About the Contributors

**Bobbe Baggio** is an author, consultant, and educator with more than 25 years of experience in education and information technologies. Proficient in all areas of instructional design for online learning from needs analysis to application development, she serves clients from the corporate, government, and higher education sectors. She believes in research-based instructional design and her priority is to provide products and services that match the learners’ needs. Her prior experience includes being a senior scientist, management consultant, director of IT, VP of software development, sales, and marketing representative, and educator. Her education includes a BA from Waynesburg College, MA from West Virginia University, MS from Lehigh University, and PhD candidate at Capella University.

**Yoany Beldarrain** is an author and conference presenter on the topic of distance education. She has more than 15 years experience in the K-20 field, covering curriculum, instruction, and supervision. She is an instructional leader at Florida Virtual School, where she is responsible for the direct supervision of online instructors. She believes in empowering instructors and students to become agents of change within the online learning environment. She is a Fulbright-Hays Scholarship recipient and a PhD candidate at Capella University specializing in Instructional Design for Online Learning. She earned her MS in educational leadership from Nova Southeastern University, and her BS in elementary education from Florida International University.

**Graham Bodie** (MA, Auburn University, 2002) is a third-year doctoral student at Purdue University who has already achieved distinction as a researcher in the areas of listening, information processing, and communication pedagogy. His work on these topics has been presented at regional, national, and international conferences and has been published in several journals. Graham currently serves as the member-at-large, special projects, and chair of the Research Committee with the International Listening Association. Prior to returning to academics, Graham worked as research analyst for Godwin Group Advertising, where he employed quantitative and qualitative methodologies to effectively answer client questions and concerns which ultimately served as part of client marketing strategies and/or branding efforts.

**Brian H. Cameron** is a professor of Practice in the College of Information Sciences and Technology at The Pennsylvania State University. Prior to joining Penn State, he was director of Information Technology for WorldStor, Inc., a storage service provider (SSP) in Fairfax, VA. He has also held a variety of technical and managerial positions within IBM and Penn State. His primary research and consulting interests include enterprise integration, storage networking, emerging wireless technologies,
About the Contributors

and the use of simulations and gaming in education. He has designed and taught a variety of courses on topics that include networking, enterprise integration, storage networking, project management, and IT consulting.

**Avner Caspi** received his doctorate in cognitive psychology at Tel Aviv University. His research interests include instructional theory, the role of dialogue in instructional systems and socio-psychological aspects of Internet use.

**Eran Chajut** received his doctorate in cognitive psychology at Tel Aviv University. His research agenda includes selective attention, stress, attitude change and decision making. He has co-authored several university texts including *Theories of Learning and Instruction*. In addition, he serves as an advisor for the development of computer games for cognitive training.

**Roy B. Clariana** is an associate professor in the College of Education at The Pennsylvania State University. In this role, Dr. Clariana pursues his scholarly interests and teaches graduate-level courses on evaluating learning outcomes, integrating technology in schools, instructional design, designing Web-based instruction, and project management. Dr. Clariana is an accomplished writer and researcher. His primary interests lie in the area of modeling technologies, computer-based instruction, the representation of structural knowledge, and feedback. Dr. Clariana has numerous awards, most recent and notable is the Fulbright Teaching and Research Award, Oulu, Finland, January-June, 2005.

**Michele R. Cummins** is a senior research associate for Social Science Research and Evaluation, Inc. (SSRE). Her research, publication, and presentation experience addresses diverse areas such as youth health behavior, substance use and abuse, domestic violence, foster and adoptive care, peer leadership, and assessing program fidelity. Ms. Cummins leads SSRE’s student survey division and has consulted to over 40 communities on the design, implementation, analysis, and reporting of data from student health surveys. She has worked with local agencies, state agencies, foundations, and federal agencies such as the Center for Substance Abuse Prevention, the Center for Mental Health Services, the National Institute of Justice, and the National Highway Traffic Safety Administration. Currently evaluating multiple federal training and technical assistance centers, Ms. Cummins provides training and technical assistance on issues related to prevention, needs assessment, and evaluation, covering topics such as evidence-based prevention, program fidelity and adaptation, logic modeling, evaluation design, data collection methods, and effective data presentation.

