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.

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Natalia Auer is a PhD student in the Institute of Learning Innovation at the University of Leicester. Her main research interests are technology-enhanced language learning, Spanish language learning as a foreign language, comprehension processes and strategies for reading digital texts. Her PhD research focuses on mobile assisted language learning (MALL) and how metacognitive reading strategies can be
facilitated by mobile technologies. Natalia has taught “Foreign Language Acquisition and Pedagogy” to undergraduate and graduate students in the Department of English, Germanic, and Romance Studies at the University of Copenhagen. At present, she is a lecturer at Vestegnen HF and VUC, an Adult Education Centre in Albertslund, Denmark, where she is conducting her research besides her full-time job.

Ross Brannigan is a lecturer in Digital Media and Performance at the School of Communication Studies, Faculty of Design and Creative Technologies, and AUT University. Brannigan’s research interests include: Intermediality, Cinematic Theatre and Theatrical Cinema, The Use of Digital Media in Live Theatre, Liminality, and Mobile devices in teaching performance.

Victoria M. Cardullo is an assistant professor of Reading in the College of Education and the Department of Curriculum and Teaching at Auburn University. She is actively involved in publications and presentations related to her research in digital literacies, specifically New Literacies. Her work has been published in School-University Partnerships: The Journal of the National Association for Professional Development Schools, Journal of Reading Education, and American Reading Forum Annual Yearbook. She is particularly interested in exploring how to support adolescent readers’ reading and comprehension skills to prepare them for 21st century learning. She serves in several editorial roles, including associate editor of Florida Educational Leadership Journal, associate editor for American Reading Forum as well as a reviewer for NAPDS National Association of Professional Development Schools, NAPDS Award Committee and an invited reviewer for ALER Association of Literacy Educators and Researchers.

Thomas Cochrane is an Academic Advisor and Senior Lecturer in educational Technology at AUT University’s Centre for Learning and Teaching (CfLAT). In 2011, he was awarded as an Ascilite Fellow. His research interests include mobile learning, web 2.0, and communities of practice. His PhD thesis was titled “Mobilizing Learning: Transforming pedagogy with mobile web 2.0.” Thomas has managed and implemented over 45 mobile learning projects, with a recent focus upon Android and iOS smartphones and the iPad as catalysts to enable student-generated content and student-generated learning contexts, bridging formal and informal learning environments. He has over 100 peer reviewed publications, receiving best paper awards at Ascilite 2009, ALT-C 2011, and ALT-C 2012 and has been invited to keynote at several international educational technology conferences including: the 2012 Australian Moodle Moot, the 2012 m-Libraries conference in the UK, and the launch of UWS massive iPad project in February 2013.

Christopher Dann leads the creative and technical arm of the team. He is a lecturer in Education and research fellow at the University of the Sunshine Coast. Chris has worked as a principal and administrator in state schools for 18 years before moving to the higher education sector. He has been innovating in assessment since the late 80’s and more recently has specialized in assessment and reporting in educational settings (Higher Ed, TAFE and Schools). While completing a masters degree in Internationalisation of Pre-service Teacher Education, Chris led the work-integrated unit at USC which was responsible for the placement and management of approximately 1000 students each year. In 2009, he led the writing of a four-year undergraduate degree in Pre-service Primary Teacher Education.
Cornelis de Groot is an Associate Professor in the School of Education at the College of Human Science and Services at the University of Rhode Island, USA. Dr. de Groot is program coordinator for secondary mathematics education and teaches courses in educational measurement, mathematics methods, mathematics curriculum, and student teaching seminar. Dr. de Groot also supervises student teachers in secondary mathematics. His research interests are related to mobile technology in teacher education, realistic teacher education, teacher cognition, and the teaching and learning of mathematical structure. Dr. de Groot was awarded a Presidential Award of Excellence in Science and Mathematics Teaching for his work as a mathematics high school teacher. He has authored and co-authored over 45 publications, including books, refereed articles and conference papers.

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 education, innovative instructional approaches, and emerging practices/trends in childhood development and in education for students with disabilities. She has a Master 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.

