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.

Justus Mbae is an Associate Professor of Education at The Catholic University of Eastern Africa. Dr. Mbae studied philosophy at the National and Kapodistrian Univetsity, Athens Greece. He teaches Philosophy of Education, Ethics, and Critical Thinking both at the undergraduate and graduate levels. Dr. Mbae has published in the area of moral education and epistemology. His current research interests are in transformational leadership and moral education as well as active learning in teaching and learning. He also enjoys public and motivational speaking.

Simon K. Ngigi is the Dean of Faculty of Education at the Catholic University of Eastern Africa where he also received his Ph.D. in Educational research and Evaluation. He teaches Educational research methods, educational statistics, measurement and evaluation of educational projects and programs both at undergraduate and graduate levels. Dr. Ngigi’s primary research interests include: active learning, assessment of learning outcomes, e-learning, adolescent sexuality, HIV and AIDs, among other interdisciplinary educational research issues.

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Lottie L. Baker is currently serving as a Senior English Language Fellow in Bangkok, Thailand, where she advises the Thai Ministry of Education on matters related to English language programming, curricula, and teacher professional development. Lottie has taught face-to-face and online teacher education courses in the area of English language learning for both pre-service teachers and in-service teachers. She also has provided technical assistance for U.S. State Education Agencies in the Mid-Atlantic regions and conducted program evaluations of district-wide programs for English language learners (ELLs).

Michael M. Bigatti has over 15 years of experience in the technology and communications sectors, both in Fortune 500 and in startup companies, and currently serves as Senior Director of Strategy within the Global Sales organization at Avaya Inc. His primary areas of expertise include strategic planning, corporate and business development, and financial planning and analysis. He has held temporary assignments in Latin America and Europe for two Fortune 500 companies, building teams and serving as liaison within global organizational structures. Mr. Bigatti was raised in Argentina, graduated from the University of Buenos Aires, and upon moving to the United States received an M.B.A. in International Business and Finance from the Marshall School of Business at the University of Southern California, where he was awarded a Fellowship at USC’s International Business Education and Research Center (IBEAR), and served as president of the International Business Association of Graduate Students.

Silvia M. Bigatti received her doctorate from the University of California San Diego/San Diego State University Joint Program in Clinical Psychology in 2000. She is an Associate Professor at the IU Richard M. Fairbanks School of Public Health at IUPUI. Dr. Bigatti’s interests in the scholarship of teaching are broad, but often focus on multicultural teaching and on the experience of international students at U.S. universities, where she has concentrated most of her publication and presentation efforts.

Steven J. Bigatti is a global executive with extensive international business and living abroad experience. With a diverse cultural upbringing and international study foundation, he has been engaged in cross-border business strategy and operations for over twenty five years. As a management member within American and Asian multinational companies working in the U.S., Europe and Latin America, Mr. Bigatti has managed geographically dispersed, cross-cultural teams in the establishment, growth, turnaround and restructuring of international operations across a broad product and market spectrum. With extensive experience leading change, coaching and developing local talent, integrating operations across regions and projecting corporate visions through strategies in foreign settings, Mr. Bigatti has developed a keen interest in globalization and its effect on company strategies, structure, and cultural development, as well as in training and coaching team leaders for effective global management.

Helen Brantley is a Professor of Curriculum and Instruction at Northern Illinois University in DeKalb, Illinois. Her research interests focus on mentoring and coaching of pre-service and in-service teachers, Formative and summative Assessments, integrating technology into teaching and designing technology supported environments to promote higher-order thinking skills, and Gifted and Talented Education.

Cate Crosby is an assistant professor in Literacy and Second Language Studies at the University of Cincinnati (Ohio), USA. Dr. Crosby teaches theory and methods courses in Teaching English to Speakers of Other Languages (TESOL) online and face-to-face to pre- and in-service teachers and doctoral students. Her research interests focus on preparing teachers to work with English Language Learners
(ELLs) in the content-area classroom, technology, multiple literacies, and mixed methods research. In addition to multiple local, national, and international presentations on these topics, Dr. Crosby has also published the following: “Effective Teaching Practices for Academic Literacy Development of Young Immigrant Learners” (2013), “Re-Imagining Teacher Education in the 21st Century: Shifting and Widening the Lens of Teacher Training for Mainstream and TESOL Teacher Candidates of Linguistically and Culturally Diverse Learners” (2012), “Academic Literacies and Identities of Developmental Immigrant Students” (2010), and “Academic Reading and Writing Strategies of Generation 1.5 Learners” (2009).

