About the Contributors

**Tina Heafner** is a Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. She earned her PhD in Curriculum and Instruction from the University of North Carolina at Greensboro. At UNC Charlotte, her administrative responsibilities include directing the College of Education Prospect for Success, and she earned her MEd in Secondary Education with a Minor in Secondary Education. Tina’s teaching and research focuses on effective practices in social studies education such as professional development schools, technology integration, content literacy development, and service learning. Her other research interests include policy and curriculum issues in social studies and content-based online teaching and learning. Her publications include four co-authored books and three edited books. She has published numerous articles in peer-reviewed journals such as *Teacher’s College Record, Educational Researcher, Kappa Delta Phi, Theory and Research in Social Education, Journal of Technology and Teacher Education, Teacher Education and Practice,* and the *Journal of Digital Learning in Teacher Education.*

**Richard Hartshorne** is an Associate Professor and the Instructional Design and Technology Program Coordinator at the University of Central Florida. He earned his PhD in Curriculum and Instruction from the University of Florida. At the University of Central Florida, his teaching focuses on the integration of technology into the educational landscape, as well as instructional design and development. His research interests primarily involve the production and effective integration of instructional technology into the teaching and learning environment. The major areas of his research interest are rooted in online teaching and learning, technology and teacher education, and the integration of emerging technology into the k-post-secondary curriculum.

**Teresa M. Petty** is an Associate Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. She also serves as the department’s coordinator of online programs. Teresa earned her EdD in Curriculum and Instruction from the University of North Carolina at Chapel Hill. At the University of North Carolina at Charlotte, her teaching focuses on instructional design, teacher leadership, and instructional methods in the middle and secondary mathematics classroom. Her research interests include teacher attraction/retention in high-need schools, online teaching/learning, and National Board Certification.

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Leanna Archambault is an Associate Professor of educational technology in the Mary Lou Fulton Teachers College at Arizona State University. Dr. Archambault’s research areas include teacher preparation for online and blended classrooms as well as the nature of technological pedagogical content knowledge. Most recently, she has collaborated on the Hartwell Education Initiative to create and study a newly developed blended course, Sustainability Science for Teachers. In 2010 and 2012, she won the Online Learning Innovator Award for Outstanding Research from the International Association for K-12 Online Learning. Prior to taking her position at Arizona State University, Dr. Archambault graduated from the University of Nevada Las Vegas with a PhD in instructional and curricular studies. As a former middle school English teacher, Dr. Archambault is passionate about improving the education, particularly through the use of relevant and emerging technologies.

Elizabeth Bellows is an assistant professor in the Department of Curriculum and Instruction at Appalachian State University in Boone, North Carolina. She teaches social studies methods courses in both elementary and secondary programs, and facilitates secondary social studies internships for undergraduates in local schools. Before her academic career, she taught in Texas public schools for nine years and supervised intern and student teachers for five years. Dr. Bellows has served in academic roles at the University of Texas at Austin and Stephen F. Austin State University and currently holds multiple leadership roles in regional, national, and international organizations in her field. Her research involves intersections of social studies and teacher education, historical research as it relates to social studies education, critical curriculum analysis, and international inquiry about social studies education in Japan and Romania.

Mette Evelyn Bjerre is a graduate student and research assistant in the Department of Sociology at the University of North Carolina at Charlotte. She is pursuing her MA degree in sociology and her main research interests include educational inequality, multiracial identity development, and race and ethnicity. For her MA thesis, Bjerre is analysing multiracial student interviews regarding persistence and belonging in STEM college majors. She graduated from Middlesex University in London, England, with a BA Honours in Politics and International Studies with Race and Culture and from Birkbeck College, University of London, England, with a MSc in Global Politics.

