About the Contributors

Lydia Kyei-Blankson is an Associate Professor in the Educational Administration and Foundations Department at Illinois State University. Her expertise and training is in research methods, applied statistics, and psychometrics. Her assignment at ISU includes teaching research methods and statistics graduate courses. Dr. Kyei-Blankson’s research agenda focuses on the scholarship of teaching and learning, online education, and effective technology integration in teaching and learning.

Joseph Blankson, is the Educational Technology Manager at Ohio Northern University in Ada, Ohio. Dr. Blankson has extensive experience in supporting innovative curriculum development, including integration of technologies into higher education programs. He has designed and facilitated numerous professional development activities in the use of educational technologies, online/hybrid course design and provided instructional development services particularly with Learning Management Systems for faculty, staff and students. He has also taught educational technology courses at the undergraduate and graduate levels. Joseph has particular interest in using emerging technologies to promote excellence in teaching and learning, the design of web-based instruction and faculty development in the use of technology for teaching and learning.

Esther Ntuli is an Assistant Professor in the Department of Teaching and Educational Studies at Idaho State University (ISU). Her expertise and training is in curriculum and instruction, early childhood education, instructional technology, children’s literature and writing. Dr. Ntuli teaches undergraduate instructional technology courses, foundational undergraduate and graduate courses at ISU. Her research interest focuses on technology use and practice in the classroom, teacher education, assessment, and culturally responsive education.

Cynthia Agyeman has a doctorate degree in Instructional Technology and a background in Visual Arts. Her research centers on visual arts and new digital media with a special focus on the integration of emergent technologies and the aesthetic and design elements and principles to create new art forms. Dr. Agyeman also has experience teaching online courses.

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Devshikha Bose, Ph.D., is an Instructional Designer at the Boise State University, Instructional Design and Educational Assessment (IDEA) shop. Her research interests include mobile learning, just-
in-time learning, flipped learning, hybrid learning, digital learning objects, communities of learning, educational uses of 3D printing, and social media.

**Megan Burton** received her Ph.D. in Elementary Education with an emphasis in mathematics in 2006 from the University of Alabama. She is currently an Associate Professor at Auburn University. Her research interests include innovational instructional strategies, mathematics teacher empowerment, and rural education.

**Victoria Cardullo** is an Assistant Professor of Reading in the College of Education and the Department of Curriculum and Teaching at Auburn University. She received her Master’s Degree in Reading from the University of Central Florida. Her Ed.D was awarded in Curriculum and Instruction-Reading at the University of Central Florida. Dr. Cardullo is actively involved in publications and presentations related to her research. Her research interests are in digital literacies, specifically New Literacies. She is particularly interested in exploring how to support adolescent readers’ reading and comprehension skills to prepare them for 21st century learning. Many of these skills will require a new pedagogical framework for classroom teachers as they prepare students for the digital literacies of the 21st century. In addition to New Literacies, teacher preparation is of particular interest to her, specifically co-teaching as part of the internship process, using collaboration and mentoring within partnership programs.

**Sang Chan** is an instructional designer at Weber State University.

**Audrey Cooke** has worked with pre-service teachers since 2008. Her passions for technology and mathematics have combined in her work with pre-service teachers. Her beliefs that everyone should have the opportunity to engage with technology and to enjoy mathematics and their mathematical experiences, have driven her scholarship and research at university. Her work with pre-service teachers, many of who will work with children from birth through to 12 years of age, focuses on creating experiences that enable pre-service teachers to fully embrace the opportunities that teaching will provide. She uses technology to help pre-service teachers re-vision how they see and engage with mathematics. These experiences include pre-service teachers finding out personal mathematical strengths and areas needing development, their disposition towards mathematics, ways of sharing their investigations of and solutions for mathematical problems, accessing resources that provide different mathematical different to those in their past, interacting with new technology-driven ways of engaging with mathematics, and opportunities to reflect on what they know about mathematics.

**Travis Crone** is an Assistant Professor of Psychology at the University of Houston-Downtown. His research examines social cognition with an emphasis on conscious and nonconscious goals, perceptions of the divine, and the effects of academic best practices on student attitudes.

**Ted Cross** is a University Innovation Fellow at Arizona State University, in the Office of University initiatives (a Special Projects Unit of the Office of the President). He is passionate about innovation in higher education and works on projects aimed at leveraging technology and human capital to reach more students via both digital and traditional means. Ted holds a bachelors degree from Brigham Young University, an MA from Arizona State University, an MScd from The University of Pennsylvania, an EdD from Pepperdine University, and a Post Graduate Certificate from The Wharton School of Business.
Ted has also served as a Teach for America Corps Member where he taught 8th grade English. Before coming to ASU, Ted was the Director of Dissertation Research at Grand Canyon University where he also served as one of the first full-time online faculty members.

**Judi Simmons Estes** is an Associate Professor and Chair of the Department of Elementary and Secondary Teacher Preparation at Park University, USA. Dr. Estes has taught courses through a variety of distance education modes since 1996 and has developed courses for online delivery at two institutions. In addition to teaching face-to-face with web-based support, she has used both hybrid and fully online formats for course delivery during the past seven years. Her particular research interests are student engagement, student retention, and instructional effectiveness.

