

About the Authors

Pål Aarsand is Professor in Educational Sociology at the Norwegian University of Science and Technology. His research field is children's use of digital technology in everyday lives. From a discourse analytical point of view he has studied how children use digital technology in families, schools and after-school centres. In particular, he has been interested in phenomena such as gaming, playing, learning and identity work. In addition, he is interested in methodological and ethical dilemmas that researchers have to handle in research with children in different settings.

Espen Aarseth is Professor of Game Studies and Head of the Center for Computer Games Research at the IT University of Copenhagen. He holds a Cand.Philol. in Comparative Literature and a Dr.Art. in Humanistic Informatics, both from the University of Bergen. He is co-founding Editor-in-Chief of the journal *Game Studies* (2001-), and author of *Cybertext: Perspectives on ergodic literature* (Johns Hopkins UP 1997), a comparative media theory of games and other aesthetic forms. He recently received an ERC Advanced Grant for the project MSG – Making Sense of Games (2016-2021).

Mads Lund Andersen is an Assistant Professor, teaching Psychology at VIA University College. He has a background in Educational Psychology (Ma. Ed. Psych/Cand. paed i paed. psych.). His work at VIA Center for Health- and Welfare-technology involves him in projects regarding virtual reality in healthcare. He has previously been engaged in areas regarding virtuality such as virtual becomings in *World of Warcraft*, gendered gaming, video games in teaching and methodological theory regarding virtual, ethnographic field work.

Markus Appel is a Psychologist and a Professor of Media Communication at the Human Computer Media-Institute, University of Würzburg, Germany. He is in-

terested in psychological questions of media communication, such as the processing and the effects of fictional stories, the impact of the Internet and mobile communication and user responses to humanoid robots.

Sandra Aßmann is an educational researcher with a focus on Media Education. Following her occupation as Research Assistant at Paderborn University (2006-2013) and obtaining her PhD in 2012, she held a Junior Professorship for Educational Media Research at the University of Cologne (2013-2016). Since 2016 Sandra Aßmann holds the Chair for Social Spaces and Places of Non-Formal and Informal Learning Contexts at the Department of Educational Sciences of Ruhr-University Bochum, where she carries out research on the application of digital media in teaching and learning out of formal institutions.

Liam Berriman is a Lecturer in Digital Humanities/Social Science at the University of Sussex. He is the co-author of *Researching everyday childhoods: Time, technology and documentation in a digital age* (Bloomsbury, 2018). His current research focuses on the historical relationship between children and media from the 1980s to the present.

Niklas Alexander Chimirri is Associate Professor in Social Psychology of Everyday Life at the Department of People & Technology at Roskilde University, Denmark. Both his teaching and research explore the relevance of communication technology in children's and adults' conduct of everyday life, including ethical implications for designing collaborative research. The aim is to develop a socio-material psychology of everyday life that bridges across various disciplines, among others audience research, participatory design studies and intergenerational childhood research. He currently investigates young children's and adults' well-being practices in digitalized times.

Stephan Dreyer is Senior Researcher for Media Law and Media Governance at the Hans-Bredow-Institute in Hamburg. His research interest centres on public communication and the laws applicable to new media, particularly regulatory questions at the intersection of protection of minors, privacy and consumer protection as well as the challenges that regulation is facing in the light of new technologies, services and changing media use. After having studied Law at the University of Hamburg with a focus on Information and Communication Law, he has been member of staff at the Institute since 2002.

Malte Elson is a Postdoctoral Researcher in the Educational Psychology Research Group at Ruhr-University Bochum. His research interests include learning and problem solving processes in IT security, media effects, behaviour research methods and meta science.

Joel Feliu holds a PhD in Social Psychology (2001) and is Senior Lecturer at Universitat Autònoma de Barcelona, where he has been head of the Department of Social Psychology. He is currently a member of JoveNTIC, a Catalan interuniversity research group (URV-UAB-UOC) that studies the relationship between young people and new technologies from a gender perspective using qualitative methods and techniques. He has published several articles in this area, including Gil-Juárez, A., Feliu, J. & Vitores, A. (2017). Mutable technology, immutable gender: Qualifying the “co-construction of gender and technology” approach. *Women's Studies International Forum*, 66(1), 56-62.

