About the Contributors

Victor C. X. Wang is a Professor of Educational Leadership and Research Methodology at Florida Atlantic University. Thus far, Dr. Wang has published nearly 200 refereed books, book chapters, and journal articles. These publications address andragogy and pedagogy, which can be considered as the umbrella under which such areas as andragogical curriculum and program development, management, human performance technology, social justice, global education, diversity and E-learning are addressed. Currently, Dr. Wang is co-editing the International Journal of Adult Vocational Education and Technology with a Columbia University Professor, Dr. Lyle Yorks and a world-leading adult education theorist and statistician, Dr. Patricia Cranton. Dr. Wang has won many academic achievement awards, including the Distinguished Faculty Scholarly & Creative Achievement Award. He has had extensive experience in chairing and mentoring doctoral dissertations (including dissertations from University of Auckland, New Zealand). Some of his books have been adopted as required textbooks by major universities in the United States, and in China. In addition, numerous universities worldwide including some Ivy League Universities have cataloged his books and journal articles. Dr. Wang’ teaching (including teaching via technology) has reached many states in the United States and China. Personal Link: http://victorc.wxwan-gassociates.org/.

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Yasser D. Al-Otaibi is currently a second year Ph.D. candidate at the School of Information and Communication Technology, Griffith University, Australia. He holds a Bachelor of Information Technology, a Master of Information Systems, and a Graduate Diploma of Research Studies from Griffith University. He is the recipient of two Griffith awards for academic excellence for two consecutive years, in 2011-2012 (Master of Information Systems) and in 2012-2013 (Graduate Diploma of Research Studies). Yasser has published in the International Journal of Information and Communication Technology Education. His current research interests focus on the areas of adoption and acceptance of IT-based innovations by individuals.

Patricia Anderson has her B.S.E. and M.A.Ed. in Elementary Education from Delta State University in Cleveland, Mississippi. She earned her Ed.D. in Elementary Education from the University of Georgia. Dr. Anderson is a Professor in the Department of Elementary Education and Middle Grades Education in the College of Education at East Carolina University, Greenville, NC, where she teaches face-to-face and online undergraduate and graduate courses in Elementary Education. Her research explores the use of Second Life in online courses as used to supplement teacher education students in the designing of
elementary classrooms, as well as the use of Second Life in other learning settings. Dr. Anderson is currently teaching courses in classroom management, models of teaching, and internship supervision.

Jeanette Andrade is an Adjunct Dietetics Professor at the School of Family and Consumer Sciences at Eastern Illinois University, Charleston, IL. Her research interest focuses on evaluating and assessing different online strategies used for nutrition education. Dr. Andrade is interested in understanding how these online strategies can help motivate one to change and sustain their dietary behaviors.

Maysaa Barakat is an Assistant Professor in the department of Educational Leadership and Research Methodology at Florida Atlantic University. She received her Ph.D. in educational leadership from Auburn University, Alabama in 2014. For 15 years she served as a school administrator in Egypt and the United States. She served as senior graduate student representative for the AERA Leaders for Social Justice Special Interest Group (LSJ-SIG) from 2010-2013 and was a 2012 UCEA Clark Scholar. Dr. Barakat’s research interests and publications focus on social justice, cultural competence and education leadership preparation, with a secondary focus on online learning.

AJ Bars is a part of Western Washington University’s academic technology department as an Instructional Technologist. He is a two-time graduate of Western’s Woodring College of Education for his bachelor’s degree with cum laude honors in elementary education, and for his master’s degree in adult education during which he was first published in the field of digital learning. Prior to his career with Western, he was the Communication Director for the Lummi Nation, including editor-at-large of the Squol Quol newspaper. He was also an instructor at Northwest Indian College in Digital Media and Web Technologies when the program was active. His combined experience lends him over 15 years of knowledge and expertise in the fields of digital arts as he freelances his media and photography skills throughout the Pacific Northwest, while adventuring across all time and relative dimensions in space.

Jennifer Bird teaches reading and writing classes for current and future teachers at Florida Atlantic University in Boca Raton, Florida. She received her Bachelor of Science in Education in Secondary English Education, Master of Education in Secondary English Education, and Doctor of Philosophy degrees from Miami University in Oxford, Ohio and her health coach certification from Duke University Integrative Medicine in Durham, North Carolina. Her research in writing and healing led to the publication of her book Innovotive Collaborative Practice and Reflection in Patient Education (2015).

Geraldine Blattner (PhD, Penn State University) is an Associate Professor of French and Linguistics at Florida Atlantic University. She is the director of the French basic language program and the coordinator of the French, German, Italian and linguistics teaching assistants. Her research interests focus on new technologies as tools for communication and for language learning & teaching, French-language computer mediated discourse, sociolinguistics, SLA and psycholinguistics.

Ellen Boeren is Chancellor’s Fellow (tenure track) at the Moray House School of Education at the University of Edinburgh (UK). She researches the participation of adults in post-compulsory learning and training systems and teaches research methods at Master’s level.
Megan Bosler is a human resource professional. She worked as a graduate assistant for Villanova University and focused her research on online learning communities. She has experience working in a variety of human resources roles at Target, Dow Chemical, TE Connectivity, Bentley Systems and Preferred Sands. Megan earned her Masters in Human Resource Development from Villanova University and she has a BS in Marketing and a BS in Health Policy and Administration both from the Pennsylvania State University. Megan also holds a PHR and SHRM-CP certification.