Marius Boboc is an Assistant Professor of Education and Chair of the Department of Curriculum and Foundations in the College of Education at Cleveland State University. He has two undergraduate degrees from his native country of Romania – one in Accounting, the other in English. His graduate work was completed at Roosevelt University in Chicago and the University of Northern Iowa. His professional experiences correlate with his research interests along the lines of inquiry related to curriculum in a postmodern world, online teaching, learning, and assessment, accreditation, and supporting student learning to maximize access to college and/or career.
About the Contributors

Daniel Kelvin Bullock graduated from North Carolina State University in 2013 with a PhD in Curriculum and Instruction and a concentration in Social Studies Education. He currently serves as the K-12 Social Studies Curriculum Specialist for Durham Public Schools in North Carolina. While serving in this capacity, he has implemented district-wide professional development to enhance social studies instruction, conducted workshops to assist teachers in developing cultural awareness and sensitivity, and created unit resources to support the instruction of the Common Core State Standards and the North Carolina Essential Standards. His research interests include social studies and literacy education, multicultural education, project-based learning, and technology integration.

Heather Coffey is an Assistant Professor in the Department of Middle, Secondary and K-12 Education at the University of North Carolina at Charlotte. Dr. Coffey’s primary teaching responsibilities include graduate English language arts methods as well as service-learning courses. Her research interests include ways to develop critical literacy with urban learners, bridging the gap between educational theory and practice in teacher education, and supporting in-service teachers in urban school settings through professional development.

Kathleen S. Davis is an Associate Professor of Science Education at the University of Massachusetts Amherst. She received her PhD in science education at the University of Colorado Boulder. Her research focuses on issues of gender and equity in science and science education, teacher education, and policy and reform. Her published manuscripts include: “‘Change is hard:’ What teachers are telling us about reform and teacher learning of innovative practices” (2003) in Science Education and “Fostering science education in an online environment: Are we there yet?” (2012) (with Will Snyder) in The Journal of College Science Teaching. Kathleen’s funded projects include: S2TLC: Supporting STEM Teaching and Learning through Communities, STEM Connections (GK12) and Science Education Online, all sponsored by the National Science Foundation. Each project engages K-12 science teachers in inquiry-based practices. Before her doctoral work, Kathleen taught 5th-8th grade science for 18 years in Illinois. She now teaches K-12 teachers.

Scott L. Day is a Professor and Chair of the Department of Educational Leadership at the University of Illinois at Springfield. He holds an EdD in Educational Organization and Leadership from the University of Illinois at Urbana-Champaign. Dr. Day teaches courses on Instructional Leadership and Assessment for Learning online. The program was awarded Sloan-C Outstanding Program of the Year in 2010. In 2010, Dr. Day was awarded the Pearson Faculty Award for Outstanding Teaching at the University of Illinois at Springfield. Dr. Day has published on a Design-Based Approach to Improving Online Courses, Using Peer Review and Analytics: From Incremental Course Changes, Developing Communities of Inquiry in Online Courses, and most recently, Pedagogical Approaches to Massive Open Online Courses (MOOCs).
Abiola A. Farinde is a Post-doctoral Research Associate for the University of Pittsburgh’s Center for Urban Education. She received her doctorate degree from The University of North Carolina at Charlotte in Curriculum and Instruction with a focus on Urban Education. Prior to obtaining her PhD, she received a Bachelors of Arts degree in English from Texas A&M University and a Masters of Education degree in Administration from Lamar University. Her research interests include teacher education, educational policy, urban education, and gender and feminism.

Joseph R. Feinberg serves as an Associate Professor of social studies education at Georgia State University (GSU). Prior to joining the faculty at GSU, he taught secondary economics, history, and geography where he developed a passion for simulation games and experiential learning. Feinberg actively researches and publishes scholarship on simulation games, civic education, and teacher education. He also serves as Associate Director for the GSU Center for Business and Economic Education.

Laura Corbin Frazier is an Assistant Professor of Education at Mount St. Mary’s University. She holds an EdD in instructional technology from Towson University. Dr. Frazier specializes in distance education and technology integration in schools. She teaches courses at both the undergraduate and graduate level including foundations of instructional technology, distance education, and STEM methods. Her research focuses on the integration of technology in K-12 classrooms and in preservice teacher internships. Her recent work analyzes teacher technology decision-making in one-to-one computing environments, technology integration during preservice teacher internships, and the use of distance education in teacher education programs. She is also active in professional development schools having supervised elementary and secondary education teacher candidates and engaged in PDS research.