**Amy Eguchi** is an Associate Professor of Education at Bloomfield College in New Jersey, USA. She holds her MA in Child Development from Pacific Oaks College, EdM in Education from Harvard Graduate School of Education, and PhD in Education from the University of Cambridge and has extensive teaching experience in educational robotics both with students and teachers in the K-12 setting. She also teaches educational robotics to undergraduates. In addition, she runs a competitive robotics after school team at The School at Columbia University. She has been involved in RoboCupJunior, an educational robotics competition, since 2000, as a technical committee and organizing committee member, as well as the co-chair and general chair, at the international, national, and local levels. She is also a Vice President of RoboCup Federation representing RoboCupJunior and a member of the RoboCup Federation Board of Trustees. In addition, she has been involved in several international collaboration educational robotics projects including the CoSpace educational robotics projects with the Advanced Robotics and Intelligent Control Centre (ARICC) at Singapore Polytechnic, Singapore.

**Michael P. Henry** is a high school literacy coach at Reavis High School, Burbank, IL. His research interests focus on literacy training for teachers, students and parents, 21st century literacy skills, and technology. He is currently pursuing his doctorate degree in the area of Literacy at Northern Illinois University in DeKalb, Illinois.

**Greg Kessler** is director of the Language Resource Center and Associate Professor of Computer Assisted Language Learning (CALL) at Ohio University. His research addresses the convergence of language, digital environments, language learning, language teacher preparation, and the future of language use in online environments. He has published widely in the area of CALL and has had the great privilege to conduct seminars about the convergence of language and technology around the world. He is currently editor of the Action Research Column for the journal *Language Learning & Technology*, and he is the past president of the Computer Assisted Language Instruction Consortium (CALICO). He has served as CALL Interest Section chair for the Teachers of English to Speakers of Other Languages (TESOL) and president of Ohio TESOL.

**Nur Maisarah Binti Shahril Khuzairi** is a postgraduate student at the College of Information Technology at the University Tenaga Nasional, Malaysia. Her primary postgraduate studies focus in integrating technological tools into engineering education to improve the learning curve of engineering students. Her current research explores the approach of using simulation in encourage engineering students to solve problems using higher cognitive skill. Nur Maisarah has published a few journals and conference proceeding papers that are ISI and SCOPUS indexed.
Laura B. Liu is a postdoctoral researcher with Beijing Normal University’s Center for Teacher Education Research, where she examines and teaches coursework on teacher education, assessment, and policy in international contexts, including narrative and arts-based explorations of international professional development for teachers and teacher education faculty. Laura has adjunct taught in face-to-face and online MAT programs and is interested in how notions of diversity, inclusivity, and creativity continue to evolve in 21st century learning contexts.

Jacob Manu is a doctoral candidate in the Teaching and Learning Department of the University of North Dakota. His concentration is in Instructional Design and Technology. He has taught in the K-12 setting for six years in Ghana, and within that period authored two books for senior high schools in Ghana (social studies). His research interest is in epistemology and how that influences teachers in the decisions they make in the school. As an instructional designer, Jacob is always thinking about different ways by which simple tools can be used in the classroom to help students to learn meaningfully. His work as a graduate research assistant has afforded him the opportunity to apply the tools in both quantitative and qualitative research to study issues of instructional importance.

Jospeter Mbuba is an Associate Professor in the Department of Public Policy at Indiana University-Purdue University Fort Wayne, USA. He maintains an active research agenda whose theme is the role of law enforcement in crime prevention and order maintenance. He unravels the current state of law enforcement and the challenges that law enforcement officials face from day to day, and how those challenges impact their work. By working closely with law enforcement agencies and community organizations, Dr. Mbuba has empirically reviewed the trends in law enforcement, examined the race factor in crime involvement and the concomitant law enforcement response, explored the citizen’s attitudes toward policing, projected the gender role in crime causation, and disaggregated indigenous approaches in crime prevention in transitional societies. Dr. Mbuba also delivers invited presentations on how the discovery of the “hidden Rules” of teaching today’s college students can enhance student success and boost retention.

