About the Contributors

Sagini “Jared” Keengwe is a Professor of Teaching and Learning at the College of Education and Human Development, University of North Dakota (UND), USA. 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). Keengwe has published over 85 journal articles, book chapters, and books with a focus on active learning pedagogies and mobile learning technologies in education. Keengwe’s work was honored with the 2011 UND 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 Annual Martin Luther King Jr. Award in recognition of significant contribution in scholarship and service respectively. At the national level, Keengwe was one of the 10 recipients selected to receive the 2010 American Educational Research Association (AERA) Teacher Education Travel Award.

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Edem Agbobli is a lecturer in the Faculty of Management Sciences at the Central University of Technology, Free State, South Africa. In addition to coordinating Project Management Programme in the Faculty, he also lectures various subjects including Entrepreneurship, Strategic Management, Project Quality and Risk Management in the Business Support Studies Department. His research interests lie in Entrepreneurship and Innovation; and social development. He also researches the area of application of emerging technologies for enhancing teaching-learning encounter between educators and learners. His current research focuses on emerging technology-driven pedagogical designs.

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.
Lorraine Carter Effective July 1, 2015, Dr. Lorraine Carter is the Director of the Centre for Continuing Education at McMaster University in Hamilton, Ontario, Canada. Prior to this appointment, Dr. Carter worked for Nipissing University in North Bay, Ontario where she was a Full Professor and former Director of the School of Nursing. Prior to this, Dr. Carter was the Director of the Centre for Flexible Teaching and Learning. Dr. Carter holds a PhD in Educational Studies from the University of Windsor, a Master of English from University of Western Ontario, and a Bachelor of Education from the University of Toronto. Dr. Carter is an accomplished educator and researcher most recognized for her work in e-learning and adult and continuing education. She has also served as the President of the Canadian Network for Innovation in Education and the Canadian Association for University Continuing Education.

Caroline Chemositi is a lecturer and head of department Educational Administration Planning and Management at the University of Kabianga. Prior to this, she was an Adjunct Professor of Research Methods at Lincoln College, Normal, Illinois. Her research and scholarship interest is in lifelong learning, learning strategies and student achievement. She has published and co-authored several articles both in refereed journals such as the Journal of Personnel Evaluation in Education, and Educational Research Quarterly, and in other professional sources and presented papers at various annual meetings of regional (SERA, MSERA, MWERA, IERC) and national professional organizations (AERA, NAAAS).

Amy Eguchi is an Associate Professor of Education at Bloomfield College in New Jersey, USA. She holds her M.A. in Child Development from Pacific Oaks College, Ed.M. in Education from Harvard Graduate School of Education, and Ph.D. in Education from the University of Cambridge and has an extensive experience using educational robotics as a learning tool both with students and teachers in 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 the technical committee and organizing committee members, as well as the co-chair and general chair, in international, national, and local levels. In addition, she is 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 with educational robotics projects including the CoSpace educational robotics projects with the Advanced Robotics and Intelligent Control Centre (ARICC) at Singapore Polytechnic, Singapore.

Judi Simmons Estes is an Assistant Professor and Chair of the Department of Elementary and Secondary Teacher Preparation at Park University, USA. Dr. Estes is seminar faculty for candidates during their directed teaching semester; she has an interest in candidates’ self-efficacy in use of technology and integration of technology with instruction to increase high quality P-12 lesson planning, authentic student learning, and critical thinking. Results of several semesters of administering a student technology self-efficacy survey have demonstrated a need for beginning a process of integration of technology activities and experiences throughout teacher preparation coursework, modeling strategies for candidates to use with their future students. Dr. Estes conducts trainings and writes about the process of modeling technology-powered instruction.
Joyce Gikandi is an ICT and E-Learning specialist. She has a PhD in ICT in Education & E-Learning and MSc in Computer-Based Information Systems. Dr Joyce is currently a lecturer and Postgraduate coordinator at Mt. Kenya University, mainly teaching Information Technology (IT)/Computing related courses. Her current interests include research and development of effective strategies for ICT application in various fields especially in Education. Another area of interest is promoting innovative development, adaptation and use of open source educational content and software. Joyce is also interested in development and adaptation of computer-based management/decision support systems. She is also interested in collaborating with individuals/organisations who share similar research focus.

Rhoda Karimi Gitonga completed her undergraduate work at Kenyatta University and received her Bachelor of Education (Science). She received her Master 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.

