a project manager for an organisation representing the interests of small and medium-sized enterprises at the European Parliament in Brussels. From 2004 to 2014 he taught at Eötvös Loránd University, Budapest, at the School of German Studies and the Department of Translation and Interpreting. He earned a PhD in Translation Studies in 2011. His research focuses on various types of audiovisual translation including subtitling and audio description, as well as on translation and interpreter education, multiliteracy and transgressive pedagogy. Currently, he is a lecturer at the Department of Translation Studies at the University of Graz.

**Brian Johnson** is Co-founder and Partner of Inform Evaluation & Research. He has directed program evaluation and research in a variety of informal and formal learning settings. Previously, Dr. Johnson served as the Director of Educational Research and Evaluation at the Wildlife Conservation Society (WCS), where he established a research and evaluation unit at the WCS zoos and aquarium in New York City. Dr. Johnson holds a Ph.D. in Environmental Studies, focusing on measuring environmental quality outcomes of environmental education programs.

**Vicky Macleroy** is a Professor of Language and Literacy, Head of the MA Children's Literature programme, and Head of the Centre for Language, Culture and Learning at Goldsmiths, University of London. Her work focuses on literacy and digital storytelling; language development, poetry and multilingualism; activist citizenship and transformative pedagogy; linguistic diversity, multimodality and children's/Young Adult literature. Underpinning her research is a commitment to research methodologies that embrace collaborative and creative ways of researching. Vicky is co-director of an international literacy project 'Critical Connections Multilingual Digital Storytelling' (2012-ongoing) that uses digital storytelling to support engagement with language and literacy.

**Roberta Maierhofer** is Professor of American Studies and Director of the Center for Inter-American Studies at the University of Graz, Austria. Her research focuses on (Inter)American Literature and Culture, Gender and Age/Aging, and Intercultural Education. In her publication *Salty Old Women: Gender, Age, and Identity in American Culture*, she developed a theoretical approach to gender and age/ing (anocriticism). She has been the coordinator of a number of Eras-

mus+ projects on digital storytelling, Young Adult Literature and diversity to develop critical educational methodologies and approaches.

**Iris Mendel** has a background in philosophy, social sciences and teaching and is currently working at the Department of Education Research and Teacher Education at the University of Graz. Her research interests include feminist-materialist theories, education and social inequality and critical pedagogy. She is particularly interested in the role of experience in knowledge production and questions of writing experiences. Iris has worked in different research institutions and universities in Vienna, Berlin and Toronto. She has recently participated in the project “Habitus.Macht.Bildung” producing teaching material on the role of social inequality in education and pedagogical reflexivity (Froebus, Kink-Hampersberger, Mendel, Schubatzky & Scheer 2021, <https://habitusmachtbildung.unigraz.at/de/materialien/im-projekt-entwickeltes-material/>).

**Claudia Meneghetti** is postdoc research fellow in Educational Linguistics at Ca' Foscari University of Venice with a project aimed at studying how translanguaging and museum-based pedagogies can be integrated. Her research focuses on plurilingual education in formal and non-formal contexts, L2 teaching, and teacher professional development. In 2020, she co-founded the MILE (Museums and Innovation in Language Education) research group with Fabiana Fazzi.

**Matthew Murray** serves as a Data Analyst at the PSEG Institute for Sustainability Studies. With a background in psychology, his research focuses on human subjects through an interdisciplinary equity lens. His experience includes coding, data visualization, research leadership, report writing, survey research, and grant proposals.

**Adelina Sánchez Espinosa** is Senior Lecturer at the University of Granada and Scientific Coordinator of GEMMA: Erasmus Mundus Master and Consortium in Women's and Gender Studies. She is the PI of several research projects, including the H2020 MSCA EUTERPE Project “European Literature and Gender in Transnational Perspective” and a Horizon Chansé project DIGISCREENS. Some of her latest publications are “Scholarly Feminists: Building Embodied Infrastructures in the European Academy” (with Suzanne Clisby, Amsterdam University Press, 2023) and *Feminist Literary and Filmic Cultures for Social Action. Gender Response-able Labs* (with Beatriz Revelles, Routledge, 2024).

**Lisa Scheer** combines sociological and instructional design perspectives in her work at the University of Graz Competence Centre for University Teaching. Based on previous activities in the project *Habitus.Macht.Bildung* (*Habitus.Power.Education*, open education resources at <https://habitusmachtbildung.uni-graz.at/de/materialien/im-projekt-entwickeltesmaterial/>) and in the Coordination Centre for Gender Studies and Equal Opportunities, she is particularly concerned with questions of diversity-sensitive teaching, power-critical teaching and learning, social inequality (in tertiary education) and reflexive learning.

**Vanessa S. Troiano** is an educator and Ph.D. candidate in Art History at The Graduate Center, City University of New York (CUNY). A Fulbright Austria teaching assistantship launched her career in education, and she continues to promote cultural diversity in her instruction of Art History. She has taught international graduate students at Sotheby's Institute of Art and undergraduates at CUNY's Brooklyn, City, and Queensborough campuses. She also curates Baruch College's annual lecture series, "World Cultures, World Arts." Vanessa's current research engages in feminist approaches to revisionist art history. Her work has appeared in *Routledge Research in Art History*, *Smarthistory*, and *Art History Teaching Resources*.

**Amy R. Tuininga** serves as Director of the PSEG Institute for Sustainability Studies at Montclair State University and is Professor in Earth and Environmental Studies. She is a co-creator of NSF (AISL, INCLUDES, HSI, and IUSE) and USDA-funded (NIFA AFRI REEU) and corporate and private foundation-funded, award-winning, interdisciplinary educational programs that have engaged hundreds of high school, undergraduate, and graduate students from low-income and underrepresented groups in STEM. Her research focuses on human impacts on ecosystem structure and function in natural and built environments.

**Emőke Varga** is a professor with habilitation at the University of Szeged JGYPK. She is the author of over 100 publications and has held over 70 lectures at national and international conferences as a guest speaker as well as upon receiving a teaching scholarship (Amiens; Nitra). Her main field of research: text-image relationships, illustration theory, interactive books [The Interactive Book. Theories and examples (2020)]. She is the leader of teacher development courses on interactive books and the editor of the first Hungarian monograph

on the topic. Currently she is a secretary of the Madách Literature Society and the leader of the SZTE JGYPK MűOK as well as an announcer of research topic at the SZTE BTK Doctoral School of Philosophy.

