About the Contributors

**Heejung An** is an Associate Professor of Learning Technologies and the Director of the MEd in Curriculum and Learning program at the College of Education at William Paterson University. Her main areas of research explores how technology impacts cognition and how K-12 teachers can use technology effectively for teaching and learning. Dr. An received her EdD in Instructional Technology and Media from the Teachers College at Columbia University.

**Sandra Alon** is an Associate Professor and coordinator of the Teaching Children Mathematics program at the College of Education at William Paterson University. Alon’s work draws on her many years of experience as a Mathematics classrooms teacher, Mathematics Supervisor, and teacher educator. Her main areas of research are the acquisition and development of mathematical concepts. Of particular interest is teacher training and the inquiry based method of teaching and learning. Dr. Alon received her EdD in Mathematics Education from the Teachers College at Columbia University.

**David Fuentes** is an Assistant Professor in the Department of Elementary and Early Childhood Education at William Paterson University of New Jersey. He teaches courses aimed at preparing inquiring teacher candidates for teaching in diverse settings, as well as courses that examine the historical and philosophical foundations of education in the United States. His current research focuses on the impact of mobile learning in K-6 Urban settings. Dr. Fuentes earned his PhD in Curriculum and Instruction from Pennsylvania State University.

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**Jaishree Beedasy** is a Research Associate/Project Director at Columbia University’s National Center for Disaster Preparedness. Her research interests include physical and mental health impact of disasters, disaster preparedness education, the assessment of technology-enabled learning systems and the spatial relationships among health, and environmental and demographic data. She has published articles and book chapters on these topics and presented her work at national and international venues.

**Nancye Blair Black** is an award-winning educator, speaker, author, and consultant who promotes dignity-driven educational practices that maximize each step of a child’s developmental journey. Her accomplishments as an educational change agent have garnered her recognition as an International Society for Technology in Education (ISTE) Emerging Leader, PBS Teachers Innovation Award-winner, and featured educator in magazines, books, radio and television. Black currently serves as a school board
member for the Lakeland Montessori Schools in Lakeland, FL, serves as President-elect for the Florida Society for Technology in Education (FSTE), chairs ISTE’s Special Interest Group for 3D in Education (SIG3D), consults on several major education projects, and presents at conferences across the country. She is completing her graduate work in Computing in Education at the Teachers College at Columbia University. Connect with Nancye Blair Black at http://www.nancyeblack.com.

Christie Bledsoe is an Assistant Professor at the University of Mary Hardin-Baylor. She earned a Doctor of Education in Leadership in Education Administration. After 8 years of teaching secondary math and science in the public schools, she began a career in higher education teaching introductory mathematics courses and methods courses for preservice teachers. Dr. Bledsoe currently teaches graduate research courses and enjoys supervising students in the dissertation process. She is an active member of the Texas Association of Teacher Educators, Kappa Delta Pi International Honor Society, and Delta Kappa Gamma International Society. Her personal research interests include math education, teacher preparation, and educational technology.

Kelli Campbell has been teaching in the K-5 setting for 19 years. She graduated from Argosy University with her EdD in Educational Leadership. She is currently teaching first grade and has served as a Primary Grades Literacy Coordinator implementing the Literacy Collaborative framework. She is the founder of Rossville Reads, a summer reading program which provides free books to children in her home community. Her research interests include literacy, language development, instructional models and school reform.

Angela Carlson-Bancroft is a doctoral candidate in the Curriculum and Instruction program at George Washington University. She is currently an Associate for Institutional Research at SUNY Plattsburgh where she is responsible for collecting, analyzing, and reporting qualitative and quantitative information on institutional research topics such as student retention, cohort tracking, student learning, and institutional outcomes. Prior to her current position, she worked as a Research Assistant for the George Washington University Online High School where she focused her research on online learning as a strategy for turnaround schools. Angela’s current research interests include diffusion of technology, one-to-one initiatives, distance learning, and professional development in online learning communities.

Carol Carruthers is a professor and coordinator who teaches mathematics in the School of Biological Sciences and Applied Chemistry in the Faculty of Applied Sciences and Engineering Technology at Seneca College, Toronto, ON. She focuses on bridging alternatives for students entering college programmes. Her research reflects her passion for innovative mathematics teaching and learning. Carol is presently pursuing her doctoral studies at the University of Windsor, Windsor, ON, Canada.

