About the Contributors

Jared Keengwe is an Associate Professor at the University of North Dakota (UND), USA. Dr. Keengwe is the editor-in-chief of two IGI Global Book Series: Advances in Higher Education and Professional Development (AHEPD) and Advances in Early Childhood and K-12 Education (AECKE). He serves on the editorial review board of several international journals and is also the co-editor-in-chief of the Journal of Education and Learning (EduLearn). Dr. Keengwe’s primary research interests focus on technology integration and constructivist pedagogy in teacher education. He has co-authored more than 65 journal articles and edited more than 10 scholarly textbooks with a focus on instructional technologies both in K-12 and in higher education. Dr. Keengwe’s work in the classroom was honored with the 2011 McDermott Faculty Award for Excellence in Academic Advising. He was also a recipient of the 2010 North Dakota Spirit Faculty Achievement Award, and the 13th (2010) Annual Martin Luther King Jr. Award in recognition of significant contribution in scholarship and service respectively. At the national level, Dr. Keengwe was one of the 10 recipients selected to receive the 2010 American Educational Research Association (AERA) Division K – Teacher Education –Travel Award.

Joachim Jack Agamba is an Adjunct Assistant Professor at the College of Education at Idaho State University (ISU), USA. He currently teaches graduate and undergraduate courses in research and writing, technology and foundational studies. He earned his PhD in Instructional Design from Idaho State University and his MA (African Studies) and BA (Film and Television Production) from the University of California, Los Angeles (UCLA). His current research is focused on examining how best to assist teachers integrate technology appropriately in their instructional practice.

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Katie Baur is currently a clinical instructor in the Educational Leadership and Technology department at Lamar University. She is involved with both the Masters and Doctoral program. Dr. Baur’s professional background includes over 10 years of educational experience with a commitment to English language learners. Her research interests include online learning, second language acquisition, global leadership, and intercultural responsiveness.

Andrew John Brennan is a Lecturer at Curtin University in the School of Economics and Finance. He has a strong innate desire to teach in and research on economics. He has a PhD in economics and finance, and his research has focused on critically evaluating measures of environmental and social welfare. He is an early-career researcher with a special interest in political economy, particularly eco-
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logical economics where he has published several papers. His chief responsibility at Curtin is teaching and examining intermediate undergraduate/postgraduate coursework students in economics as well as coordinating the Honours program in economics. He enjoys communicating knowledge in creative and innovative ways so his students can attain the necessary skills to apply economic concepts to everyday events and be able to use diagrams and models to explain real-world phenomena.

Cynthia Cummings is employed as an assistant professor and director of principal programs at Lamar University in Beaumont, TX. She has taught elementary, middle school, and high school English Language Arts, reading, writing, and social studies. Dr. Cummings has extensive experience with providing professional development for school leaders. She worked with Texas principals and superintendents in a Technology Leadership project funded by the Bill and Melinda Gates Foundation. She was instrumental in establishing the Brazos-Sabine Connection Principal Academy whose goal was to provide school leaders with the skills needed to support effective teaching, learning, and technology. She is a co-author of a newly released book, *NCPEA Handbook of Online Instruction and Programs in Education Leadership*. She has also developed the American Education Reaches Out (AERO) English Language Arts framework for the US State Department’s Office of Overseas Schools. She continues her work with the international schools with the AERO project.

Flower Darby is an Instructional Technologist in Northern Arizona University’s e-Learning Center. She holds an MA in English Literature and has taught literature and composition classes at NAU since 1996, specializing in online and blended courses. In her role with e-Learning, she works with NAU faculty to effectively design online, blended, and web-enhanced classes. She also teaches fitness and dance classes, demonstrating her interest in a holistic approach to teaching and learning as well as the balance between the cognitive, psychomotor, and affective domains.