Sonia Dickinson-Delaporte is an Associate Professor in the School of Marketing, Curtin University, Western Australia. She lectures in Postgraduate marketing courses with a focus on marketing communications. In 2011, her contribution to student learning was recognized by the Australian Learning and Teaching Council (ALTC) where she was awarded a Citation for Outstanding Contribution to Student Learning. Her teaching excellence has also been recognized by Curtin Business School and Curtin University and she is the recipient of various teaching awards. Sonia has published in various highly ranked marketing journals including the European Journal of Marketing, Journal of Advertising Research (forthcoming), and the Journal of Marketing Management. Her areas of research interest include advertising self-regulation, message source effects in advertising, empowerment issues in social media and technology facilitated student engagement. Her supervision of Doctoral and Masters Research candidates also relates to these areas of research interest.

Tracey Dodman is a Senior Lecturer in the Department of Criminology at the University of Leicester, UK. Tracey is the course convenor for the Department’s four distance learning masters programmes, and she also Chairs the Department’s Academic Committee. Her research interests are mainly pedagogic. She has completed research in the effectiveness of feedback for distance learning students and has an ongoing interest in how technologies can be used to facilitate learning and student engagement (particularly amongst distance learning students). She is currently working on a collaborative research project looking into ‘what goes on in guided independent study’ establishing how students study, what students study and whether students know how to undertake successful independent study.

Cathi Draper Rodriguez is an Associate Professor and the Chair of the School of Education at California State University, Monterey Bay. Dr. Draper Rodriguez teaches curriculum, assessment and introduction to research in the Special Education and Masters programs. Since earning her doctorate from the University of Nevada, Las Vegas, she has focused her research on using technology with English
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Carlos Ewing is a doctoral student in the Department of Instructional Systems and Workforce Development at Mississippi State University, where he teaches Computer Applications to undergraduate students. Previously, Mr. Ewing has taught or assisted teaching Records Management, Information Technology Project Management, Integrating Technology for Meaningful Learning, Computer Repair and Maintenance, and Designing Technology Training. He has presented at state and national conferences on various social media topics. His current research focuses on examining students’ use of professional social networking sites, while his primary focus is on the use of immersive digital learning environments.

Jay Fogleman is an Associate Professor in the School of Education at the College of Human Science and Services at the University of Rhode Island, USA. Dr. Fogleman is program coordinator for secondary science education and teaches courses in educational foundations, science teaching methods, and student teaching seminar. Dr. Fogleman also supervises student teachers in secondary science. His research interests involve the use of digital tools by college learners, teacher learning, and the characteristics of effective professional development experiences. He previously taught high school physics and technology education. He has authored and co-authored over 45 publications, including books, refereed articles and conference papers.

Rhoda Karimi Gitonga completed her undergraduate work at Kenyatta University and received her Bachelor of Education (Science). She received her Masters of Science Degree in Information Management and completed her PhD degree in Curriculum and Instruction in 2013 from Egerton University. Her specific interest is in ICT integration and E-learning. She has worked in the university as a teaching staff member for 6 years. She has published two papers in 2013, The Perceived extent of ICT Integration in Intra-University Communication among Kenyan Universities: doi: 10.11648/j.com.20130102.11, and The Perception of the Influence of ICT Integration on Quality of Student’s Records Management in Kenyan Universities: ISSN: 2278-0211 (Online). Two other publications are in press: Web 2.0 Technologies Use by Students in Higher Education: A Case of Kenyan Universities and Students Experiences of Using Wiki Spaces to Support Collaborative Learning in a Blended Classroom; A Case of Kenyatta and KCA Universities in Kenya.

Kenda Grover is an assistant professor in the Adult and Lifelong Learning program. She earned her EdD in Adult Education from the University of Arkansas, an MS in Counseling Psychology, a BA in Psychology from Northeastern State University, and an AA in Journalism from Northeastern Oklahoma A&M College. She has been with the Department of Rehabilitation, Human Resources, and Communication Disorders since August of 2003. In addition to faculty responsibilities, she serves as the program coordinator for the ADLL MED program. She is a member of the American Association for Adult and Continuing Education, the Arkansas Association of Continuing and Adult Education, and the Eastern Educational Research Association. Dr. Grover’s research interests include self-directed learning and community engagement (SDL), SDL as it relates to health, and serious leisure and communities of practice.
**About the Contributors**

**Matthew Guinibert** has been an educator for 8 years working in various roles as a lecturer, supervisor, consultant, curriculum writer, and course supervisor. He presently teaches visual communication and web technologies at AUT. His masters research involved producing interactive simulation software for teaching 3D computer graphics. He conducts research in the field of computer mediated learning, where he has been involved with projects such as writing interactive simulation software for learning computer graphics and m-learning projects exploring student collaboration. Presently, Matt is exploring the potential of mobile HUDs such as Google Glass as m-learning tools for learning visual literacy competencies through a PhD.