Thomas Chandler is an Associate Research Scientist at the National Center for Disaster Preparedness, The Earth Institute, Columbia University and an Adjunct Assistant Professor of Arts and Humanities at Teachers College at Columbia University. He focuses on the human impact of natural disasters, geographic and social networks, community preparedness, and sustainability education. He has authored several book chapters and journal articles related to these themes. He is also a lecturer for the U.S. Telecommunications Training Institute.
About the Contributors

George Christou is an Assistant Professor at the Department of Computer Science and Engineering at EUC and the Director of the EUC Center for Games Studies. He received a BS in Cognitive Science with a double major in Computer Science from Carnegie Mellon University in December 1998, a Masters in Computer Science in May 2001, and a PhD in Computer Science in 2007, both from Tufts University. His research is concentrated on video game design and evaluation, particularly on social structures in video games. He also works on Games for Health, and on projects that involve Digital Art. His research looks at Player Experience (PX) by examining how each part of the game’s design contributes to the “funness” of the game. The goal is to understand how players choose to play games, why players choose the games and genres they do, and how the players’ relationship with a game evolves and reaches an end. Dr. Christou has received both national and international funding for various research projects and has published in international journals and conferences.

Marie Donnantuono is Coordinator of the Woodrow Wilson New Jersey Teaching Fellowship at William Paterson University and an Instructor of Literacy. She received her National Board Certification as a teacher and is a certified Educational Media Specialist. Her research interests include instructional strategies for readers using informational text, best practices for creating balanced literacy environments, and in-service programs for educators in professional development schools. Recent publications appeared in University and School Connections: Research Studies in Professional Development Schools.

Marisol Estevez-Menendez is an Early Childhood educator at the Preschool level for the Early Childhood Program in West New York, New Jersey. Her main areas of interest are in literacy and technology in early childhood. Ms. Estevez-Menendez received her MEd in Curriculum and Learning with a concentration in Early Childhood from the College of Education at William Paterson University.

Carrie Eunyoung Hong is an Associate Professor of literacy in the Department of Educational Leadership and Professional Studies at William Paterson University of New Jersey. Her research interests include reading, writing, and balanced literacy, literacy teacher education, and teacher preparation for teaching students from diverse linguistic and cultural backgrounds. Recent publications appeared in the Teacher Education Yearbook XXI, Teaching and Learning with the Net Generation, and Journal of Inquiry and Action in Education.

Alex Kumi-Yeboah received his bachelors degree in social studies education from the University of Cape Coast, Ghana, and MAT (Masters of Arts in Teaching) in Social Sciences Education from the University of South Florida, Tampa. He received his PhD in curriculum and instruction from the University of South Florida. Kumi’s areas of research include instructional technology, distance, online, and blended learning in the developing world, multicultural education, teacher education preparation, literacy studies, and transformative learning. He is currently an assistant professor of education at the University of Albany (SUNY), NY.
**Salika A. Lawrence** is an Associate Professor of literacy at St. John’s University. Dr. Lawrence is the former director of the Masters of Education in Literacy program at William Paterson University. She is a former middle and high school teacher and literacy coach with the New York City Department of Education. Her research interests include literacy instruction, adolescent literacy, and teacher education and professional development. Recent publications include the edited book *Critical Practice in P-12 Education: Transformative Teaching and Learning* as well as articles that appear in such journals as *The Journal of Literacy and Technology*, and *Teacher Education and Practice*.

**Dragana Martinovic** is an Associate Professor and research leadership chair in the Faculty of Education, University of Windsor. Through her research and teaching, Dragana experiments with and creates innovative learning opportunities that involve digital technologies. She is a Fields Institute Fellow and leads the Human Development Technology Research Group (see ihdt.ca).

**Stephanos Mavromoustakos** received his BSc (1994), MSc (1995), and MIBA (2000) degrees from Nova Southeastern University, USA and his PhD (2002) in Computer Science from the University of Cyprus. He is currently an Assistant Professor in the Department of Computer Science and Engineering at EUC. His main research interests include Software and Web Engineering, Human-Computer Interaction, e-learning, Games Design, and Games-based learning. He has published several articles in international refereed conferences and journal, and is actively involved in projects funded by the European Commission and the Cyprus Research Promotion Foundation. He serves on the scientific board of several international scientific and commercial organizations including the European Conference on Games Based Learning.