John J. Doherty is an Instructional Designer, Lead, in the e-Learning Center at Northern Arizona University (NAU). He also serves as a University College Faculty Fellow at NAU and an instructor in the First Year Seminar, Honors, and Humanities programs. Dr. Doherty has written on and presented research for local, national, and international organizations on blended learning, student engagement, and the place of educational technology in higher learning. Most recently, he presented at the EDUCAUSE Learning Initiative Annual Meeting and the inaugural Teaching Professor Technology conference. He has also been a founding faculty member of the Colorado State University Global Campus, where he taught courses in online technologies and instructional design.

Danielle Hedegard is a sociologist and Analytical Studies Officer at the University of California San Diego. She conducts research on student and faculty equity for UCSD, as well as research on racial inequality and culture in the United States and Brazil. Her published research can be found in academic journals including *Sociological Inquiry*, *Poetics*, and *Ethnic and Racial Studies*. She also teaches courses on popular culture and has conducted numerous analyses on academic outcomes among college students.

RS Hubbard is an Assistant Professor in Management Communication at Marshall School of Business (University of Southern California) and Senior Consultant in Organizational Behaviour at Interserv Associates (Pasadena, California). He works with faculty committees and businesses, advises student
organizations, and conducts research that examines organizational structures and the contribution of technology to communication and development. He has given lectures and paper presentations throughout the world, and written articles and books on various topics, including “Using Web-Conferencing Technology to Enhance Business Simulations,” Going Beyond Technical Expertise: Completing the Education of Engineers and Business Professionals in the United States and Hungary, “Project Management Tools That Facilitate Team Projects,” and “The Academic and Organisational Benefits of Student-Generated Case Studies.”

Astrid Klocke is an Associate Professor of Humanities in the Department of Comparative Cultural Studies at Northern Arizona University, USA. Dr. Klocke coordinates the Cinema Studies program and teaches courses on European and American literature, culture, and film. Her scholarly focus has been on language and literature pedagogy, learning technology, and literary translation. She has co-authored a German literature textbook, Deutsche Literatur im Kontext, 1750-2000 (2008), published articles on the German-Jewish author Edgar Hilsenrath and on Holocaust literature and film, and translated a novel from German into English. Her current research examines blended design principles in humanities and social science courses. She also currently serves as Faculty Senate President and engages in discussions about technology, change, and the future of higher education on a regular basis.

Tony Lee is a doctoral student in the Adult and Higher Education Program at the University of Oklahoma, USA. His focus area is in Workforce Learning and Development. His research interests include online education, leadership, mentoring, and job satisfaction at the workplace.

Doo Hun Lim is an Associate Professor in the Adult and Higher Education Program at the University of Oklahoma, USA. Dr. Lim received his PhD in Human Resource Education from the University of Illinois at Urbana-Champaign. He teaches OD, T&D, and evaluation courses at the graduate level. His primary research interests include cross cultural comparison of HRD curriculum, integration of learning and knowledge management, generational studies focusing on knowledge management, and cross cultural organizational issues impacting workplace performance.

Emory Maiden III serves as an Instructional Developer in the Learning Technology Services Department at Appalachian State University. In this role, he provides professional development and training for faculty in Moodle and other learning technologies, as well as consultation in instructional design and practices. His interests include teaching and learning in online environments, experiential faculty development, learning management systems, and open educational resources.

Elizaphan M. Maina is a Lecturer in the Department of Computing and Information Technology at Kenyatta University, Kenya. He has taught computer science for ten years in Universities and Tertiary colleges. Currently, He has published journals in the field of artificial intelligence and collaborative learning. He lecturers in the field of artificial intelligence, programing, database systems, and use of ICT in Education. His primary research focus is on integration of artificial intelligence techniques in e-learning in order to create new e-pedagogies which can support personalized e-learning and also provide computer supported collaborative learning. His current research examines improving of online collaborative learning using machine learning techniques.
Romana Martin is a Senior Lecturer in the Curtin Learning Institute at Curtin University in Western Australia. Her qualifications include an MEd from Edith Cowan University and a PhD from Murdoch University in Western Australia. Her background is in the field of educational design, academic development, and educational technology, and she has multidisciplinary qualifications in education, information technology, and educational multimedia. In her current role, she provides academic leadership and expertise in online and blended learning, teaching in collaborative learning spaces and the application of new technologies to support student learning. She has led a wide range of teaching and learning initiatives, and her research interests are in the field of online learning, mobile learning, student engagement, student-centered learning, and new generation learning spaces.