Jayne Brahler is the Associate Dean for Graduate Health Sciences and Director of Online Learning in the School of Education and Health Sciences (SEHS) at the University of Dayton (UD) in Dayton, Ohio, United States. Dr. Brahler earned a doctoral degree at Washington State University from the Individual Interdisciplinary Doctoral Program. Her areas of focus include Statistics and Research Design, Online Learning, and Physiology. She holds a Master of Science degree in Exercise Science from Washington State University and a Bachelor of Science degree in Education from Montana State University. Dr. Brahler has been involved with distance learning in higher education since 1993 and published several manuscripts as a result of her work in online learning at Washington State University including Developing on-line learning materials for higher education and Pedagogy: A primer on education theory for technical professionals at Microsoft. Since joining the UD faculty in 2000, Dr. Brahler has published an additional 27 peer reviewed articles and has made 34 national-level research presentations in her focal areas of physiology and online learning. Dr. Brahler’s vitae is available at https://udayton.edu/directory/education/dpt/Brahler_C_Jayne.php. In her role as Director of Online Learning for SEHS at UD, Dr. Brahler manages a workforce comprised of college students who complete the technical tasks associated with developing and maintaining the courses for 10 degree programs and numerous certificates and endorsements that are delivered 100% online to distant students. The student workers complete programming tasks that are required for developing advanced/novel teaching applications and assure all materials are universal design compliant and that the course materials follow the Quality Matters design principals. An instructional technologist develops data base applications for the group and provides technical support for faculty. Dr. Brahler’s development team does not use third party providers as she believes it is important for an institution of higher education to build the internal capacity to cover all aspects of offering college classes online. The Graduate Education program in SEHS is currently rated #30 by the US News and World Report’s Best Online Programs.

Carol A. Brown is Associate Professor of Instructional Technology in the Department of Mathematics, Science, and Instructional Technology Education at East Carolina University. She has worked as a classroom teacher and college instructor for over 30 years. Her students include pre-service teachers, master teachers, and library-technology specialists in K12 schools. Her research interests are focused on instructional methods using digital resources in K-16 education.

Susannah Brown, Associate Professor, College of Education, Department of Teaching and Learning, works with all ages, PreK-adults, to inspire academic excellence and a commitment to the community through arts engagement for the past twenty-five years. Dr. Brown has published book chapters, scholarly articles and a textbook, Teaching Art Integration in the Schools (Cengage, 2013), which all incorporate creative engagement activities in teaching practice. Cross disciplinary expertise in the arts and education along with teaching experience with diverse learners, propels Dr. Brown forward as an engaged faculty member and mentor for her students. She is primarily a watercolor artist who loves to also sculpt with
clay. Recently, she has been training with premier book artists through the Jaffe Center of Book Arts on traditional printing and binding. Sharing her passion for the arts drives her teaching and personal work.

David Bush is the is the Founding Director of the graduate programs in Human Resource Development at Villanova University, which currently includes both a classroom based program and an online program. These MS programs combine to be one of the largest Graduate Programs at Villanova University. The online program has been offered for the last five years and is successful due to a decade of design work that began with Dr. Bush and the leaders of BISK Education. Working at the confluence of industrial/organizational psychology and human resource management, his research, teaching, consulting and speaking have pivoted around HR metrics for talent and performance and organization change. He has worked with W. Edwards Deming and Dr. Eli Goldratt, author of the Goal and the Critical Chain, and has been certified by the Goldratt Institute. He served as associate editor of the Journal of Systems Improvement from ’92 to ’94. He published a compilation of his writings on metrics in the handbook of HR Metrics. He has served as a director of the board on the SHRM foundation and was president of the Philadelphia Chapter of SHRM. He has developed teams, improved processes, selected facilitators and other key employees, conducted benchmarking and improved innovation in such pharmaceutical giants as AstraZeneca, Merck, Rhone Poulenc Roher, and GSK. He has worked on changing processes in health care, chemicals, telecommunication and financial organizations. His work on human capital is directed at improving business relationships and employee retention. Dr. Bush’s teaching, research, and HR experience have led the Villanova HRD MS Program for the last 35 years. Dr. Bush received his Ph.D. from Purdue University. He also received a M.A. from the University of Wyoming and a B.S. from University of South Florida.

Lucy Bush, Ed.D., is an Assistant Professor in the Tift College of Education at Mercer University. Prior to joining the faculty, she taught Spanish at the elementary and secondary levels as well as middle level sheltered content social studies. She currently teaches graduate courses in elementary social studies methods, elementary and secondary instructional planning, research methods, and assessment to pre-service and in-service educators. Her primary research interests include educational technology, English language acquisition, and social science education.

Sherah Betts Carr, Ph.D., is an Associate Professor in the Tift College of Education at Mercer University in Atlanta. She teaches courses in the Ph.D. and Master’s education programs. Sherah has been in higher education for ten years and served as a professional learning presenter and educator for over 25 years at the P-12 level. Her research interests include assessment reform, instructional technology and professional learning in the Dominican Republic.

Sayyid Cato is currently pursuing the Doctor of Philosophy degree in Instructional Design and Technology at Keiser University. He has completed both the Masters of Education degree in Instructional Technology and Media as well as the Master of Arts degree in Computing and Education at Teachers College-Columbia University. Prior to this he studied at CUNY, where he earned a Bachelor’s degree in Sociology with a minor in Elementary Education. His outstanding performance as an educator and student has gained him recognition both at home in his native Jamaica, and also in his academic programs. Currently he teaches at the tertiary level in the fields of Instructional Technology, Sociology,
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Psychology, and has previously taught ABE. His research focuses on improving pedagogical strategies using mobile and distance learning platforms.