Adriana Gil-Juárez holds a degree in Psychology at Universidad Nacional Autónoma de México (1992) and a PhD in Social Psychology at Universitat Autònoma de Barcelona (1999). Now she is Senior Lecturer at Universitat Rovira i Virgili (Tarragona, Catalonia). She coordinates the research group JoveNTIC and is currently researching on the relationship between gender and technology using qualitative methods. She has recently published: Vitores, A. & Gil-Juárez, A. (2016). The trouble with ‘women in computing’: A critical examination of the deployment of research on the gender gap in computer science. *Journal of Gender Studies*, 25(6), 666-680.

Emil Lundedal Hammar, is a PhD Candidate in Game Studies and coordinator of the ENCODE research network at the University of Tromsø. He holds a Cand. IT. in Games Analysis at the IT University of Copenhagen and a BA in Philosophy at the University of Copenhagen. His research project focuses on the intersection between digital games, hegemony, memory and race and he is currently co-editing a special issue on postcolonial perspectives in game studies for the Open Library of Humanities.

Claus Hjorth is Head of Children & Youth Department, Danish Film Institute Head of Secretariat, Danish Media Council for Children and Young People General Manager of Awareness Centre Denmark (EU Connecting Europe Facility Programme). Previously, Claus Hjorth has held the position as Senior Advisor at the Danish Ministry of Culture and at Local Government Denmark. He holds a Master's Degree in Political Science.

Tine Jensen is an Associate Professor in the Institute of People and Technology at Roskilde University. Jensen's research area is the relation between technology and subjectivity. Her research projects have mainly centred on digital technologies in school and learning, as well as on the documentation of educational practices. A trained social psychologist, Jensen is inspired by trans humanist and feminist theories.

Vernon Jones, BA (Hons), MA, is a Registered Social Worker with Health & Care Professions Council in the UK. Having worked as a statutory child protection social worker in the UK and as Program Manager with the NGO Save the Children, he has over 25 years front line experience and practical knowledge in relation to safeguarding children in various international contexts. He has been employed as the Head of Safety at MovieStarPlanet since October, 2012 and coordinates the company's child safeguarding measures.

Julia Kneer works as Assistant Professor at the Media and Communication department of the Erasmus University Rotterdam. Her international research includes media and social psychology as well as health communication. The main focus of her studies lies on violence, addiction, motivation and mood management regarding digital games as well as heavy metal music, stereotypes, smoking, social media and TV. Kneer currently holds the Chair of the Game Studies division of the International Communication Association.

Alexander Martin, PhD, works as a research assistant at the University of Paderborn since 2011 in the area of general didactics and school pedagogy with a special focus on Media Pedagogy. His research focuses on Media Education and further education teacher trainings.

Rune Kristian Lundedal Nielsen, PhD, is a psychologist and an Assistant Professor at the IT University of Copenhagen at the Center for Computer Games Research. Dr Nielsen is a part of the Making Sense of Games project. The project has received funding from the European Research Council (ERC) under the European Union's H2020 ERC-ADG programme (grant agreement No 695528).

Jan Pfetsch is Visiting Professor and substitute head of the Department of Educational Psychology at the Institute of Education at the Technische Universität Berlin. He studied Psychology and Philosophy at the universities of Trier (Germany) and Valencia (Spain) and received his PhD from the University of Luxembourg in the area of prevention of aggression through fostering peer bystander

interventions. His research interests are aggression and cyberbullying among children and adolescents, development of competencies (esp. diagnostic skills) of teacher training students, teaching-learning-processes with digital media, empathy in online and offline contexts and prosocial human behaviour.

Sandra Plontke studied Modern German Literature, Social Psychology and Social Anthropology at the Ruhr-University Bochum, Germany, where she currently is a researcher and Lecturer at the Chair of Social Theory and Social Psychology. She is also a Scientific Assistant at the Hans Kilian and Lotte Köhler Center (KKC) for Cultural Psychology and Historical Anthropology. She is an associated member of the Centre for Anthropological Knowledge in Scientific and Technological Cultures (CAST). Her main focus in research and teaching: Qualitative methods of picture and film analysis, *Bildwissenschaften*, media and design studies, cultural psychology, praxeology, STS and the sociology of knowledge.

Felix Raczkowski is a Postdoctoral Researcher at the Department for Media Studies at University of Bayreuth. He completed his PhD in Media Studies at Ruhr-University Bochum with a thesis on the instrumentalization of digital games and play, especially focusing on the media-historical precursors of gamification and serious games. Among his research interests are theories of play and games, game studies, media history and media aesthetics as well as motivational media.