**Josh Harrower** is a professor in the Department of Teacher Education at California State University, Monterey Bay where he coordinates the Special Education Credential Programs and the university’s certificate program in behavior analysis. Additionally, Dr. Harrower serves as the Principal Investigator and Director of Project STREAM, a grant funded by the Office of Special Education Programs to provide a professional development scholarship program utilizing technology and mentorship to support candidates pursuing a Moderate to Severe Special Education Credential. Dr. Harrower received his doctoral degree from the University of California, Santa Barbara and holds certification as a Board Certified Behavior Analyst-Doctoral. His primary areas of scholarly interest include positive behavior interventions and support, autism spectrum disorders, applied behavior analysis, pivotal response treatment, functional assessment, and behavior intervention.

**David Hopkins** is an experienced and respected Learning Technologist. His work and research centres around the use of appropriate technology for, and with, students online and on-campus. From a background in commercial Internet technologies and online communities, David has been able to apply knowledge and experience with online learning and support and bring effective and appropriate use of technology for learning. His current interests and research is based around the use of mobile devices for online learning (for both campus and distance learners) and the use of social media and social networks for effective communication and collaboration between staff, students, and his peers.

**Kim A. Hosler** is a graduate of the University of Northern Colorado and holds a doctorate in Educational Technology. She is also adjunct faculty for the University College at the University of Denver, as well as adjunct faculty for Regis University, in Denver, Colorado. Additionally, she works full time in faculty development for the Office of Teaching and Learning at the University of Denver. Dr. Hosler facilitates courses in research methods, adult learning theory, as well as graduate-level courses in organizational and professional communications. Her research focuses on several areas: supporting faculty who are new to the online and hybrid teaching environments, the intersection of mobile learning and instructional design, and establishing communities of inquiry in the classroom and online. Dr. Hosler has published her research in refereed journals, book chapters, and conference proceedings.

**Abhishek Kala** has worked in the digital media industry for over 11 years in various roles ranging from visual effects technical director for television shows to lead technical artist in game development studios. Currently, he is lecturing in Digital Media at AUT. His research interests include transmedia storytelling, gamification, and entertainment education. Currently, he is exploring frameworks for using transmedia storytelling and entertainment education to generate behaviour changes in targeted communities through a PhD.
Frederick Kang’ethe Iraki is a Professor of French at the United States International University in Nairobi, Kenya. He teaches French language and literature and enjoys writing short stories. His research areas include language and mind, culture, language, and technology. Dr. Iraki is also the founding editor of the Journal of Language, Technology & Entrepreneurship in Africa (JOLTE). He is a knight of the Order of Academic Palms (France).

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Sang Joon Lee is an Assistant Professor in the Department of Instructional Systems and Workforce Development at Mississippi State University (MSU), where he teaches multimedia and web design courses for undergraduate and graduate students. Prior to joining MSU, he was an Instructional/Multimedia Developer at the Office of Educational Technology and Assessment in the College of Public Health and an Adjunct Faculty of Instructional Technology program at the University of South Florida. His research focus has been on improving students’ learning experiences in constructivist, student-centered learning environments.

Romana Martin is a Senior Lecturer in the Curtin Learning Institute at Curtin University in Western Australia. Her qualifications include a 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.

Michael T. Miller is a Professor of Higher Education and Associate Dean for Academic Affairs in the College of Education and Health Professions at the University of Arkansas. He has served as president of two national associations and on the board of directors of five national associations. He has served as the editor of three different academic journals, and has been recognized for his research, winning the
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AIR Director’s Paper Award and the Mortimer Award for Research on Shared Governance. Miller has published nearly 300 articles and chapters, has authored three books, and has edited eight books. His primary area of research has been aligned with participatory communities in higher education, related to both student and faculty involvement in institutional life. He has also served on the editorial boards of five different journals. He has authored over $2.5 million in externally funded grants and contracts.

Catherine Gakii Murungi is a Lecturer at Kenyatta University in the Department of Early Childhood Studies. She holds a PhD in Education, MEd and a Bachelors degree in Early Childhood Studies all from Kenyatta University. She is currently an editorial board member and peer reviewer to many international journals. Catherine is a mentor, academic advisor, e-learning trainer and facilitator, as well as a supervisor to several undergraduate and graduate students in the university. She is a passionate researcher in the field of developmental psychology and she is published widely. She has a keen interest on community education and development and in particular basic education. Besides being an academician, she is married and a proud mother of two adorable children, Ethan and Valerie.