Amy Good is an Associate Professor in the Reading and Elementary Education Department at the University of North Carolina at Charlotte. Her areas of research include social studies methods and the integration of technology to enhance methods instruction. Dr. Good currently serves as Coordinator of the Elementary Education Program at UNC Charlotte.

Eric Groce is an Associate Professor at Appalachian State University in Boone, North Carolina where he teaches courses in elementary level (K-6th) social studies. His research interests include children’s trade book analysis, teacher content knowledge, civilian life during World War II, and educational applications of technology within the social studies classroom. He has published articles in Social Education, Middle Level Learner, Social Studies and the Young Learner, Social Studies Research and Practice, Journal of Critical Inquiry into Curriculum & Instruction, Reading Horizons, and Education Research and Perspectives. In addition, he is currently finishing a nonfiction picture book about the North Platte Canteen, an oasis of hospitality for soldiers riding the Union Pacific rails on the way to their wartime assignments.

Wayne Journell is an Assistant Professor and Secondary Social Studies Program Coordinator at the University of North Carolina at Greensboro. He maintains research interests in secondary social studies education and K-12 online education. His research in the latter category has been published in Phi Delta Kappan, Theory and Research in Social Education, Educational Media International, E-Learning, and multiple book chapters. He is also the author of Online Learning: Strategies for K-12 Teachers (Rowman & Littlefield, 2013).
**About the Contributors**

**Brian Kissel** is an Associate Professor in the Reading and Elementary Education Department at the University of North Carolina at Charlotte. His areas of research include early writing acquisition, early childhood writing pedagogy, digital literacy, and literacy coaching.

**Alex Kumi-Yeboah** has a PhD in Curriculum and Instruction University of South Florida, is an assistant professor at the University at Albany – State University of New York (SUNY). Kumi’s areas of research include multicultural education, immigrant students from sub-Saharan Africa, international education and Online education with a multicultural dimension.

**Jean Larson** has a PhD in educational technology from Arizona State University, where her research has focused on K-12 online education and the corresponding areas of teacher preparation and training. She holds a BA in education from the University of Redlands, CA and a MEd in elementary education from Northern Arizona University. Dr. Larson has taught at the K-12 levels in California, Arizona, and internationally. Over the past ten years she served as an education and training consultant for various industries, including healthcare, education, public services and technology through Aspen Research, Ltd. and other organizations in the United States and abroad.

**Jayme Linton** is Assistant Professor and program coordinator for the Master of Science in Online Teaching and Instructional Design program at Lenoir-Rhyne University in Hickory, NC. Previously, she held positions as Instructional Technology Facilitator, Staff Development Coordinator, and Instructional Coach for Newton-Conover City Schools. Jayme was recognized by the National School Board Association as one of the “20 to Watch” for 2012-13 and was a recipient of the ISTE Making IT Happen award, presented by NCTIES in 2013. Jayme is the co-founder of #edteach, a bi-weekly Twitter chat for pre-service teachers and #NCed, a bi-weekly Twitter chat for North Carolina educators.

**Jason F. Lovvorn** is an Assistant Professor of English at Belmont University in Nashville, Tennessee where he teaches composition and rhetoric. His writing classes address themes such as literacy, technology, and the natural world, and many of his classes involve a service commitment to the Nashville community. His research interests include writing, literacy, new media, service-learning, and higher-education pedagogy, and he has published work regarding service-learning narratives, digital storytelling, online gaming, and literacy history.