Emmanuel Mensah is a doctoral student in the Educational Foundations and Research Department of the University of North Dakota. As a graduate research assistant, he has been working with different professors in the department important research studies. Emma has taught in the K-12 setting for seven years in Ghana in West Sub-Saharan Africa. He has spent a considerable amount of time in researching into students’ motivation, and how evidence-based research findings can be translated into educational reforms.

Natalie B. Milman is Associate Professor of Educational Technology and Director of the Educational Technology Leadership Program in the Department of Educational Leadership at The George Washington University’s Graduate School of Education and Human Development. Her primary research interest is 21st century pedagogies with a focus on one-to-one laptop and tablets initiatives, student engagement and learning through distance education, strategies and models for the effective integration of technology into the curriculum at all academic levels, and the use of digital portfolios for professional development. She also conducts research on issues of diversity and teacher education.
About the Contributors

**Florence Mugambi** is an Information Literacy and Instruction Librarian in Walter E. Helmke Library at Indiana University-Purdue University Fort Wayne. Her research interests are mainly in the area of literacy in developing countries and the significance of libraries in the improvement of the overall literacy in rural communities. In pursuit of these interests, she started the Ontulili Literacy Project and founded a non-profit organization – the Ontulili Literacy & Resource Center (www.ontulilireads.org) – whose aim is to establish a library that will support literacy and academic success in the Ontulili community of Kenya. The project has been supported by such literacy proponents as Rotary International and the African Studies Association.

**Philliph Masila Mutisya** is a Professor of Education in the Department of Curriculum Instruction and Special Education, North Carolina Central University, Durham North Carolina, and an Adjunct Professor in the Department of Leadership Studies, School of Education, North Carolina A&T State University. He’s involved in Educational Leadership /Leadership Studies and Professional Studies. He obtained his Ed D in Instructional Leadership in Education, with a concentration on Curriculum and Development in Multicultural/Bilingual Education in 1989, and his MEd in International Education with a concentration on Training and Development in Non-formal/Formal Education at the University of Massachusetts, Amherst, MA in 1984. His Research expertise is in Identity Development and Socialization, Training and Development-Professional Development for K-18, with emphasis on International and Global Education, Educational Psychology and Philosophical Social Foundations of Education research, Training and Development in International and Global Education. He is an Executive Board Member and a Member on the Editorial Board for the Academy of Process Education (www.processeducation.org), and Executive Board Member and Director of International Programs for The Association for the Advancement of Educational Research (www.aaer.org).

**Deniz Palak** is an Assistant Professor in the Department of Educational Leadership at North Carolina Central University (NCCU), USA. She currently teaches courses in introduction to research and statistics online. In the past, she taught courses in curriculum design and action research elsewhere. Dr. Palak’s research focus is on concept-based learning and self-evaluation of one’s own instruction and action research. She is an avid online instructor who uses technology to increase student effort, engagement, collaboration, and thinking in the courses she facilitates. Her current research examines increasing student effort, perseverance, and success by course design in online course environments. This book chapter presents a collaborative effort and her mission building toward the thinking classroom for the global, 21st century teacher-education programs.

**Jerono Phylis Rotich** is an Associate professor in the Department of Human Performance and Leisure Studies, School of Education at North Carolina Agricultural and Technical State University in Greensboro, North Carolina. She earned her PhD from the University of North Carolina at Greensboro, North Carolina, her Masters of Science from the State University of New York at Brockport, New York, and her Bachelors of Education from Kenyatta University, Nairobi, Kenya. Dr. Rotich’s research agenda includes immigrant and refugee acculturation, public health and cross-cultural competency issues related to obesity and health, responsibility and character development-based youth sports, physical activity programs, Global Understandings, and multicultural education and diversity. She has presented her research (over 60 papers) at several and diverse local, state, national, and international conferences. She has also co-edited a book, published several book chapters, and referred journal articles.
Sarah Sabo is an Adjunct Professor at McHenry County College in Crystal Lake, IL. Her research interests focus on Art History and curriculum and development. She is currently pursuing her doctorate degree in Curriculum and Instruction at Northern Illinois University in DeKalb, Illinois.