Heeyoung Han is an assistant professor in the Department of Medical Education at Southern Illinois University School of Medicine. Her primary research interest focuses on active learning and performance improvement in technology-rich environments. She serves as a deputy editor of Teaching and Learning in Medicine.

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Lutfi Incikabi is an associate professor of Mathematics Education at Kastamonu University. He received the Bachelor of Science degree in Mathematics in 1984 from Ataturk University, Erzurum, Turkey. He held the doctor of education degree in mathematics education from Teachers College, Columbia University in 2011. He lectured at Elementary Mathematics Education Department at Mersin University until 2012 in which he joined the Department of Elementary Mathematics Education at Kastamonu University, Kastamonu, Turkey. He is the author of numerous papers in refereed journals, book chapters, and conference proceedings. His research interests are teacher education, elementary mathematics education, comparative education, educational technology.
Ayoub C Kafyulilo is a lecturer in educational curriculum and educational technology at the Dar Es Salaam University College of Education. He received his PhD from the University of Twente in the Netherlands. Kafyulilo has two master degrees: A Master of Science (Educational Science and Technology) whereby he studied the practical use of ICT in teaching and learning in Tanzania and a Master of Arts (Education) whereby he studied the prevalence of overweight and obesity among primary school children in Dar Es Salaam and Njombe. Dr. Kafyulilo has published more than ten articles in both international and local journals. Dr. Kafyulilo is currently conducting a research on community-based initiatives to enhance the education of the most vulnerable children in Lindi, Tanzania. The project is funded by the Center for Advanced Study of International Development, in Michigan, USA under the Tanzania Partnership Program.

Mussa M. Kissaka received B.Sc. degree in Electrical Engineering from the University of Dar es Salaam (UDSM), Dar es Salaam, Tanzania in 1989 and Ph.D. degree in Telecommunications Engineering from the University of Manchester, United Kingdom in 1994. Currently he is a Senior Lecturer in the Department of Electronics and Telecommunications Engineering, College of Information and Communication Technologies (CoICT), University of Dar es Salaam. He is also the Director, Centre for Virtual Learning (CVL) at the University of Dar es Salaam.

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Mahmud Mansaray is the Research Analyst in the Department of Research, Evaluation and Planning at the North Carolina Central University. Prior to this, he was, for five years, the Assessment Specialist at the University of North Carolina General Administration (UNCGA). At UNCGA, Mahmud was in charge of all student surveys received from the 16 campuses within the system. He was also involved in research activities relating to education policy analyses. Mahmud is a graduate of Fourah Bay College, the University of Sierra Leone and holds a Bachelor of Art degree with Honors in Geography. He also holds a Master’s degree in Applied Economics and Policy Analysis from North Carolina State University. He is also a doctoral candidate in policy analysis, statistics and research designs.

Dominik T. Msabila is a lecturer in Education Management; Research Methods, and Communication Skills. He holds Master of Arts with Education and Bachelor of Education attained at the University of Dar es Salaam in Tanzania. Apart from being a lecturer he is also a prolific writer who has published various books in Geography, Literature, Soil Science and Legal Communication Skills. He has also published various papers both in local and international journals, as well as chapters in books. Moreover, the author has a rich and profound experience in research as he has participated in various research projects some of which are international and has attended different international conferences on research in Nairobi, Kenya; Hiroshima and Tokyo in Japan; Penang in Malaysia, and Alberta in Canada. He is currently involved in a collaborative research project undertaken by Mzumbe University of Tanzania and Universities of Alberta and Brock of Canada.
About the Contributors

Joel S. Mtebe is a Lecturer in Computer Science and eLearning at University of Dar es Salaam in the Department of Computer Science and Engineering. He received B.Sc. Computer Science and Statistics from the University of Dar es Salaam (UDSM), Dar es Salaam, Tanzania in 2002 and Master of Online Education from the University of Southern Queensland, Australia in 2004. He recently completed his doctoral degree in Interactive Technology/Human Computer Interaction at University of Tampere, Finland. Dr. Mtebe has published more than 10 publications in refereed journals and conference proceedings. His research areas include OER, MOOCs, Cloud computing in education, usability of eLearning systems, Learning management systems, Mobile learning, and eLearning system success.

Catherine Gakii Murungi is a Lecturer at Kenyatta University in the Department of Early Childhood Studies. She holds a PhD in Education, M.Ed 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.