Sarah Christie is a Project Lead with the non-profit organization Ophea in Toronto where she manages projects promoting healthy, active living in schools and communities in Ontario. Originally from Victoria, BC Sarah earned her MSc. in Capacity Development and Extension at the University of Guelph in 2012.

Howard Coleman is currently an Associate Professor in the Educational Leadership Department at Coastal Carolina University in Conway, SC. He received his doctorate in educational administration from UNC Chapel Hill. He has served as a doctoral leadership program coordinator at UNC Wilmington, a school superintendent, a director of research and a high school principal. Dr. Coleman has been providing leadership and evaluation consulting services for public schools, state agencies, and corporations for 25 years. He teaches graduate courses in leadership, research, program evaluation, finance, school law and educational policy. Dr. Coleman has published numerous articles and book chapters on leadership, transforming failing schools, technology, assessment, and effective instructional programs. He has been an invited keynote speaker for state and national educational conferences.

Leslie Cordie is an Assistant Clinical Professor in the Department of Educational Foundations, Leadership and Technology in the Adult Education program at Auburn University. She has over 20 years combined experiences in higher education, government, military, healthcare, and corporate America. Her background includes distance learning, adult education, training, instructional design, program and professional development, and healthcare. Dr. Cordie has a PhD in Adult Education and Technical Communication which includes an emphasis in distance learning, adult learning theory, and instructional design/curriculum development. She also has a MBA and experience working with airlines and the military in quality and performance improvement. Her current research interest focuses on blended learning, professional/faculty development models, and understanding the effectiveness of these instructional modalities.

Lawrence Cozzens is an experienced learning and organization development professional with expertise in online learning. He is adept at building learning communities and teams, facilitating group interactions and delivering engaging lectures both in person and online. His research interests are in the creation of a sense of community virtually. Dr. Cozzens has served in a variety of roles throughout his career, including Performance Consultant and Regional Training Manager at McKesson, Organization Development Consultant at SAP, Organization Development Manager at SmithKline Beecham, Account Manager at Zenger-Miller and HR Generalist at CIGNA. Dr. Cozzens earned the Professional in Human Resources (PHR) as an HR generalist passed the Senior Professional in Human Resources (SPHR) exam and recently attained the Society for Human Resources Management – Senior Certified Professional (SHRM-SCP) designation. Dr. Cozzens earned his PhD in Human and Organization Development from Fielding Graduate University, via distance education. He also has an MS in Human Resource Development from Villanova University and a BS in Business Administration from Drexel University.
**Heather Cross**, RN, MN, MSc, is a professor in the undergraduate nursing program at Conestoga College in Kitchener, Ontario. Her current areas of focus include global health, health promotion, service learning, clinical nursing and health human resource planning.

**Amanda Dalola** (PhD – UT Austin) is an Assistant Professor of French and Linguistics at the University of South Carolina. Her research interests include phonetics, sociophonetics and lab phonology, as well as technology and social media use in the L2 classroom. She is the current Facebook moderator for Gaspard le Gamecoq (USC French program) and Français Interactif (UT French program), and has served as a developer for French Online (UT).

**Neffisatu J. C. Dambo** is a native of Urbana-Champaign. She graduated high school at the age of sixteen and pursued her post-secondary studies at Southern Illinois University Carbondale, where she earned a B.S. in Psychology and a B.A. in Elementary Education. In 2006, Neffisatu earned her M.S. in Counseling and Student Development from Eastern Illinois University. She continued her studies at the University of Illinois at Urbana-Champaign and earned a M.S. in Educational Policy Organization Leadership. Currently, Neffisatu is a Doctoral Candidate in the College of Education and Human Performance Counselor Education Track at the University of Central Florida where she has had the opportunity to serve as a Graduate Research Assistant (GRA) for the College of Education and Human Performance (CEDHP) Associate Dean of Research, CEDHP’s Director of the Doctoral in Education (EdD) & Executive EdD Educational Leadership Track (STLL), and as the GRA for the College of Medicine Assistant Dean for Diversity. Neffisatu’s research interests include adolescent transitions, program development, innovative group counseling approaches for at-promise students, instrument design for special populations, and multicultural advocacy.

**Joanne DeMark** teaches as affiliate faculty in Leadership Studies and American Cultural Studies at Western Washington University (WWU). In addition, she leads the day-to-day operations of LEADS, the co-curricular arm of Western’s Leadership Advantage, facilitating development of student leaders and leadership scholars. Previous to WWU, DeMark had successful tenures as a training and development executive for 10 years in a leading healthcare information systems and services firm, 15 years as an Assistant Management Professor, Adjunct, in the Health Policy and Management Master’s program at Emory University’s Woodruff Health Sciences Center, and a co-founder and co-administrator of a 16-year leadership development and prejudice reduction non-profit. DeMark obtained her Ph.D. in an APA-approved program in Counseling Psychology from the University of Florida. Her research interests include the use of technology, arts, mindfulness in teaching and learning, and various leadership topics (e.g., student leadership, relational matrix team building, leading cross-culturally for equity and inclusion).