**Bruce J. Diamond, (PhD)** is an associate professor at William Paterson University in the Department of Psychology. Affiliations include Kessler Institute for Rehabilitation, Kessler Medical Rehabilitation Research and Education Corporation and UMDNJ-NJ Medical School. Dr. Diamond (along with Dr. Shreve) was PI on Demonstration Project D2: “Telerehabilitation: Social Support and A Test of Cognitive Rehabilitation on the Internet” (NIDRR). Dr. Diamond has published on the topics of cognition, telerehabilitation, and information technology accessibility. He is a clinical neuropsychologist specializing in brain disorders and rehabilitation with research interests in the cognitive neuroscience of memory, executive function and information processing.
Scott W. Formica is a research associate at Social Science Research & Evaluation, Inc., (SSRE). He has extensive experience in designing, administering, and managing multiple research projects. Mr. Formica has published articles on a variety of public health and prevention issues such as booster seat use in low-income communities and substance abuse prevention programming in middle schools. He has spoken at numerous federal conferences and has facilitated small groups of grantees on evaluation-related topics such as basic research designs, developing logic models, assessing program fidelity, and using evaluation data for sustainability. Current projects include evaluations of two training and technical assistance centers funded by the Substance Abuse and Mental Health Service Administration’s Center for Mental Health Services, and the evaluation of the Massachusetts Strategic Prevention Framework State Incentive Grant funded by SAMHSA’s Center for Substance Abuse Prevention. Mr. Formica has also consulted to and evaluated grants from the U.S. Department of Education.

Deb Gearhart is the director of e-education services at Dakota State University in Madison, South Dakota. She has over 20 years of experience in distance education. Before joining Dakota State she spent 10 years with the Department of Distance Education at Penn State. Dr. Gearhart manages the e-learning program, with online degree programs and the University’s videoconferencing courses. She earned a MEd in adult education with a distance education emphasis and an MPA in public administration, both from Penn State. She completed her PhD program in education from Capella University. She is an assistant professor of educational technology at DSU and teaches distance education courses in the masters in educational technology program.

Paul Giguere (MS, EdD) is director of distance learning in Friedman School of Nutrition, Science and Policy, Tufts University. He was senior scientist for Education Development Center, Inc. (EDC) in Newton, Massachusetts, responsible for investigating and implementing distance learning systems, theories, and practices with regard to the delivery of training and professional development for projects primarily based in the Center for Health and Human Development Programs (HHD) at EDC. Dr. Giguere is also on the faculty of UMass Online where he teaches and lectures on such topics as computer science theories and the ethical issues of technology in society. He also serves as a principal investigator of a National Science Foundation-funded project entitled “A distributed hybrid approach for creating a community of practice using NSF funded manufacturing engineering technology curriculum modules.”

Paul Gorsky received his doctorate in science education from Technion, Israel Institute of Technology. His R&D interests include instructional theory, instructional technologies, the role of dialogue in instructional systems, and the development of intelligent, flexible and adaptive instructional systems. In addition, Dr. Gorsky founded and chairs a nationwide not-for-profit organization, “Science and Reasoning 2000,” which offers extra-curricular, hands-on, inquiry based activities to gifted and “science-oriented youth” throughout Israel.