**Lauren B. Lunsford** is an Associate Professor of Education at Belmont University in Nashville, TN. She earned her MEd and PhD in Special Education at Vanderbilt University and has worked with students at the elementary, middle, and high school level. Her research interests include literacy issues, especially for at risk students, educational technology, and interdisciplinary instruction. Her classes include those that focus on literacy, best practices in the K-12 classroom, and the role of adolescent and human development in the classroom.
**Dixie D. Massey** teaches face-to-face courses at the University of Washington and online courses for The University of North Carolina at Greensboro and East Carolina University. Her research interests include effective instruction for struggling readers, disciplinary literacy, and teacher research. Her articles have appeared in such publications as *The Reading Teacher, Reading Research and Instruction, The Journal of Adolescent and Adult Literacy*, and *The Journal of Literacy Research*. She is the co-author of the curriculum series, *Comprehension Strategies for World History and U.S. History in the Social Studies, Targeted Vocabulary Instruction in Social Studies: Tools for Academic Achievement*, and *Seeds of Inquiry: Using Short Text to Support Reading Comprehension in U.S. History*. She currently serves as Historian for the Literacy Research Association.

**Mary V. Mawn** is an Associate Professor and Academic Area Coordinator in Science, Mathematics, and Technology at the Center for Distance Learning, SUNY Empire State College, Saratoga Springs, NY. She teaches on-site and online courses in microbiology, genetics, molecular/cellular biology, and science education. Dr. Mawn earned a BS in Biochemistry from the College of Mount Saint Vincent, NY, and a M.Ed. in Educational Technology and a PhD in Molecular and Cellular Biology from the University of Massachusetts-Amherst. Her research interests focus on identifying ways to teach scientific process skills in online science courses and promoting the online professional development of K-12 science teachers. Her research on online science inquiry, “Hands-on and Online: Scientific Explorations through Distance Learning”, is published in the journal *Open Learning* (Mawn, Carrico, Charuk, Stote, and Lawrence, 2011). In 2011, she was awarded a *Motorola Solutions Foundation Innovation Generation Grant* to develop six fully online undergraduate science courses.

**Christina M. Nash** is an advanced doctoral student and graduate assistant in the Department of Educational Theory and Practice (ETAP) at the University at Albany, SUNY. Christina’s areas of expertise include curriculum development and evaluation, instructional technology, and literacy. She has been an online instructor at the university for the past three years, teaching both graduate and undergraduate students in the ETAP department. Prior to beginning her doctoral studies, Christina was a public school teacher, and holds a New York State Professional Teaching Certification in English (7-12). She also spent four years as a professional writer and editor.

**Barbara Martin Palmer** is a Professor of Education and Dean of the School of Education and Human Services at Mount St. Mary’s University. She holds a PhD from the University of Maryland College Park. Dr. Palmer specializes in literacy education and teaches courses in the masters of education in reading program. A former high school Spanish teacher, Dr. Palmer has supervised secondary education teacher candidates as a middle school/high school professor in Residence. Her research interests include teacher change, professional development schools, and comprehension. Dr. Palmer represents higher education on the Professional Standards and Teacher Education Board for the state of Maryland.
About the Contributors

Anthony G. Picciano is a Professor and Executive Officer in the PhD Program in Urban Education at the Graduate Center of the City University of New York. He is also a member of the faculty in the graduate program in Education Leadership at Hunter College, the doctoral certificate program in Interactive Pedagogy and Technology at the City University of New York Graduate Center, and CUNY Online BA Program in Communication and Culture. In 1998, Dr. Picciano co-founded CUNY Online, a multi-million dollar initiative funded by the Alfred P. Sloan Foundation that provides support services to faculty using the Internet for course development. He was a founding member and continues to serve on the Board of Directors of the Sloan Consortium. In 2010, Dr. Picciano was the recipient of the Sloan-Consortium’s National Award for Outstanding Achievement in Online Education by an Individual.

Michelle Plaisance is Assistant Professor and Director of TESOL at Greensboro College. Her research explores the education of language minorities in U.S. schools. Specifically, her research interests include the social context of schooling and how classroom practices, such as instructional ability grouping, impact the learning experiences of elementary-aged English learners. In addition to teaching students in pursuit of their Masters in TESOL, Michelle’s prior professional experiences includes teaching education courses for the University of North Carolina in Charlotte, working as an English as a second language teacher in PK-12 public schools, and instructing young adults in an intensive English program at the university level.

