Contributors

Emily F. Brooks (Ph.D., University of Florida) specializes in book history, children’s literature and culture, and digital humanities. She has written several library guides and taught Arduino courses for middle schoolers at Girls Tech Camp, high schoolers at Gator Computing Camp, and university students at the Marston Science Library. She regularly incorporates teaching physical computing and digital fabrication in her courses.

Shannon Butts (Ph.D., University of Florida) is an Instructor at the University of Florida and a Senior Learning Designer with Elsevier. Her research and teaching examine how emerging technologies, such as augmented reality and 3D printing, create new literacy practices and opportunities for civic engagement. Shannon has published on critical making, decolonial data methods, remix writing, girls technology camps, and location-based writing.

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Bradley Dilger (Ph.D., University of Florida) is Professor of English at Purdue University. He is one of the co-founders of the Corpus & Repository of Writing (writecrow.org), a web-based archive for empirical research and professional development in writing studies. Crow researchers are also exploring methods for interdisciplinary collaboration in writing research. With Neil Baird, he studies writing transfer, focusing on writers’ transitions from academic to professional environments.

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Zarah C. Moeggenberg (Ph.D., Washington State University) is Assistant Professor of Technical Communications and Interaction Design at Metropolitan State University (Minnesota), where she teaches courses in content strategy, document design, editing, and medical writing. Her courses immerse students in considering positionality, privilege, and power—how these relate to issues of equity and justice within technical communication. Her current scholarship focuses on tracing rhetorics of the body and embodiment within technical communication, graduate student mentoring for the job market, digital literacies, and social justice-based pedagogy. Her scholarship is concerned with queer and feminist rhetorical practices in technical communication, particularly in medical writing.

Kristen R. Moore (Ph.D., Purdue University) is Associate Professor of Technical Communication in the Departments of Engineering Education and English at the University at Buffalo. Her research focuses on the public forms of technical communication, with a particular interest in how to increase the participation, efficacy, and justice of public technical communication. Her research has been published in a range of edited collections and many journals, including *Journal of Technical Writing and Communication*, *Technical Communication Quarterly*, and *IEEE Transactions on Professional Communication*. Most recently, she co-authored *Technical Communication After the Social Justice Turn: Building Coalitions for Action*.

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Adam Strantz (Ph.D., Purdue University) is Assistant Professor of Interactive Media Studies and Professional Writing at Miami University in Oxford, OH. His major areas of interest include data visualization, graphic design, accessibility, maps, and mobile technologies. He is currently exploring the intersections of design thinking, LEGO, and serious play.

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Jason Tham (Ph.D., University of Minnesota) teaches user experience design, usability research, and instructional design at Texas Tech University. He studies the uses and implications of design thinking approaches—including empathic inquiry, iterative development, and radical collaboration—in technical communication pedagogy and professional practice. He is author of Design Thinking in Technical Communication (Routledge; ATTW Series) and co-author of Designing Technical and Professional Communication (Routledge, with Deborah Andrews) and Collaborative Writing Playbook (Parlor Press, with Joe Moses).

Luke Thominet (Ph.D., Wayne State University) is Assistant Professor of Writing and Rhetoric in the English Department at Florida International University. His work examines user experience during video game development, applications of design thinking to pedagogy and academic program development, and plain language in patient-physician discourse. His research has appeared in Technical Communication Quarterly, Journal of Technical and Business Communication, Communication Design Quarterly, and in the edited collections Effective Teaching of Technical Communication and User Experience as Innovative Academic Practice.

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