Michael Searson is Executive Director of the School for Global Education & Innovation, at Kean University, and President of the Society for Information Technology & Teacher Education (SITE). He has worked with international colleagues—both in the US and abroad—on topics related to mobile learning, social media, innovation in education, and other related areas. He regularly publishes on these topics. Dr. Searson has served as co-host of international conferences both in the US (e.g., EduSummit 2013 in Washington DC) and in China (the Xi Hu Conference on 21st Century Learning in Hangzhou). Among many honors, Searson serves as an Apple Distinguished Educator (including membership on the ADE Advisory Committee for two years), a member of the Microsoft Teacher Education Initiative Advisory Board, and a member of the US National Parks Service Advisory Board for Education. He has authored or co-authored nearly $10 million in grants, most related to innovative integration of technology in education.

Robyn Seglem is an Assistant Professor in the School of Teaching and Learning at Illinois State University, USA. Dr. Seglem teaches content literacy courses to secondary preservice teachers from 20 content areas, as well as graduate level literacy and educational technology courses. Her primary research interests include technology’s role in literacy, adolescent literacy, and content area literacy. Her work has been published in venues such as The Journal of Adolescent and Adult Literacy, English Journal, Voices from the Middle, and The Journal of Language and Literacy Education. She has served as a co-director of the Flint Hills Writing Project, an affiliate with the National Writing Project, and is a nationally board certified teacher. She taught for nine years in middle school and high school language arts classrooms.

Gregory Shepherd holds a PhD from Georgetown University. As an Assistant Professor, he currently teaches Latin American Literature, Innovative Pedagogies, Instructional Methodology, and Assessment Strategies at Kean University in Union, New Jersey. Gregory has published two books along with peer-reviewed articles and reviews on historical treatises, autobiographical narratives, and epic poetry from the Colonial Period in Latin America by authors as diverse as José de Acosta and Alonso de Ercilla. In addition, he investigates and experiments with disruptive pedagogies. His current research focuses on technology integration in teacher education models and the construction of hybridity in Cabeza de Vaca’s Naufragios.

Manjit Singh Sidhu is currently attached to the Graphics and Multimedia Department, College of Information Technology (COIT), University Tenaga Nasional. He completed his PhD in Computer Science from the Universiti Malaya in 2007. He is a Chartered IT Professional Fellow, UK and a member of the British Computer Society. He is a Senior member of the Institute of Electrical and Electronics Engineers (IEEE), Computer and Communications Society, Malaysian National Computer Confederation (MNCC), and Associate Fellow of the Malaysian Scientific Association (MSA). His research interests include patterns of interactions in multimedia and virtual reality applications, 2-D & 3-D visualization, computer simulations and animation. Dr. Manjit supervises three PhD students in Multimedia, Augmented Reality Education, and Cybercrime. He also leads and teaches modules at both BSc and MSc levels in Computer Science and Information Technology.
Judi Simmons Estes is an assistant professor and Department Chair for Elementary and Secondary Teacher Preparation at Park University. Dr. Estes has taught in higher education using a variety of distance learning modes since 1996, when she began teaching in an on-campus television studio that aired coursework via cable television; students could choose to participate in the studio or at home with call-in capability. In addition, she developed and delivered four professional development training series, which aired on public television, complemented with face-to-face meetings, each series serving 200+ participants. She has designed, developed, and delivered online and blended (hybrid) courses using a variety of learning management systems. More recently, she has been using a “flipped” classroom approach using technology to deliver content and provide discussion threads that are reinforced in face-to-face meetings. Her current research interests include topics related to assessment, online education, mathematics acquisition, oral language and emergent literacy.

Emily Sirk received her undergraduate degree in General Health Sciences at Purdue University, and her Masters of Public Health in Social and Behavioral Sciences at the Indiana University Richard M. Fairbanks School of Public Health at IUPUI. She is focused on developing public health education and promotion programs in the U.S. and abroad, with experience in the realm of immunizations.