Diane Mason is currently an Assistant Professor in the Educational Leadership and Technology department at Lamar University. Prior to becoming a full time faculty member at Lamar University in Beaumont, TX in 2010, Dr. Mason was the Technology Training Center Coordinator for the Calcasieu Parish School System in Lake Charles, LA. Dr. Mason is currently the president of the ISTE affiliate, Louisiana Computer Using Educators (LACUE) state organization and is active in the Consortium for School Networking (CoSN) organization. Dr. Mason is a former K-8 teacher, middle school assistant principal, elementary principal, and central office coordinator. Her research interests include online learning, technology integration, professional development, and school improvement. Most recently, she has been involved in an e-portfolio international research project with twelve other universities in the United States and Australia. The focus of the study is using project-based learning strategies and alternative assessments to support K-12 instruction.

Michelle Moore, a former middle school math teacher, has been an advocate for Moodle since finding it more than ten years ago during a review of learning management systems while completing her Master’s Degree in Instructional Design and Technology. Enamored with Moodle’s capabilities and its foundation in social constructionism, it wasn’t long before Michelle’s passion led her to a full-time position training and providing support for educators and trainers in schools, universities, and businesses across North America. Michelle is pursuing a doctorate in Learning Technologies at the University of North Texas where she is actively researching online education and constructivist teaching methods.

Meghan Morris Deyoe is a senior evaluator at the Evaluation Consortium at the University at Albany/SUNY. She has assisted in the evaluation of both federally and state-funded grants and her major areas of study include evaluation practices in K-14 settings, the incorporation of technology in K-14 education, innovative instructional approaches, and emerging practices/trends in childhood development and in education for students with disabilities. She has a Masters of Science in Literacy, B-6, is certified in Childhood Education (B-6) and Literacy Education (B-6), and has a Certificate of Advanced Study in Educational Research.

Ishmael I. Munene is an Associate Professor in the Department of Educational Leadership at Northern Arizona University teaching courses in Comparative Education, Higher Education, and Educational Research. As an experienced scholar in higher education, he has written widely on African higher education, higher education governance, and education for the marginalized and educational technology. He has edited two volumes on Africa and authored two books. He has published numerous journal articles,
book reviews, and newspaper commentaries on education and governance. He has also guest edited a journal. He is on the editorial advisory board of *Africa Education Review* and serves as an article reviewer for a number of journals. He has held visiting academic fellowships at Kassel University (Germany), Osmania University (India), and the Catholic University of East Africa (Kenya). In 2008, he was honored with the Excellence in Research Award by the African Studies and Research Forum.

**Dianna L. Newman** is a Professor in Educational Psychology and Methodology and Director of the Evaluation Consortium at the University at Albany/SUNY. Dr. Newman has served as principal evaluator for multiple federal and state-funded technology-based curriculum integration grants and is currently developing and piloting an innovative model of evaluation that will document systems changes resulting from technology-based curriculum integration into instructional settings. Dr. Newman is widely published in the area of technology innovation, K-12 curriculum and instructional practices, and higher education STEM technology support for learning. Her more recent publications include qualitative meta-analyses of evaluations documenting technology integration that supports hands-on and student-centered learning in K-12 and higher education classrooms.

**Robert Oboko** is a member of the faculty at the University of Nairobi’s School of Computing and Informatics. His research interests are mainly in issues around use of ICT for Development. These include issues around application of ICT in Education, Monitoring and Evaluation, health, enhancement of Social Capital, and ICT4D policy research, among others. He is also keen on the use of machine learning and mobile devices for development. He regularly publishes international refereed journal papers, refereed international conferences papers and book chapters.