**Katerina Mavrou** is an Assistant Professor in Inclusive Education and Educational/Assistive Technology at EUC. She holds a PhD in Technology and Inclusive Education (University of Birmingham), an MEd in Special Needs and Development (University of Manchester), and a BEd in Primary Education (University of Cyprus), and a professional certificate in Assistive Technology (AT) (CSUN). She worked as a special primary education teacher and AT Coordinator at the Cyprus Ministry of Education. Her research interests focus on the design of inclusive learning environments and the implementation of AT, ICT, and accessibility. She has participated in various research projects and has several publications in international journals.

**Maria Meletiou-Mavrotheris** is a Professor at the European University Cyprus (EUC) and Director of the Research Laboratory in ICT-Enhanced Education. She has a PhD in Mathematics Education (University of Texas at Austin), an MSc in Statistics (University of Texas at Austin), an MSc in Engineering (University of Texas at Austin), an MA in Open and Distance Learning (UK Open University), a BA in Mathematics (University of Texas at Austin), and a Teacher’s Diploma in Elementary Education (Pedagogical Academy of Cyprus). Her research work contributes to several areas of mathematics, science and technology education. She has coordinated numerous EU and locally funded projects and has a respectable publication record in scholarly national and international journals.
Dominic Mentor is a Fulbright scholar who completed his doctorate in Communication, Computing, and Technology in Education at Teachers College at Columbia University in New York City. Partly informed by his dissertation, Dominic teaches two courses on mobile learning that he initiated and co-designed. Dominic completed a Masters at Stellenbosch University in Hypermedia for Language Learning and an Honors post graduate degree in English Literature and Literary Theory at the University of the Western Cape in South Africa. Dominic’s teaching background includes nine years of teaching middle and high school, as well as fourteen years of teaching and researching at various universities. Dr. Mentor has presented at numerous conferences and has written several articles on various topics. Dominic’s past presentations was as Keynote speaker at the regional Educational Technology Conference (2012), as an invited speaker at TEDx 2012, hosted by the Teachers College at Columbia University and the UNESCO Mobile Learning Week 2014 conference.

Natalie B. Milman is an Associate Professor of Educational Technology and Director of the Educational Technology Leadership Program at The George Washington University’s Graduate School of Education and Human Development. Her current research interests include one-to-one initiatives, student engagement, support, and learning through distance education, strategies and models for the effective integration of technology into the curriculum at all academic levels, the use of digital portfolios for professional development, and digital equity. She has published numerous articles, chapters, and books; her most recent book is entitled Teaching Models; Designing Instruction for 21st Century Learners. She is the co-editor of the Current Practices Section of the journal, Contemporary Issues in Technology and Teacher Education.

Geraldine Mongillo is the chair of the Department of Educational Leadership and Professional Studies at William Paterson University and an Associate Professor of Literacy. Research interests include intervention strategies for struggling readers, preparation of reading specialists, and the professional development of in-service teachers. Recent publications appeared in the Teacher Education Yearbook XXI and the Journal of College Reading and Learning.

Chrystalla Mouza is an Associate Professor of Instructional Technology and Learning Sciences at the University of Delaware. She earned an EdD, MEd, and MA in Instructional Technology and Media from the Teachers College at Columbia University and completed post-doctoral work at the Educational Testing Service (ETS). Her work focuses on teacher learning in the use of technology, teaching and learning outcomes in ubiquitous and mobile computing environments, and the development of computational thinking among K-12 students. Her work has been published in key outlets including the Journal of Research on Technology in Education, Teachers College Record, Educational Computing Research, and the Journal of Technology and Teacher Education. She serves on the editorial board of the Journal of Technology and Teacher Education and provides editorial assistance to numerous journals, conferences, and book publications. Dr. Mouza is the recipient of the 2010 Distinguished Research in Teacher Education Award from the Association of Teacher Educators.
**Orrin T. Murray** is the Director of Technology and R&D at UChicago Impact, a unit of the Urban Education Institute at the University of Chicago. Prior to UChicago Impact, Orrin was on the faculty of Penn State’s College of Education, and the director of a technology initiative that focused on how technology could be used to support the preparation of beginning teachers. Beginning with his work at Apple Inc., Orrin has spent several decades focusing on the intersection of technology and education.