Viviline Ngeno is a lecturer of Planning and Economics of Education at the University of Kabianga. Prior to this she worked as a high school teacher of Business Studies and Economics. For the last 10 years she has participated as a panelist in the development and adaptation of Business Studies syllabus for the blind students at the Kenya Institute of Education (KIE). Viviline has participated in local, regional and national research and education conferences. Her research work include: Impact of the Free Secondary Education Policy on Equity, Quality and Education wastage in Kericho County, Kenya; Cost Effectiveness Analysis of Educating Girls in Day and Boarding Secondary Schools; Effects of Communication on CDF projects in Ainamoi Constituency Primary School; and The relationship between students’ riots, drug abuse and Head Teacher transfers in Kericho County. Viviline has authored and co-authored several papers and journal articles. Currently, Viviline is pursuing her Doctorate studies.

Esther Ntuli is an Assistant Professor in the Department of Teaching and Educational Studies at Idaho State University. Her expertise and training is in curriculum and instruction, instructional technology, early childhood education, children’s literature and writing. Dr. Ntuli teaches undergraduate instructional technology courses, foundational undergraduate and graduate courses at ISU. Her research focuses on technology use and practice in the classroom, teacher education, and assessment. She co-edited a book: “Practical Applications and Experiences in K-20 Blended Learning Environments” (2014).

Robert O. Oboko specializes in Educational Technology research. His specific areas of research include learning support for online learning with complex problem solving using adaptive e-learning features and metacognitive control scaffolds. He also has research interests in other supportive technologies, such as adaptive user interfaces using Machine Learning, concept maps, advance organizers, modeling and coaching, early grade learning including literacy, games for learning, learning support for learners with disabilities, among others. He researches in both e-Learning and M-Learning for both higher education institutions and co-porate organizations. Robert is also interested in the evaluation of e-learning and m-learning systems for formal, non-formal and informal learning.

Jenny Penland is currently the Director of Experiential Learning at Sul Ross State University, Alpine, Texas. She holds an Ed.D. in Educational Leadership from Lamar University with an Emphasis on Multicultural Studies. She has previously worked with Shepherd University, Western Wyoming Community College, Dickinson State University, Texas A & M University -C/Navarro College, Lamar University and Region V Education Service Center in Texas. Dr. Penland’s research has been published in such journals as The Qualitative Report, the Journal of Mentoring & Tutoring, the National Forum of Educational Administration and Supervision, E-Learn 2005, the Peace Studies Journal, the Fourth World Journal, SAGE Multicultural Reference Encyclopedia, Intercontinental Cry Magazine, XanEdu Publishing and a forthcoming article in the Journal of Teaching and Teacher Education with the University of Bahrain. Dr. Penland continues to work on projects, which involve her doctoral thesis on cultural resiliency and persistence in higher education, and has been appointed as a Tribal scholar and educational consultant with the AAIWV.

Patient Rambe is a Senior Researcher in the Faculty of Management Sciences at the Central University of Technology, Free State, South Africa. He coordinates and leads research in the Faculty in the area of emerging technology, entrepreneurship and emerging businesses. His research focuses on the appropriation of emerging technologies such as social media and mobile technologies to leverage performance of emerging small scale businesses and support the teaching and learning of previously disadvantaged groups. Dr Rambe has published over 45 publications in peer reviewed international journals, book chapters and international conferences. His co-authored book is entitled: “Leveraging quality in African higher educational systems: A practitioners’ perspective” (2013).

John Rugutt is an Associate Professor of educational research, applied statistics and educational technology in the Department of Educational Administration and Foundations at Illinois State University. His research and scholarship focus on teaching and learning environments with special emphasis on multilevel techniques to understand the contribution of individual and institutional factors on learning. John engagement in scholarly activities has enabled him to publish and co-author several articles both in refereed journals such as the Journal of Personnel Evaluation in Education, Planning and Chang-
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Vince Salyers is the Interim Associate Vice President, Research at Mount Royal University in Calgary, Alberta, Canada. The integration of technology and e-learning strategies into program curricula is a personal passion for Vince. He has conducted research in Ethiopia, Dominican Republic, Mexico, and Peru as part of his commitment to vulnerable populations. He sustains a research program that strives to make a difference for students, faculty, and recipients of care. Results from his research hold implications for nursing faculty, instructional designers, and administrators in university settings where e-learning is part of the institutional mandate. Vince has an impressive list of publications and presentations in national and international settings. In 2014, he was the recipient of the American Nurses Association—California JoAnne Powell Research Award and was inducted as a Fellow into the National League of Nursing’s Academy of Nursing Education. He is currently editor of the International Journal of E-Learning and Distance Education (IJED).