**Nathaniel M. Ostashewski** is a Senior Lecturer and Academic Engagement Projects Developer for Curtin University, Western Australia. He holds a Canadian teaching license and has taught a complete range of K20 subjects. Nathaniel has been engaged in providing professional development related to technology use since 1996. In the past, he has worked as a teacher, media producer, academic consultant, instructional designer, social media researcher, and a dance choreographer. In Curtin University, Nathaniel has been supporting faculty in their use of learning technologies focusing on authentic student engagement through discussion and collaboration. Nathaniel also manages the Curtin MOOC portfolio as part of a strategic initiative in Curtin’s Centre for Teaching and Learning. Over the past several years, Nathaniel has been designing networked learning and professional development courselets. His Networked Learning Framework (http://www.editlib.org/p/39029/) is an instructional design model that utilizes media to support learner engagement, an approach common in MOOC design.

**Sophia Palahicky** is a doctoral candidate in the EdD program at Athabasca University with a Masters of Distance Education (MDE). She has over sixteen years of experience in the field of education and twelve years of experience in the field of distance education. Mrs. Palahicky is a certified member of the Canadian Association of Instructional Designers (CAID), and her work in the field of instructional design commenced at the University of Manitoba in the Department of Distance and Online Education. She moderates professional development sessions for teachers across the Province of Manitoba in online pedagogy and trains teachers to use the provincial learning management system (LMS). Her primary
research focus is the use of LMSs to enhance student learning and to maximize the potential of every student. She is also the author of Kid’s Reading Craze and My Last Story.

Alana S. Phillips works as a student support specialist in Learning Technologies at the University of North Texas and is completing her PhD there, also in Learning Technologies. Her current research interests involve various facets of online instruction. Prior to attending the University of North Texas, she taught middle school for four years and served in the U.S. Army for twenty-one years.

Heather Robinson works as an adjunct instructor at Casper College and Western Governors University. She teaches courses in the areas of computer science, operating systems, software and security. She is currently pursuing a PhD at the University of North Texas, Department of Learning Technologies. Heather has presented and is published on her research on technology proficiency in online learning, constructivist online learning, and faculty experiences with online technology adoption.

Shani Salifu is an Instructional Technologist at Concord University, USA. Dr. Salifu is a Learning Management System administrator. He also consults with faculty and students on distance/online education. His primary research focus is on using modern communication technologies to improve end-user or student achievement. His current research examines the challenges faced by faculty in creating online student communities using the tools available for such in their learning management systems. Dr. Salifu currently has a book chapter “Technology and Empowerment: Social Impact Analysis” in print as part of an edited scholarly book Perspectives on Empowering Education. He has also submitted a paper “Using Mayer’s SOI approach to help ADHD learners construct knowledge” for review for an academic journal.

David Seelow is Founding Director of Excelsior College’s Center for Game and Simulation-Based Learning. Dr. Seelow received his PhD in English and Comparative Literature from the State University of New York at Stony Brook and his Masters degree in English from Columbia University. He has expertise in classroom instruction, curriculum design, online education, literature, graphic fiction, critical theory, and educational theory. He is founder of the Excelsior College Online Writing Lab (http://owl.excelsior.edu). Dr. Seelow has extensive experience in both synchronous online training, and asynchronous design and instruction. He holds an advanced certificate in educational computing and four New York State education licensees (School District Administrator, School Building Supervisor, English 7-12 and Social Studies 7-12). Finally, Dr. Seelow is author of the book Radical Modernism and Sexuality: Freud/Reich/DH Lawrence & Beyond and the author of numerous articles and presentations on literary and cultural studies, education, and game based learning.

