

Marleah Blom, Ph.D., is a graduate from the Department of Education at Concordia University in Montréal, Québec. Her research interests center on play and learning throughout human development, teacher beliefs and practices, teacher education, and faculty development. With degrees in Psychology, Theatre, Creative Arts Therapies (Drama Therapy), and Education, Marleah has years of experience working with children and adults in a variety of settings including daycare, hospital, clinical, school and university environments. She believes firmly in the value of play and performance for learning, growth and change for learners of any age.

Carrie Lobman, Ed.D., is associate professor at the Rutgers University Graduate School of Education and the Director of Pedagogy at the East Side Institute. Her research examines the relationship between play, performance, learning and development for people of all ages and the importance of outside of school programs for providing young people with developmental experiences. Her publications include *Unscripted Learning: Using Improvisation across the K-8 Curriculum* and *Development and Democracy: The Role of Outside of School Experiences in Preparing Young People to be Active Citizens*.

Jim Martinez, Ph.D., is an assistant professor of instructional technology at the New York Institute of Technology where he teaches New York City teachers to use technology across the content areas in K-12 classrooms. He holds a Ph.D. in urban education. His research interests are in service-learning pedagogies in the context of university and school partnerships. He makes extensive use of improvisational performance, collaborative groups, distributed leadership and playful interactions in the process of creating technology-rich learning environments.

Tony Perone, Ph.D., is a faculty member in the School of Interdisciplinary Arts and Sciences at the University of Washington Tacoma. He teaches courses in introductory psychology, human development, and lifespan imaginative play. His research and teaching interests include the lifespan presence, development, and benefits of imaginative play activity and the role of improvisational theater activities in formal learning environments, in teacher education, and in community organizations.

Celiane Camargo-Borges, Ph.D., is a faculty member at the NHTV Breda University of Applied Sciences in The Netherlands (www.nhtv.nl/ENG.html). Being involved in many Bachelor's and Master's courses her ultimate goal is to empower students to tackle the complexity of our contemporary world making change happen. To do that, she focuses on relational and collaborative methodologies, engaging students to learn and develop competencies together. Celiane is also an associate of The TAOS Institute (www.taosinstitute.net), a non-profit organization invested in exploring and disseminating ideas and practices that promote creative and collaborative processes in families, communities and organizations around the world. To know more about her projects and publications, please go to: www.designingconversations.us