**Jeremy Dickerson** is a Professor of Instructional Technology. He is currently the Coordinator for the M.Ed. in Learning and Teaching - Instructional Technology Concentration and the Graduate Certificate in Online Teaching and Training in the College of Education at Coastal Carolina University in the Myrtle Beach/Conway area of South Carolina. His professional experiences include technology management, adult teaching/training and consulting in education, business and industry. He has worked in five different universities as either full-time or adjunct faculty, provided professional training and educational research consulting services in business/industry settings (e.g., national workforce training centers, financial organizations, construction industry and large-scale government projects). Dr. Dickerson has
also been an educational consultant and advisor in various sub-contracted K-12 school projects (e.g., analysis of student achievement data as well as teacher/administrator performance inquiry). Since 2006, Dr. Dickerson has been actively involved with national training programs in the electrical industry including participating in trainer development and curriculum re-design and implementation initiatives. Dr. Dickerson has a doctoral degree in Technology Education with a minor in Training and Development from North Carolina State University in Raleigh, North Carolina. An active scholar, he has produced over 30 professional publications (articles, chapters, textbook, cases, etc. - not including conference proceedings) and over 60 professional presentations at conferences and meetings in the U.S., Canada, South America and Europe.

Dennis Dotterer is the current executive state director of South Carolina TAP System. He holds a bachelor’s degree in Elementary Education from Clemson University as well as a Masters in Gifted and Talented Education and an Educational Specialist degree in Administration and Supervision from Converse College. Throughout his career, Mr. Dotterer has served as a teacher, assistant principal and principal at both the elementary and middle school levels. He also served as the associate state director prior to taking on the role of state director in July 2009. Mr. Dotterer has been involved with educator evaluation systems since the inception of TAP in South Carolina in 2001. As executive state director, he oversees 81 schools currently implementing TAP as well as working with several other states currently working on teacher evaluation initiatives. As a part of the South Carolina Department of Education, Mr. Dotterer has served in multiple roles, including the Director of Charter Schools, Director of School Transformation, and Director of Teacher Evaluation. He consistently works with many aspects of education across the state, primarily focused on teacher and school quality.

Linda Ellington is a faculty member at Southern New Hampshire University and co-author with Dr. John Pisapia, The Strategic Leader: Bringing the habits to life (2013). While conducting her doctorate research at the University of Oxford and the University of Warwick, United Kingdom, she presented her leadership studies at conferences worldwide and has often chaired those academic sessions. She is a peer reviewer for International Leadership Association, Academy of Management, and is a member of the editorial advisory board at Mid-Continent University. She is a member of the Editorial Board: Handbook of Research on Advancing Health Education through technology (2015) and is an Editorial Board Member: Handbook of Research on Learning outcomes and learning opportunities in the digital age (2015).

Althia Ellis is currently a Ph.D. student in the Adult and Community Education Leadership program at Florida Atlantic University in Boca Raton, FL. She has a Master’s degree in Public Administration from Nova Southeastern University. She is a copywriting and editing consultant, and is an adjunct faculty at Broward College. Her research interests include cultural intelligence, experiential learning, and intercultural leadership development.

Maureen Ellis has her B.S. in Secondary Business Education/Business Administration from St. Mary-of-the-Woods College. She earned her M.S. in Adult Continuing Education and Ph.D. in Instructional Systems Technology from Indiana University, Bloomington, Indiana. Dr. Ellis is an Associate Professor and Graduate Program Director in the Business and Information Technologies Education Program in the College of Education at East Carolina University, Greenville, NC. Dr. Ellis teaches face-to-face and
online undergraduate and graduate courses in Information Technology and Business Education. Her research explores the use of online courses in traditional, undergraduate education, implementation of instructional design theories in online learning, fostering online collaboration, evaluation and assessment of experiential learning in online learning environments, and assessing the needs of adult learners in non-traditional classrooms. Dr. Ellis is currently teaching a course in and exploring applications for Second Life as a teaching platform in her Web 2.0 Technologies & Virtual Teams course. She also teaches a web design course in Second Life for the Early College High School program.

**Hillary Fleenor** is working on a master’s degree in computer science at Columbus State University, Columbus, GA. Her research interests include computer science education and serious games. She has an M.S. in education from the University of Tennessee where she was in the multicultural education program. Her research at that time focused on motivating at-risk learners.

**Giovanni Jesue Contreras Garcia** is currently working towards his PhD in Design Education at the School of Design of The Hong Kong Polytechnic University. He has been a lecturer of design and practicing industrial designer in China, the US and Mexico. He has been a Fulbright Scholar at the University of Cincinnati where he obtained a master of design degree and is currently a recipient of the Hong Kong PhD fellowship. He has been member of the Industrial Designers Society of America and winner of the China iF Design Award. His research interests are in philosophy, design, education, creativity and technology.

**David Hamiter** holds a Bachelor of Science in Manufacturing Engineering Technology and a minor in Computer Science from Western Washington University (WWU). After spending three years at Microsoft as a Software support engineer and three years providing training and support at the Bellingham Public School District, he came back to WWU as an Instructional Technologist in Application Support. Since coming to WWU, David has become one of the cofounders of a student operated application training and support desk called the Student Technology Center (STC). For the past twelve years, he has worked supervising at the STC and trains students to become student workshop instructors and provide direct support to students, faculty, and staff at WWU.

**Elizabeth Marie Hodge**, PhD, is an Associate Professor in the College of Education, Department of Interdisciplinary Professions, East Carolina University. She has taught extensively in the undergraduate and graduate level in Business and Information Technologies Education. Dr. Hodge’s research interests include Communities of Practice, Online Professional Development, Immersive Education, 3D Multi-User Virtual Environments, WebX tools, Mobile Technology, and Innovative Instructional Methods for creating learning communities within an online environment.