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.

Richard E. Newman is an assistant clinical professor of Educational Studies at the University of Arkansas. Previously, he served as a departmental chair of Physical Education and interim Athletic Director at Presbyterian College in South Carolina, and also spent nearly 30 years as a college football coach. Dr. Newman has served on the faculty at a number of different institutions of higher education, including California State University of Chico and the University of Mary. Recently, he was honored as an emeritus professor in Physical Education at Presbyterian College. He has written widely in the field of college athletic administration, college student-athletes, coaching education, and college faculty member performance. He is the author of over 50 articles and has made over 100 professional presentations.

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.

Susan Powers serves as Associate Vice President of Academic Affairs for Curriculum and Faculty at Indiana State University and is a Professor of Education Technology. Dr. Powers earned her doctorate at the University of Virginia. She has been involved with distance learning since 1997 and co-chaired Indiana State University’s move to adopt a laptop requirement for all students. She has over 18 years of experience with teacher training grants for educational technologies, and has authored a book, papers, and presentations on the effective integration of technology for teaching and learning. She is also the author and co-chair of institutional and programmatic accreditation reports.

Tony Richardson is a tutor at the University of the Sunshine Coast and a teacher employed by the Department of Education and Training, Queensland, Australia. Currently, Tony is a Doctor of Philosophy student, at the University of the Sunshine Coast undertaking research in a quality teacher. His dissertation focuses on ‘Early career teacher conceptions of a quality teacher – A Phenomenographic Study.’

Kristine Scharaldi is as an educational consultant with a specialty in the field of educational technology. She earned her Bachelors Degree in Sociology and Education at Rutgers University and Masters Degree in Computing and Education from Teachers College, Columbia University. She has worked as an elementary school teacher, computer teacher, and staff developer. She has been a workshop presenter and instructional coach at several institutions, including The Center for Mathematics, Science, and Computer Education at Rutgers University and the School for Global Education and Innovation at Kean University.

Clinton Simeti is a lecturer at AUT and facilitates courses on a diverse range of fields within the sphere of Digital Media scholarship. He has taught 3D modeling and animation, Motion Capture, interactivity, moving image compositing/editing and visual communication at an undergraduate and postgraduate level. His masters research explored notions of human identity as fluid, fragmented and decentered in the age of digital surveillance and the computer database. His is currently exploring the potential of eye-tracking techniques and augmented reality as media for non-linear storytelling.

Nance S. Wilson is an Associate Professor of literacy education at State University of New York at Cortland. Her research focuses on professional development, new literacies, comprehension, and adolescent literacy. Dr. Wilson’s work has been published in the Journal of Reading Education, Middle School Journal, Journal of Adolescent and Adult Literacy, Reading Horizons, Literacy, Metacognition and Learning, California Reader, Florida Educational Leadership Journal, and Florida Association of Teacher Educators among others. She serves in several editorial roles, including Reading and Writing Quarterly: Overcoming Reading Difficulties and Reading in the Middle. She has served in leadership positions in the American Reading Forum and the Middle School Reading Special Interest Group of the International Reading Association.

Melda N. Yildiz is a global scholar and teacher educator in the School for Global Education and Innovation at Kean University and adjunct faculty in Master of Education in Technology in Education at Lesley University. Melda served as the first Fulbright Scholar in Turkmenistan from 2009-2010. Since
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Vassiliki Zygouris-Coe is Professor of Education at the University of Central Florida, College of Education. Her research focuses on literacy in the content areas, online learning, and professional development. Dr. Zygouris-Coe has impacted reading instruction in the state of Florida through the Florida Online Reading Professional Development project—Florida’s first online large-scale project for preK-12 educators. Her work has been published in The Reading Teacher, Reading & Writing Quarterly, Reading Horizons, Childhood Education, Early Childhood Education Journal, The International Journal of Qualitative Studies in Education, Focus in the Middle, Journal of Technology and Teacher Education, The International Journal of E-Learning, Florida Educational Leadership Journal, and Florida Reading Quarterly among others. She serves in several editorial roles, including Co-Editor of the Literacy Research and Instruction journal, Associate Editor of Florida Educational Leadership Journal, and former Associate Editor of the Florida Association of Teacher Educators Journal.