Tobias Rothmund is holding a position as Assistant Professor for Political Psychology at the Institute for Communication Psychology and Media Education of the University of Koblenz-Landau. His research interests focus on the effects of digital media use, the moral underpinnings of political thinking and behaviour and motivated science reception.

Jan Schank gained his doctorate from Ruhr-University Bochum in 2015 with a dissertation on age-rating of computer games. His research interests include Ethnography and Ethnomethodology, Science and Technology Studies, Praxeographic Studies of Texts and Documents, and Practices of Regulation. Recent publication (in German): *W/wissen in der Alterskennzeichnung von Computerspielen* (Westdeutscher Universitätsverlag 2017).

Frank M. Schneider, PhD, University of Koblenz-Landau, is a Postdoctoral Researcher at the Institute for Media and Communication Studies, University of

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Dorte Marie Søndergaard is Professor in Social Psychology at Aarhus University, School of Education, in Denmark. Her research focuses on processes of social and subjective becoming, inclusion and exclusion and extreme marginalization. She has analysed the effects of technological entanglement in such processes for a number of years. In that context she has studied computer gaming practices among children and young people and looked at the multiple ways in which virtual violence makes sense in current child and youth lives. Dorte Marie Søndergaard bases her analyses in qualitative methods and poststructuralist and agential realist conceptualizations.

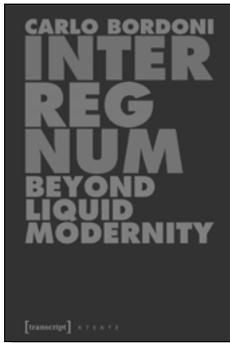
Estrid Sørensen is Professor of Cultural Psychology and Anthropology of Knowledge at the Ruhr-University in Bochum and a Co-Leader of the Centre of Anthropological Knowledge in Scientific and Technological Cultures (CAST) at this university. She holds a PhD in Psychology from the University of Copenhagen. She is committed to developing Science & Technology Studies perspectives in areas where these are not yet applied, such as psychology and educational studies. Her social studies of technologies involve research on educational technology, on computer game concerns and on IT-Security. In the area of science studies she does social studies of psychology. Apart from digitization her current main interest is on the socio-technical configuration of *the knower*.

Anne Mette Thorhauge is an Associate Professor in Media Studies at University of Copenhagen and Chair of the Danish media council for children and young people. As part of her work in the media council, she takes part in initiatives to strengthen children and young people's literacy and competencies in a society increasingly permeated by digital technologies. This includes a sustained focus on children as citizens with basic democratic rights as established by the UN convention on the rights of the child.

Anders Emil Wulff Kristiansen teaches Social Psychology of Everyday Life at the Department of People & Technology at Roskilde University, Denmark. He is interested in theorizing digital engagements and understandings of new materialist approaches to the study of psychology. More specifically, his work examines digital youth cultures and the entanglement of digital media and technologies in the everyday lives of children and youth.

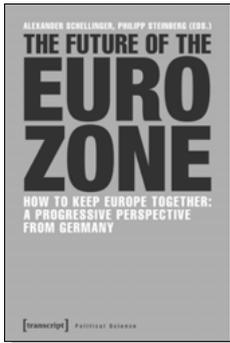
Carmen Zahn, PhD, is Full Professor and Vice Head of the Institute for Cooperation Research and Development at the School of Applied Psychology (APS), University of Applied Sciences Northwestern Switzerland in Olten. Her main research interests include: Learning technologies/learning with digital video; knowledge communication based on video and visual media; cognitive and collaborative processes in groups working with new multitouch technologies (tabletops, walls, tablets).

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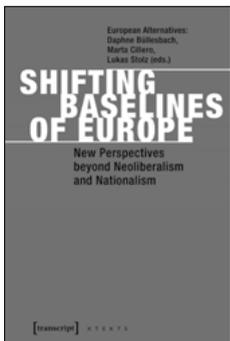
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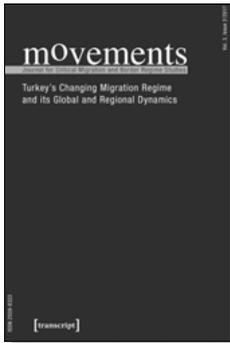
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