Peggy Semingson is an Assistant Professor of Curriculum and Instruction at The University of Texas at Arlington where she teaches courses in Literacy Studies. Dr. Semingson has experience as a classroom teacher and reading specialist in both Southern California and Texas. She received her MEd in Reading Education from Texas State University, San Marcos in 2004 and her PhD in Curriculum and Instruction with a specialization in Language and Literacy Studies from The University of Texas at Austin in 2008. Her research interests include social contexts of literacy learning, digital pedagogies, and students who face challenges in reading. She has published in Teachers College Record and other peer-reviewed journals. She was awarded the Jeanne S. Chall Research Grant from Harvard University during 2009-2010.
and received the Platinum level--Best Practices Award for Excellence in Distance Learning Teaching from the United States Distance Learning Association in 2013.

**Neal Shambaugh** is Interim Associate Dean of Academic Affairs in the College of Education and Human Services at West Virginia University. A graduate of Virginia Tech, he is a professor of Learning Sciences and Human Development at WVU and former program coordinator of Graduate Programs for Instructional Design and Technology. He is the author of two textbooks on Instructional Design, one for teacher education, *Instructional Design, A Systematic Approach to Reflective Practice*, and one for graduate programs, *Mastering the Possibilities: A Process Approach to Instructional Design*. He has taught courses in instructional design, teaching methods, visual literacy, IDT professional practice, design and development research, and educational psychology.

**Anneliese Sheffield** is a PhD student in the Department of Learning Technologies, College of Information, University of North Texas. Her research interests include online learning and the impact of technology use on relationships. Anneliese is a former K-12 teacher and university instructor. Her interests in online learning stem from personal experience as an online student living around the world. Anneliese has presented and published on constructivist online learning, international online learning, digital storytelling, and parent-child co-gaming.

**Kaye Shelton** is an Associate Professor of Educational Leadership in the Center for Doctoral Studies in the College of Education at Lamar University. Her education includes an MS in Education emphasizing Online Teaching and Learning from California State University-East Bay and a PhD in Educational Leadership (Higher Education) from the University of Nebraska. She has published numerous articles and chapters in the field of online education, including a book entitled *An Administrator’s Guide to Online Education*. She is the winner of two exemplary online course awards, a Sloan-C Effective Practice award for her research on the Quality Scorecard for the Administration of Online Education Programs, the John R Bourne award for Outstanding Achievement in Online Education and the NCPEA Morphet Dissertation award. She has spoken at numerous conferences and workshops regarding the creation of an online education program and the best practices for teaching online and faculty support.

**Tracy W. Smith** is Professor and Faculty Development Consultant at Appalachian State University (ASU). Her research interests include community development in online teaching and learning, performance-based middle level teacher preparation, the history of the middle school movement, the relationship between teaching expertise and student learning, and evaluating depth of student understanding. She has had articles published in journals such as the *Middle School Journal, Journal of Teacher Education, Clearing House,* and *Teacher Education and Practice*. In 2011, she and Dr. C. Kenneth McEwin published *The Legacy of Middle School Leaders: In Their Own Words*. In 2013, the Association for Middle Level Education released her video series based on this book.

**Ursula Thomas** currently serves as the Director of Field Experience and Assessment at Georgia Perimeter College. Her extensive research with teacher knowledge gives her the insight needed to help teachers adopt age appropriate strategies that are culturally relevant. She has presented and consulted on program evaluation and assessment at national conferences such as the National Association for the
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Education of Young Children, and the National Association of Early Childhood Teacher Educators. Dr. Thomas has carved out a professional development niche as well. She has more than 20 publications in the fields of early childhood teacher education, social justice, and cultural mediation.

Peter Waiganjo Wagacha is a faculty member at the School of Computing and Informatics, University of Nairobi. He enjoys teaching, research, and working with students to develop innovative ideas and solutions. His research and extension work in ICT4D is in the areas of (1) enhancing ICT in education, such as e-learning using Artificial Intelligence, (2) mobility and urban transportation, (3) human language technology for local languages, (4) health informatics, and (5) mobile technology. He has published in refereed journals, book chapters, and conference proceedings.