Wayne Harding (EdM, PhD) is director of projects for Social Science Research & Evaluation, Inc. (SSRE). Dr. Harding has over 30 years of research experience. He has been an investigator on grants and/or contracts from such U.S. agencies as The National Institute on Drug Abuse, The National Institute on Alcoholism and Alcohol Abuse, United States Education Department, the Centers for Disease Con-
About the Contributors

trol and Prevention, National Highway Traffic Safety Administration, The National Institute on Mental Health, The National Institute of Justice, the Health Resources and Services Administration, the Center for Substance Abuse Prevention, and the Center for Mental Health Services. He has authored over 120 research reports and made over 150 presentations to both professional and general audiences.

**Margaret Fitch-Hauser** is an associate professor and former chair of the Department of Communication and Journalism at Auburn University. She is a published scholar in the field of listening and information processing and has served as an expert witness in several fraud litigations. Her current research efforts focus on cultural differences in listening related measures and situations. Professor Fitch-Hauser also has 30 years experience as a consultant, trainer, and coach. She has worked with people from a variety of organizations ranging from large multinational firms to small businesses. Margaret specializes in helping clients discover and develop their own communication and relationship styles and strengths. She does this by listening, diagnosing, and working with the client to problem solve and strategically map a path to improvement.

**Stephanie Huffman** is an assistant professor at the University of Central Arkansas. Her primary areas of scholarship include educational, informational, and instructional technology, library science, and technology leadership.

**Sigrid Kelsey** is an associate librarian in the Louisiana State University Libraries, where she works as the electronic resources and Web development coordinator. She has authored two articles about the e-struction program, published in *Louisiana Libraries* and *The Reference Librarian*. Over the years, her e-struction programs have reached hundreds of students.

**Kenneth L. Miller** received a BA in sociology, an MS in education (Counseling) degree, and a PhD (Counselor Education) from Purdue University. He has held assistant professorships at California State University, San Bernardino, The Citadel, and the University of Hawaii at Manoa. He is currently an associate professor in the Department of Counseling and Special Education at Youngstown State University. Dr. Miller has numerous publications and has made over 100 conference presentations. His research interests include technology use in clinical supervision, theoretical considerations in the design of web-based instruction, child abuse prevention, and measurement of cultural bias and discrimination. He is co-author of the *Survey of Cultural Attitudes and Behaviors*.

**Susan M. Miller** received her BA in psychology from the University of Chicago, MS in instructional design, and PhD in educational psychology from Purdue University. Dr. Miller held assistant professor positions at Temple University and Texas A & M University where she taught courses in cognition, learning, instruction, instructional design and technology, program evaluation, and research methods. Dr. Miller has numerous publications and has made approximately 80 professional presentations. Dr. Miller’s current research interests focus on understanding students’ problem-solving strategies and designing technology-based learning and virtual environments to enhance reasoning and critical thinking skills. Dr. Miller has conducted a series of studies to assess cultural bias in educational institutions and is co-author of the *Survey of Cultural Attitudes and Behaviors*. 
Patricia A. Nordstrom is currently a doctoral candidate in the Instructional Systems at the Pennsylvania State University, and a project manager for the Survey Research Center at Penn State, University Park, PA. Ms. Nordstrom holds a BS in agronomy and a MEd in extension education from Pennsylvania State University. Her scholarly work focuses on online education, adult education and training and development.

William G. Powers is a professor and former chair of the Department of Communication Studies and associate dean in the College of Communication at Texas Christian University. He is well known for integrating communication education theory and research with practical application in modern business and industry contexts. To that end, he remains personally involved in working with business groups and in guiding students through internships in the Dallas/Fort Worth area. His Concept Keys online learning system was originally developed to assist with those efforts. Dr. Powers is an avid researcher with over 150 books, articles, and papers with an intensive interest in areas and applications associated with communication accuracy and communication skills leading to interpersonal and professional success.

Wendy Rickman is a clinical instructor and director of the Technology Learning Center for the College of Education at the University of Central Arkansas. Her primary areas of scholarship include educational technology, library science, and educational leadership.