**Murtaza Ozdemir** is a Technology Coordinator in Bergen Arts and Science Charter School, New Jersey. He holds a BS in Mathematics from Bogazici University, Turkey and a MEd in Learning Technologies from William Paterson University of New Jersey. He has been an educator for over fifteen years in various schools in Turkey, Indonesia, and United States. During his career, he worked as a Math teacher, Computer teacher, Testing and Assessment Coordinator, Computer Programmer, Technology Coordinator, and School Administrator. Murtaza likes to write computer code and he has developed a lot of applications for schools.

**Kyle Pearce** presently teaches Grade 9 Mathematics to applied and academic students in a 1:1 student: iPad environment that is completely paperless, with all tasks and activities being completed on the iPad. Apple recently recognized him for his unique delivery of mathematics in the classroom by selecting him as an Apple Distinguished Educator for 2013. Kyle also delivers professional development seminars for Apple Canada and shares his learning on his blog, http://tapintoteenminds.com.

**Jodi Pilgrim** is an Associate Professor at the University of Mary Hardin-Baylor in Belton, Texas. She received her doctorate in Reading Education at the University of North Texas and currently teaches literacy courses for pre-service teachers. With over 10 years of experience in developing literacy in children, Jodi’s passion is ensuring struggling readers receive the instruction and motivation they need to experience success in the classroom. Jodi is active in the International Reading Association, the Literacy Research Association, the Texas Association of Literacy Educators, and the Association of Teacher Educators. Her personal research interests include digital literacy, educational technology, and teacher preparation.

**Michael Reichert** is the Middle Level Coordinator and sixth to eighth grade social studies teacher in the one-to-one iPad initiative at Saint Edmond’s Academy in Wilmington, Delaware. He is currently pursuing an EdD in Educational Leadership at the University of Delaware. In his work at Saint Edmond’s and the University of Delaware, Michael explores mobile learning in a flipped classroom model. Michael has presented at the International Boys Schools’ Coalition Conference, the University of Delaware iPads in Education Conference, the Holy Cross Institute, and was a panelist at the Tech and Learning Conference in Tarrytown, NY in 2013.
About the Contributors

Jacqueline R. Sabale is a special education teacher for the Tenafly Public Schools District in New Jersey, as well as an applied behavior analysis (ABA) home-programming therapist for the Rutherford Public School district and 123ABA, LLC. She has 6 years of experience implementing ABA instructional modalities within diverse home, school, and community settings. Her professional work experience also includes 4 years of implementing a diverse array of instructional methods in a private special education school setting with learners with autism, ages 3-21. In addition, Jacqueline possesses post-baccalaureate dual teaching certifications in K-6 elementary education and as a teacher of students with disabilities. She earned her bachelors degree from Rutgers University and her Masters of Arts in Teaching (MAT) at William Paterson University.

Janis Strasser is a Professor of Early Childhood Education and the Coordinator of the MEd in Curriculum and Learning Early Childhood concentration program at the College of Education at William Paterson University. Her main areas of research explore culturally sustaining educational practices and integrating the arts into the early childhood curriculum. Dr. Strasser received her EdD in Early Childhood Curriculum and Instruction from the Teachers College at Columbia University.

George Stylianou has received a BSc and a PhD in Computer Science from the University of Cyprus and Arizona State University, respectively. Currently, he is an Assistant Professor of Computer Science at EUC. His current research interests include mobile computing, feature extraction, context awareness, spatial positioning, and navigation. He has published over 35 research papers in prestigious journals and conferences and holds one patent entitled “Vision Assistance using Mobile Phone.” He has experience from both national and EU research projects, while during his academic career he was granted, so far, over 1 million euros in research projects. He serves as a reviewer in multiple journals and international conferences, serves in the technical committee of several international conferences, and co-organized a number of conferences. He is the developer of VisionHunt, a mobile application for the blind and the visually impaired that received several awards including CYEC and UNICA was nominated as the product of the year and featured in a BBC special documentary.

Amy E. Vanden Boogart is a doctoral candidate in Curriculum and Instruction at George Washington University, where she is conducting her dissertation research in upper elementary teacher knowledge for teaching reading to struggling readers. Her research interests also include ways that iPads and other emerging technologies can benefit reading instruction. Amy is currently the Director of Product and Service Development for Really Great Reading, a company that publishes a range of reading tools and curricula. She has also recently worked as the Curriculum Specialist for a charter school network in Washington, DC, and has been a reading and language arts curriculum designer, assessment writer, and elementary teacher. In addition, she is an adjunct professor teaching a course on children’s reading development for the Special Education and Disability Studies department at George Washington University.