**Rania Hodhod** is an Assistant Professor in TSYS School of Computer Science, Columbus State University. Rania teaches and supervises undergraduate and graduate students. Rania’s research interests span a range of areas, such as artificial intelligence, expert systems, serious games, interactive narrative, computational creativity and computer science education. Rania has published over 40 refereed articles in these areas. Her research work has been partially supported by ITIDA (Information Technology Industry Development Agency) and Improving Teachers Quality Grants Program. Rania earned a PhD degree from University of York, UK. From 2010-2013, Rania was a Postdoctoral Research Fellow at the
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Adaptive Digital Media (ADAM) Lab in the Georgia Tech School of Literature, Media and Communication where she researched and developed a computational model for shared mental models in digital improvisation environments, in addition to the development of a new context-based structural retrieval algorithm for cognitive scripts. In 2013, Rania joined the Entertainment Intelligence Lab in the Georgia Tech School of Interactive Computing where she researched procedural generation of computer game content, commonsense knowledge bases and computational creativity.

John Hope’s professional background is teaching in New Zealand primary, intermediate and secondary schools. He left school teaching after some years as the principal of New Zealand’s largest primary school; a school featuring nationally recognised programmes for gifted students and an international reputation for use of ICT. Later in his career John became a school inspector and curriculum writer and was seconded to the University of Auckland as Director Primary Teacher Education to establish initial teacher education programmes. Following successful establishment of teacher education programmes, other University of Auckland appointments followed, including Director of the University of Auckland Principals Centre, and Associate Dean (International) positions in two faculties. He currently directs several overseas twinning degree programmes, coordinates international activity within the Faculty of Education and has university-wide international responsibilities. Teaching and supervision interests include pedagogical applications of ICT in learning, educational leadership, gifted education and international education. Research publications at national and international level include journal articles and book chapters in the fields of initial teacher education, internet safety, use of educational technology in teacher education, use of educational technology in adult education and research related to the globalisation/internationalisation of education.

Luke Houghton is a Senior Lecturer in the department of International Business and Asian Studies, in the Griffith Business School, Griffith University where he is presently the Director of Learning and Teaching. His research focused on the role workarounds and creative problem solving play in management and information systems. Second to that he has a growing interest in Higher Education research. Luke has been published in the Australasian Journal of Educational Technology and The Journal of Information Technology Education. He also has publications in the Oxford Review of Education, Higher Education Research and Development, Australasian Journal of Information Systems, Journal of the Operational Research Society and Systems Research and Behavioural Science.

Wen-Hao David Huang is an Associate Professor at the Human Resource Development Division at Department of Education Policy, Organization and Leadership at University of Illinois at Urbana-Champaign. His research interests mainly focus on cognitive as well as motivational issues in technology-enhanced learning and performance settings across organizations. In particular he investigates the empirical relationship between cognitive and motivational processing afforded by highly interactive learning environments such as mobile learning environments (MLEs). Dr. Huang also carries out research projects in the context of game-based learning and open learning systems with a keen interest on learning engagement design.

Fabienne Javet holds a Master of Arts degree in Science of Education and social anthropology. She works as a research associate at the Zurich University for Applied Sciences. Her research fields are educational research and learning and teaching methodology.
Nneka Johnson is a doctoral candidate in the Tift College of Education at Mercer University. For the past eleven years she has worked as an instructional technology specialist with grades K-12. Nneka is a Google Certified Teacher and Google Education Trainer. Nneka taught technology integration to pre-service teachers at the university level. She has given presentations internationally on technology integration and also served as the Deputy of Innovation and Technology at a private school in Sydney, Australia. Currently, she trains teachers and students on new tools to facilitate learning.

Bakhtawar Khan is currently pursuing her second Master’s in Rural Planning Development at the University of Guelph after earning an M.Sc. in Capacity Development and Extension with International Development from the same school. She is passionate about individual, organizational, and community development. A die-hard idealist, she brings her enthusiasm, love for learning, and concern for the common good to everything she does.

Bushra Khan is the Associate Director of Higher Education Program at Year Up New York, a non-profit workforce development serving urban young adults. She earned her collaborative MSc. from the University of Guelph in Capacity Development and Extensions with International Development Studies. Bushra is passionate about youth development, education, and 5-minute dance parties.

Al Lauzon is a professor in the School of Environmental Design and Rural Development, University of Guelph. He is currently graduate coordinator for the M.Sc. program in Capacity Development and Extension, and is also graduate coordinator for the Rural Studies Ph.D. Program. His research is focused on change and transformation in rural communities. Research currently includes projects on colleges supporting innovation in small and medium rural enterprises, rural youth and education, rural social enterprise development, and the development of generative rural networks.

Ari Lidz is a student program assistant in the Dean of Students Unit at Western Washington University while she works towards her Bachelor of Arts degree in theatre with a minor in computer science. Before beginning her undergraduate studies at Western, she worked for a small data science firm in Seattle, WA conducting program assessment and data processing and analysis. Her research interests include assessment, data visualization tools, technology applications in teaching and learning, and e-learning platforms.

Lara Lomicka (PhD – Penn State) is Professor of French at the University of South Carolina, where she currently serves as Graduate Director for Languages. She currently serves as an Associate Editor for Language Learning & Technology as well as the JALT journal. In 2009 her teaching was nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL) and Cengage Publishers as she received the Excellence in Foreign Language Instruction Using Technology award. In 2011 she was honored as a Chevalier dans l’ordre des palmes académiques. Her research interests include teacher education, intercultural learning, social media, study abroad, service learning, and computer assisted language learning.