Michael F. Russo has been the instruction coordinator at the LSU Libraries since July, 2001. Besides being a published novelist, his articles about information literacy include “For Better or Worse: Gauging the Efficacy of Online Information Literacy” (Professional Studies Review, Vol. 1 no. 2) and “Information Literacy Training at LSU: First Steps” (Louisiana Libraries, Vol. 66, No. 1). He earned his MLIS in 2000 from Louisiana State University and holds a Master’s degree in English from the University of Wisconsin in Milwaukee. Until August 29, 2005, he was a resident of the lost city of New Orleans.

Glenda Hostetter Shoop currently serves as the director of Curriculum Development and Evaluation at the Penn State College of Medicine, Hershey, PA. In this role, she provides the leadership in managing all aspects of system operations and responsibilities in the Office of Medical Education, and offers guidance in curriculum design and program evaluation. She also is a doctoral candidate in the instructional systems program at The Pennsylvania State University, and maintains a number of scholarly interests among which are online learning environments, the relationship between meta-cognition and cognition, methods of evaluation, and systems theory.

Gregory M. Shreve, PhD is a professor and chairman of modern and classical languages at Kent State University. He received his doctorate in anthropology from Ohio State University and a Certificate of Advanced Study in information science from the University of Pittsburgh. Research specialties include translation, language informatics, software design and localization, and intercultural issues in information science. Shreve is founder of the Institute for Applied Linguistics at Kent State, the country’s foremost university-based translation program. He is the general editor of the monograph series Translation Studies and co-author of several influential books on translation including Cognitive Processes in Translation and Interpreting.
About the Contributors

Glenn Snelbecker (PhD, Cornell University, 1961) is a professor of psychological studies in education at Temple University, Philadelphia, PA. His training and experience as an educational psychologist and clinical psychologist led to American Psychological Association Fellow status in both areas. He was director/co-director of “technology and education” projects for over 20 years, and external evaluator for federally-funded computer projects. His book, book chapters and journal papers on learning theory, instructional theory, instructional technology, and psychoeducational design have been used in many countries. In August, 2004, he served as keynote speaker for two international conferences, in Busan and Seoul, Korea, and as Scientific Committee Member for international “design” conferences.

Maud Walsh is an associate professor in the Louisiana State University School of Plant, Environmental, and Soil Sciences, where her primary responsibilities are teaching and advising undergraduate students in the environmental management and plant and soil science curricula. Walsh’s research interests include the geological record of early life on Earth and environmental remediation and restoration. Walsh has been involved for several years in several professional development programs for middle-school science teachers that focused on inquiry-based learning in the sciences, especially earth and environmental sciences.

Haomin Wang is an associate professor and manager of instructional technology at Dakota State University. He received his MA in applied linguistics and PhD in education from Northern Arizona University. He has taught undergraduate courses in multimedia and hypermedia development, and graduate courses in distance learning systems design, Web-based instruction, and instructional programming. His research interests include affordances of media, distributed cognition, instructional hypermedia, and adaptive courseware design. He is author of Designing and Developing Web-Based Instruction and producer of various Web applications at Dakota State University.

Pedro A. Willging is currently an adjunct professor at the University of La Pampa, Argentina, where he is the director of a research project related to open source learning management systems. Pedro has a PhD in education from the Department of Human Resource Education at the University of Illinois at Urbana-Champaign. His work experience includes development of e-learning materials and research of virtual environment interfaces. His current research focuses on social network analysis and visualization of online interactions.

Barbara Johnson Wilmes is an associate professor at the University of Central Arkansas. Her primary areas of scholarship include teaching and learning and technological environments to improve student performance, and application of assessment to improve teaching and student performance.

Harrison Hao Yang, EdD, currently is a professor of the Department of Curriculum and Instruction at the State University of New York at Oswego, and holds an adjunct professorship at the Chinese University of Hong Kong. He served as coordinator of educational technology at the Center for Instructional Technology of Florida International University, assistant professor, and associate professor at SUNY Oswego.