S. Michael Putman is an Associate Professor in the Reading and Elementary Education Department at the University of North Carolina at Charlotte. His areas of research include the impact of teacher preparation and professional development on teacher self-efficacy, including efficacy for classroom management, middle school student dispositions toward online inquiry, and the effective use of technology within teaching practices and for improvement of student outcomes.

Yufeng Qian is a faculty member in the Doctor of Education program at Northeastern University. She teaches courses in quantitative research design and data analysis and advises doctoral research studies. Her fields of research include emerging technologies, online education, and teaching effectiveness. Dr. Qian is the author of a number of book chapters and journal articles on 3D virtual learning environments, game-based learning, and digital media literacy. Prior to joining Northeastern University, Dr. Qian worked as an Associate Professor of Education at St. Thomas University, Miami, Florida. Her prior experiences in higher education include Dartmouth College, Grand Valley State University, Lehigh University, SUNY at Buffalo, and Beijing Capital University of Economics and Business.
Jeff Seaman is the Co-Director of the Babson Survey Research Group. He holds degrees in Demography/Statistics, Sociology, Electrical Engineering, and Housing, all from Cornell University. Dr. Seaman created and ran the Computing Resource Center and served as Associate Vice Provost for Computing for the University of Pennsylvania and as Chief Information Officer for Lesley University. His industry experience includes serving as Chief Technology Officer at HighWired.com, where he led the development of an online learning system and as the Vice President of Engineering for Vista Associates building course management systems. Dr. Seaman has served on academic technology advisory boards for a number of information technology companies including Apple Computer, IBM, and Microsoft. He has been conducting research in the impact of technology on higher education and K-12 for over a decade. His work includes the annual surveys on the state of online learning in US higher education, research into higher education faculty attitudes towards and adoption of technology, and faculty use of social media.

Gayle Thieman is an Associate Professor in the Graduate School of Education at Portland State University, Oregon. She teaches and advises pre-service teachers, specializing in social studies methods, curriculum and instructional design and instructional technology. Her current research includes evaluating the integration of iPads in secondary schools, examining school and community opportunities for civic engagement by K-12 students, and researching the integration of disciplinary literacy strategies by social studies pre-service teachers. Dr. Thieman was a middle and high school social studies teacher and administrator for 20 years and instructor in Teaching American History grants in Alaska and Oregon. She is a past president of the National Council for the Social Studies.

Jean Vintinner is a clinical Assistant Professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. A former high school English and reading teacher, her academic interests include adolescent literacy, content area reading, and motivating struggling readers.

Scott M. Waring is an Associate Professor and Program Coordinator for the Social Science Education Program at the University of Central Florida. He earned his BS and M. degrees in Education from the University of South Florida and a PhD from the University of Virginia in Social Studies Education, with a minor in Instructional Technology. Dr. Waring teaches courses at the undergraduate and graduate level in elementary and secondary social science education methodology, research, and theory and serves as the Director of the Teaching with Primary Sources Program at the University of Central Florida. He has written or co-written funded grants totaling over $3.6 million, including a Teaching with Primary Sources grant from the Library of Congress and three Teaching American History (TAH) grants. The teaching and learning of history and the utilization of technology in social studies education are the foci of Dr. Waring’s research and publications.

Bonnie Smith Whitehouse is an Associate Professor of English at Belmont University in Nashville, Tennessee. Her specialties are writing and rhetoric, and she earned her PhD in English at the University of Wisconsin-Madison; her doctoral minor was in Curriculum and Instruction. Her research and teaching focuses on ways reading and writing inform understandings of politics, nature, and identity. She has written previously about ways so-called common readers report reading popular novels have “changed” their lives in the context of mass literacy movements, and she is at work on a study stemming from her interest in walking, writing, and embodiment theory.