Maren Luebcke holds a doctoral degree in sociology and a master in higher education. Her research fields are new media research and society. She works as a research for the Centre of Teaching and Learning at the Zurich University of Applied Science. She has been working in several international research projects and is author of a wide range of articles.
About the Contributors

**Amir Manzoor** holds a bachelor’s degree in engineering from NED University, Karachi, an MBA from Lahore University of Management Sciences (LUMS), and an MBA from Bangor University, United Kingdom. He has many years of diverse professional and teaching experience working at many renowned national and internal organizations and higher education institutions. His research interests include electronic commerce and technology applications in business.

**Ann Musgrove** is an Assistant Professor in the Department of Teaching and Learning at Florida Atlantic University (FAU) where she teaches instructional technology at the undergraduate and graduate level. She has an Online Teaching Certificate (OTC) from the Online Learning Consortium, where she facilitates and designs workshops and mentors learners in their OTC program. Currently she facilitates workshops on multimodal design, exploring interactive video tools, digital storytelling and converting course content for online learning. Dr. Musgrove has 2 courses national recognized by Quality Matters (QM), where she is a master course reviewer and facilitator of applying the QM rubric, the peer review certification workshop and teaching online an introduction to online delivery. She helped set up FAU’s center for eLearning and served as an Instructional Designer, Educational/Training Programs Coordinator. Dr. Musgrove developed curriculum and facilitated the Digital Teaching Academy Program a partnership with Broward County Public Schools which provided professional development for local teachers. Dr. Musgrove’s administrative experiences include 5 years as the director of a Federal Title V cooperative grant between Broward College and the FAU Broward campus to create a learner centered pathway for teacher education students. This grant helped create the first baccalaureate program at Broward College in Teacher Education. Her research interests include best practices in online learning and cognitive styles.

**Sharon Norris** is an Associate Professor of Business and Director of Graduate Studies, MBA Programs with the Gains School of Business at Spring Arbor University. She holds a Ph.D. in Organizational Leadership with a major in Human Resource Development from Regent University’s School of Global Leadership and Entrepreneurship. Her recent publications include those on topics of leading change, complex responsive approaches to strategic management, leadership development, impression management, self-monitoring, research methods, and global human resource development. She has presented her research at regional, national, and international conferences and received various awards for her academic achievements. Dr. Norris is a beta Phi Scholar. She has received the Graduate Faculty Scholar Award and Faculty Merit Award from Spring Arbor University. Dr. Norris received an Award of Excellence, Outstanding Doctor of Philosophy in Organizational Leadership Dissertation from Regent University. She is also a recipient of the Gary J. Confessore Award for Significant Contributions to the Advancement of Learner Autonomy presented at Exeter College, University of Oxford, by Dr. Confessore, during the autonomous Learning World Caucus. Dr. Norris also received an award for the Best Doctoral Dissertation in the Field of Learner Autonomy presented by the Autonomous Learning World Caucus & beta Phi Literary Society given at Exeter College of Oxford University.

**Rebecca Odom-Bartel, PhD,** earned her Doctorate in Instructional Leadership with an emphasis on Instructional Technology, Foundations of Education, and Qualitative Research Methods in August of 2014 from The University of Alabama. Dr. Odom-Bartel has spent the last five years examining technology, pedagogy, and content knowledge (TPACK) as it relates to civic engagement of college students.
Eunjung Grace Oh is an Assistant Professor in the Human Resource Development Division of the Department of Education Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign. She has diverse professional experiences in higher education and corporate training as a HRD specialist, instructional designer, instructor, and consultant in Korea and the United States. Prior to teaching at UIUC, she also taught at the University of Georgia and the Georgia College and State University. Her research interests include 1) optimizing teaching and learning experiences in technology-enhanced learning environments, with a particular focus on the design of and support for learning in online and blended learning environments, 2) understanding millennial generation educators and professionals and their behaviors with and perspectives on technology and ethics in digital world, and 3) conducting design-based research as a methodological approach. Her Ph.D is in Learning, Design and Technology granted by the University of Georgia.

Jillian Powers is an Assistant Professor at Florida Atlantic University (FAU) in the College of Education in the department of Teaching and Learning. Dr. Powers teaches undergraduate and graduate courses in instructional technology and design for educators and business trainers. Her research focuses on teachers’ adoption and integration of technology into classroom practices and ways in which technology shapes the teaching and learning process. Dr. Powers earned her Ph.D. in Curriculum and Instruction with a specialization in Instructional Technology from FAU in May 2014. She has previously worked as an Instructional Designer at the Institute of Excellence in Early Care and Education at Palm Beach State College and as a computer teacher in various PreK-8 schools. In these roles, she has designed and facilitated numerous technology trainings for in-service educators.

Snezana Scepanović is an Associate Professor at the Faculty for Information Technology, University “Mediterranean”, Podgorica, Montenegro. She is Head of Centre for Project Research and Consulting at Mediterranean University. Within different projects at the University level she is also responsible for development of e-learning and online study programmes at different levels of study. Since 2006. she is member of Committee for Quality Control in University Mediterranean and she is engaged in several national projects related to development of new and alternative methods for lifelong learning and also creating a strong and fruitful environment for the academia-industry sector. Her research includes: System requirement analysis, Human computer interaction, Quality of Service, Usability and User Experience for web and mobile applications; Technology enhanced learning; Educational technology.