Jennifer Kasanda Sesabo is a lecturer in Department of Economics at Mzumbe University. She holds a PhD in Economics, Master of Science in Sustainable Natural Resource Management: Specialization in Development and Resource Economics and an Advanced Diploma in Economic Planning. Jennifer is an academic advisor, quality assurance trainer and facilitator in the university and East African Region. She is a researcher in the field of economics and she has publications in economics related issues. Jennifer has interest on issues related to quality assurance in higher education and in particular the use of ICT as a teaching methodology as well as a quality of Open and distance learning. Jennifer has attended number of scholarly local and international conferences. She is currently a member in two collaborative research projects undertaken by Mzumbe University of Tanzania and Universities of Belgium as well as University of Copenhagen.

Dorothy Soi is a lecturer of Education Administration at the University of Kabianga. Prior to this she worked as a high school teacher of mathematics and a part-time tutor at Kenya Highlands Evangelical University. Her particular research interest centers on gender and mathematics learning, and school leadership. During the last six years, she has authored and co-authored research and development projects, conference and journal research papers and has participated in local, regional and national research and professional conferences. She was part of a team that conducted research funded by Daystar University on “combating sexual harassment in Kenyan Universities to enhance academic performance and career development”. Dorothy has participated as a subject panelist in the adaptation of the Mathematics syllabus for the blind at The Kenya Institute of Education. She is currently pursuing her doctorate studies which centers on female school leadership. Her abiding interest remains in gendered school leadership.

Rashid Mfaume Taka is a Senior lecturer, Researcher and Consultant at Mzumbe University in Tanzania. He holds Masters of Public Administration and Organization Theory from University of Bergen-Norway. Before attaining graduate degrees he studied Diploma in Agricultural Education, and undergraduate degree in Public Administration at the then Institute of Development Management (IDM)
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Ursula Thomas, Ed.D currently serves as the Director of Field Experience and Assessment at Georgia Perimeter College. Her extensive research with teacher knowledge gives her the insight needed to help teachers adopt age appropriate strategies that are culturally relevant. She has presented and consulted on program evaluation and assessment at national conferences such as the National Association for the Education of Young Children, and the National Association of Early Childhood Teacher Educators. Dr. Thomas has carved out a professional development niche as well. She has more than 20 publications in the fields of early childhood teacher education, social justice, and cultural mediation.

Hatice Sancar Tokmak, is the faculty in the Department of Computer Education and Instructional Technology at Mersin University. She received PHD degree at Middle East Technical University, the Department of Computer Education and Instructional Technology in 2010. Sancar-Tokmak has lectured at the the Department of Computer Education and Instructional Technology since 2011. She teaches and conducts research in the areas of technology integration, especially, TPACK (technological-pedagogical-content knowledge) based course designs for improvement in teacher candidates’ self efficacy, confidence, and teaching practices about technology integration. Moreover, her research interests include Evaluation / Design of Online Courses, Educational Simulations / Simulators,and Educational Games.

Ruth Nthenya Wambua is a Chief Information Communication and Technology (ICT) Officer at the ICT Centre, of the University of Nairobi, Kenya. She is a qualified consultant in Management Information Systems (MIS), and in Web Development. Ms. Wambua has professionally specialized in the area of Computing and Informatics. She successfully completed a Master of Science Degree in Computer Science, and is working on registering for a PhD in a Computer Science related discipline. Ms. Wambua’s current focus areas are in ICT for Development, with a keen eye on eLearning for All, and Information Systems. Moreover, she is an individual of pleasant attitude and with good natured personality.

Nance S. Wilson is an Associate Professor of literacy education at SUNY Cortland. Her research focuses in professional development, new literacies, comprehension, and adolescent literacy. Dr. Wilson’s work has been published in 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.


Seung Won Yoon is a professor of instructional technology/workplace learning and performance in the Department of Instructional Design and Technology at Western Illinois University. His research focuses on improving workplace performance through connecting leadership, learning, technology, and organizational behavior.

Vassiliki Zygouris-Coe is a Professor of Education at the University of Central Florida, College of Education. Her research focuses in 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.