Cassandra Sligh Conway is an Associate Professor/Coordinator in the Rehabilitation Counseling program at South Carolina State University. Dr. Sligh Conway has served as Interim Chair of the Department of Human Services for six years. Her primary research is on the services that persons with traumatic brain and spinal cord injuries receive in employment or care giving environments and mentoring persons with disabilities. Dr. Sligh Conway’s current research is on Care giving for Persons with Disabilities. Dr. Sligh Conway has published more than 25 publications in a combination of refereed journals, book chapters, and conference proceedings. The most recent book chapters are on the topics, Academic Freedom, and Women’s Roles in Higher Education/Academia.

James M. VanderVeen is an Associate Professor in the Department of Sociology and Anthropology at Indiana University South Bend, USA. Dr. VanderVeen currently serves as Chair of the department while also teaching a range of anthropology courses. His primary research focus is on the interaction between cultures at the time of contact, whether these changes occurred in the prehistoric past or are happening now online. He regularly includes undergraduate students in the research process and advocates for the importance of global perspectives in the production and sharing of new knowledge.

Joshua J. Wells is an Assistant Professor at Indiana University South Bend, USA, with joint appointments between the Department of Sociology and Anthropology, and the Department of Informatics. Dr. Wells is an anthropological archaeologist with interests in North American archaeology, computer science, and the sociocultural construction of technology. Since 2010, he has convened the Digital Data Interest Group of the Society for American Archaeology, where he advocates and facilitates technological curricula, and open-source ethics, in undergraduate and graduate education. Through the NSF-funded Digital Index of North American Archaeology (DINAA), he researches interoperability issues between large-scale archaeological databases for heritage management to promote broad archaeological data reusability in open science. Dr. Wells sits on the editorial board of OpenContext.org, an NSF-recognized resource for linked data publication of primary archaeological data. He has consulted on big data, open science issues in Australia, North America, and the European Union.
**Ellen Yeh** holds a Ph.D. in Curriculum and Instruction with a specialization in Second Language Acquisition in Ohio University. She currently serves as lecturer and coordinator of English as an Additional Language Program at English Department in Columbia College Chicago. Her research interests include media literacy education, Computer Assisted Language Learning (CALL) instruction design, intercultural studies, and the education of diverse populations. She has taught in ESL/EFL (English as a second/foreign language) institutes in Taiwan and the United States. She was a coordinator in the Helen M. Robison Center for Reading, and is responsible for designing tutor-training sessions, and assisting the coordination of the center. She has a publication research article that is entitled “Teaching culture and language through the multiple intelligences film teaching model in the ESL/EFL classroom.”

**Melda N. Yildiz** is a global scholar in the School for Global Education and Innovation at Kean University. 2009-2010, Melda served as a Fulbright Scholar in Turkmenistan. Melda worked as a Media Specialist and taught media literacy and production to grades 9-12. As a teacher educator, she taught Media Literacy Education, Multimedia Production, and Educational Technology to P-16 educators and teacher candidates and published and presented featuring Media and Information Literacy, Semiotics, and Global Education in national and international conferences. She received her EdD from the University of Massachusetts, Amherst, in Math and Science and Instructional Technology and her MS from Southern Connecticut State University in Instructional Technology. She majored in Teaching English as a Foreign Language at Bogazici University, in Turkey.

**Natalie Young** is an instructor in the Special and Early Childhood Education Department at Northern Illinois University. Her passion is early childhood education. She believes early childhood educators leave lifelong, lasting impressions on the minds and hearts of young children. Her goal as an instructor is to create dedicated, capable, teachers with a heart to serve young children and their families. In her free time she volunteers in her hometown and former teaching district serving students and families of color in an urban high-need area on the outskirts of Chicago. She enjoys researching new concepts emerging in the field of education. She considers herself blessed to be able to incorporate her research of 21st Century skills into her classroom, thereby preparing teacher candidates for the field of education and the 21st Century skills that she believes will be embedded throughout her students’ future classroom curriculums.