Steven W. Schmidt, Ph.D., is an Associate Professor of Adult Education and the Adult Education Program Coordinator in the Department of Interdisciplinary Professions at East Carolina University, in Greenville, North Carolina. He holds Ph.D. and MS degrees in adult education from the University of Wisconsin – Milwaukee and a Bachelor of Business Administration Degree from the University of Wisconsin – Whitewater. Schmidt’s major areas of research and writing activity include workplace learning, cultural competence, and online teaching and learning.

Carsten Schmidtke is Assistant Professor of Human Resource and Workforce Development at the University of Arkansas in Fayetteville, Arkansas. His research interests lie in workforce development for minorities, international workforce development, partnerships between industry and education providers, the intersection of technical and academic learning, and the history and philosophy of workforce education.
About the Contributors

Amy Sedivy-Benton, PhD, is an Assistant Professor for Teacher Education at the University of Arkansas at Little Rock. Dr. Sedivy-Benton works extensively with both graduate and undergraduate students in their continued education to become teachers and administrators. Prior to her appointment at the University of Arkansas at Little Rock she worked with several not-for-profit organizations focusing on teacher quality and policies surrounding teachers and teacher education. Her research publications continue to focus on policy and teacher and student preparation as well as equitable access. She has presented at conferences both regionally and nationally and serving on several journals as a consulting editor.

Rehana Seepersad, Ed.D., currently serves as Training and Education Manager at a vocational educational program in Fort Lauderdale, Florida. She is also an adjunct instructor at Florida International University, and Course Coordinator at the University of the West Indies. Her academic background includes the Doctor of Education Degree in Adult Education and Human Resources from Florida International University. She has served as an administrator at a minority serving, institution of higher education in the United States for the past fifteen years. Her research agenda includes mentoring relationships of immigrants in the US, technology use among returning adult learners, and teaching and learning practices that best meet the diverse needs of learners from various cultures. Through teaching diverse learner groups she explores the socio-cultural dynamics that inform learners’ evolving needs for meaningfulness and achievement.

Ramona T. Sharpe, PHR, CCP, is a seasoned Human Resource Development (HRD) professional, adult educator, and human capital and strategy consultant. She is currently Director of Strategic Employment Initiatives for a consulting firm based in Washington, DC. Ramona has more than fourteen years of experience in diversity & inclusion, workforce planning, training and development, project management, staffing, performance management, HR metrics and talent management. Ramona has lead company-wide HR initiatives for fortune 500 companies as well as managed consulting projects for non-profit organizations and government. In addition, she has served as an adjunct professor teaching professional development. Ramona Sharpe is a doctoral candidate at Teachers College, Columbia University, studying adult learning and leadership in the AEGIS Program. She has a MS in Human Organization Science (specializing in HR Development), a BS in Business Administration, and a BA in Psychology from Villanova University. Ramona is also a certified Human Resources Professional (PHR) and a Certified Compensation Professional (CCP).

Preetvanti Singh is an Associate Professor in the Department of Physics and Computer Science, Dayalbagh Educational Institute (Deemed University), Agra, India. She received her Ph. D. degree in Operation Research from Dayalbagh Educational Institute, Agra, India. Her current research interests include decision support system (DSS), geographical information system (GIS), optimization techniques and multi-criteria decision making (MCDM). She also co-authors computer science textbooks.

Sunil Pratap Singh is a Research Scholar in the Department of Physics and Computer Science, Dayalbagh Educational Institute (Deemed University), Agra, India. He received his Master degree in Computer Applications from Uttar Pradesh Technical University, Lucknow (India) in 2008. His research interests include decision support system (DSS), geographical information system (GIS) and multi-criteria decision making (MCDM).
Kin Wai Michael Siu is Chair Professor of Public Design. He is Lab Leader of the Public Design Lab, School of Design, The Hong Kong Polytechnic University. He has been Fulbright Scholar of MIT, ASIA Fellow of the National University of Singapore, and Visiting Scholar of UC Berkeley and the University of Cambridge. He owns over 50 US and international invention and design patents and has obtained over 60 international design awards. He has published over 250 papers in design and educational journals. His research interests are in public design, user reception, problem identification, design research methods, and design and engineering education.

David Starr-Glass is a faculty member of the University of New York in Prague, Czech Republic, and a senior mentor with the International Programs (Prague Unit) of the State University of New York, Empire State College. He teaches a wide range of business related areas at the undergraduate level, in both blended and online distance learning formats. He also serves as the supervisor for undergraduate dissertations, mentoring final year students in designing and writing their work. David has a wide range of managerial and educational experience and has earned three master’s degrees: business administration (Notre Dame de Namur University, California), organizational psychology (Birkbeck College, University of London), and flexible education and online learning (University of Southern Queensland, Australia). David has contributed more than a dozen chapters to edited books and published about sixty peer-reviewed journal articles in the international business, online distance learning, and mentoring literature. When not in Prague, he lives in Jerusalem where he teaches economic and business related courses with a number of local colleges.

Valerie A. Storey is associate professor and coordinator of the EdD in Education & the Executive EdD in Educational Leadership programs in the School of Teaching, Learning & Leadership in the College of Education, at the University of Central Florida. She received her undergraduate degree from Leeds University (UK); her master’s from Manchester University (UK) and earned her Ph.D. in Educational Leadership, Policy and Organizations from Peabody College, Vanderbilt University. In the public schools she has served as an administrator at the school and district level. Dr. Storey’s research focuses on leadership preparation, innovative andragogy, EdD program design, and dissertation models.

Teresa Torres-Coronaz has a bachelor’s degree in economics (Barcelona University) and a PhD in management (Rovira i Virgili University). She won first prize in the 2000 edition of EADA related management research. She has experience in face-to-face, virtual and blended learning environments. Her research focuses on role of public education policies in advancing the employability of graduates and on how the education system is working to align education and job requirements. She is also interesting in exploring the impact and use of technology in education and training. She is co-author of the book Retrieve Your Creativity (Septem Ediciones, Spain), and co-editor of the books Changing the way you teach: Creative tools for management education (Septem Ediciones), Higher creativity for virtual teams: Developing platforms for co-creation (Information Science Reference, 2007) and Social e-enterprise: Value creation through ICT (IGI Global, 2013). She is author of many articles and conference papers about management education, applied creativity and IT.

Geraldine Torrisi-Steele is currently a lecturer within the School of Information and Communication Technology at Griffith University, where she has been teaching students, at all year levels, in multimedia and information technology for over ten years. With a background in secondary education,
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learning, teaching, and the student experience in higher education, is a primary research interest. The focus on learning and teaching, combined with a previous nine year career in the design and development of multimedia materials has also precipitated a very strong interest in the application of digital media to educational contexts. Other areas of interest include the design of the user interface and usability for digital media applications.

Christina M. Tschida is an assistant professor of social studies education and elementary curriculum. She works in the Department of Elementary Education and Middle Grades Education at East Carolina University. Her research interests include online teaching and learning, social studies instruction, culturally responsive teaching, and teacher identity.

Christina Van Wingerden is currently the Assessment, Training and Special Projects Manager for the multi-department Dean of Students unit at Western, and an adjunct Instructor in Human Services at Western Washington University’s (WWU) Woodring College of Education. She received her B.A. with magna cum laude honors, and her M.Ed. in Adult and Higher Education. With WWU Dean of Students Ted Pratt, she has published and presented on a sustainable ethics program for student affairs in higher education, and she has also published on student development gains from participating in student hiring committees. Her other research interests include creating learning environments that engage students with technology and experiences that empower them, program planning and assessment, and equity and inclusion in higher education. Van Wingerden has extensive community service and volunteer experience from building networks of volunteers to fundraising and board development.

M. Arántzazu Vidal-Blasco has a bachelor’s degree in economics (Universitat de Barcelona, Spain) and a Ph.D. in accounting (Universitat Rovira i Virgili, Spain). She is professor at the Universitat Rovira i Virgili. She is working in several research projects about e-learning and higher education and she is also doing research on intellectual capital management in non-profit organizations. She is author of many articles, book chapters and international conference papers about intangible management and management education. She is co-author of the book Lliçons de comptabilitat de costos (Publicacions URV, Spain), Lliçons de Gestió MGD (Publicacions URV, Spain), Aprendre a través de la veu de l’experiència (Publicacions URV, Spain) and and Social e-enterprise: Value creation through ICT (IGI Global, 2013). Her current research interests include studying the development of skills and competence development in the digital era.

Catherine M. Wehlburg is the Associate Provost for Institutional Effectiveness at Texas Christian University. She has taught psychology and educational psychology courses for more than a decade, serving as department chair for some of that time and then branched into faculty development and assessment. Dr. Wehlburg has worked with both the Higher Learning Commission of the North Central Association and the Commission on Colleges with the Southern Association of Colleges and Schools as an outside evaluator. In addition, she has served as editor of To Improve the Academy and is currently the Editor-in-Chief for the New Directions in Teaching and Learning series. Dr. Wehlburg regularly presents workshops on assessment, academic transformation, and the teaching/learning process. Her books include Promoting Integrated and Transformative Assessment: A Deeper Focus on Student Learning and Meaningful Course Revision: Enhancing Academic Engagement Using Student Learning Data. She earned her Ph.D. in educational psychology from the University of Florida.
Debra N. Weiss-Randall, teaches at the College of Education of Florida Atlantic University (FAU). She completed her Masters’ degree (2007) and doctorate (2010) in health education at Teachers’ College, Columbia University. Her research was a statewide study of asthma management on NY college campuses; in 2013, her doctoral research was replicated in Texas and won a national award; the findings will be published in *Respiratory Care* in 2015. Dr. Weiss taught in the City University of New York system for 15 years, and took training to become an online instructor in 2012. Since 2013, she has taught in the classroom and online at FAU. In Spring 2015 she completed an e-certification course in the design of online classes.

James E. Witte is a Professor in Adult Education within the Department of Educational Foundations, Leadership, and Technology at Auburn University. His academic areas of interest include training program development and evaluation, individual learning styles and how learning is assessed in both conventional and distance learning settings.

Maria Martinez Witte is a Professor in Adult Education within the Department of Educational Foundations, Leadership, and Technology, College of Education, Auburn University. Academic areas of interest include analyzing effective content, context, and processes that enhance the teaching-learning environment, learning styles, and the assessment of learning. She has experience in the staff development and training areas. Her skills include facilitating, coordinating, developing, and delivering educational programs.

Yi Lin Wong is a Post-doctoral Fellow of School of Design, The Hong Kong Polytechnic University, after she got her PhD degree in the university she obtained her Master degree in Singapore majoring in design education and worked as a secondary school teacher in Hong Kong. Her research interests are in sign design, participatory design and creativity.