**Martha Henckell** is the Information Technology (IT) Director of User Services and an adjunct faculty member at Southeast Missouri State University for both the College of Business and College of Education. In her role as IT Director, Martha is responsible for the IT training program, comprised of both online and face-to-face courses and presentations. Martha has published a number of articles, book chapters, and book, Evaluation of Distance Education: The Student Perspective.

**Rick Holbeck** earned a Bachelor’s Degree in Secondary Music Education from Bemidji State University (Minnesota) and a Master’s Degree in Educational Leadership from Southwest Minnesota State University and a Master’s Degree in Curriculum and Instruction with an emphasis on Technology from Grand Canyon University. He has also finished the coursework for a PhD in Educational Leadership at Walden University and is currently in a doctoral program at Grand Canyon University in Higher Education Leadership. Rick began teaching adjunct classes for Grand Canyon University in February of 2010 and moved to a Full Time Online Faculty position in August, 2010. Rick held the position of Manager of Online Full Time Faculty for about two years and has recently transitioned to the role of Director of Online Full Time Faculty.

**Genevieve Marie Johnson** received a doctoral degree from the University of Alberta (Canada) in 1990 and a Graduate Diploma in Distance Education Technology from Athabasca University (Canada) in 2007. Having been actively involved in university and college teaching for more than 20 years, she is currently associate professor in the School of Education at Curtin University in Western Australia.

**Michelle Kilburn** is an assistant professor at Southeast Missouri State University. Kilburn’s teaching focuses on crime and human behavior, juvenile justice, statistics and criminal justice administration. Her areas of focus include student perceptions of online learning, student perceptions of critical issues in criminal justice, social media influence in criminal justice and innovative strategies teaching criminal justice.

**Alex Kumi-Yeboah**, PhD is an assistant professor of education at the University at Albany, State University University of New York. His research interests are multicultural online education and educational experiences of Black immigrants.

**Piera Leftheriotou** obtained one bachelor’s degree in French Literature and one in Early Childhood Education in Athens. In 2005 she obtained a Master’s degree and in 2014 a PhD from the Hellenic Open
University. The subject of her PhD is “Planning adult education programs in Greece: the case of General Secretariat for Lifelong Learning”. She has been working on Adult Education in the Greek Ministry of Education since 1984. She is a member of the scientific staff of Hellenic Open University and she has been assigned to teach Adult Education in postgraduate courses for the present academic year. She has published articles and chapters on adult education and e-learning. Her research interests mainly focus on topics related to adult education and educators’ training in conventional and e-learning environments.

Annabelle Lewer-Fletcher, before beginning on an academic path Annabelle Lewer-Fletcher began her working career in the lively arts sector in Canberra, running her own theatre company and while also working as a media spokesperson for prominent lobbying organisations. She has been working at UNSW for 4 years and has been a course convener at UNSW for 3 years, she is currently delivering the DVC-A Introduction to Global Citizenship course within the Diploma of Professional Practice and tutoring in the UNSW Art & Design, design history program. Annabelle is passionate about online delivery methods and utilising the visual in the delivery of course content and prides herself on creating engaging and accessible resources for students. Her unique mix of tertiary qualifications (BA, ANU; MA, UNSW; GDip Ed, MQ) and industry experience gives her insight into both the academic understanding of her areas of interest but also the practical implications of topics in the daily lives of her students. Lewer-Fletcher areas of interest include: global citizenship theory, e-learning, education, art history, design history and educational design.

Juhong Christie Liu is an Instructional Technologist/Assistant Professor, Professional Faculty, in the Center for Instructional Technology at James Madison University. She has taught undergraduate and graduate classes in face-to-face, online asynchronous and synchronous environments. Her research interest focuses on student support in technology-mediated learning environments, impact of teaching and learning with evolving and emerging technologies, and collaborative teaching and learning in distributed environments. Christie received a Ph.D. in Instructional Design and Technology from Virginia Polytechnic Institute and State University. She published in TechTrends and HETL, and presented at AECT, Online Learning Consortium, Mid-Atlantic EDUCAUSE, SITE, E-Learn and ASCD conferences. Her presentation at the Online Learning Consortium 10th Annual Blended Learning Conference was awarded as the “Best-in-Track” Student Support session.

Patrick R. Lowenthal is an assistant professor in the Department of Educational Technology at Boise State University where he teaches in a fully online graduate program. Prior to joining the faculty full-time, he spent two years as an instructional designer at Boise State. Before moving to Idaho, Patrick worked as an Academic Technology Coordinator at the University of Colorado Denver as well an assistant professor at Regis University. Patrick is interested in problems of practice with teaching and learning online. He researches how faculty and students communicate using emerging technologies and, specifically, how they establish presence and community online.

Eunice Luyegu is a faculty member and Instructional Design Specialist in the College of Healthcare Sciences at Nova Southeastern University – Tampa Campus. She consults with faculty to create engaging learning environments. Dr. Luyegu holds a PhD in Instructional Design and Technology from the University of South Alabama. She is also a Certified Performance Technologist. She facilitates faculty
training workshops on the pedagogy and technology of teaching and learning. Her research interests include blended learning and the integration of learning, emerging, and open technologies in course design.

**B. Jean Mandernach**, Ph.D. is Research Professor and Director of the Center for Innovation in Research and Teaching at Grand Canyon University. Her research focuses on enhancing student learning through assessment and innovative online instructional strategies. In addition, she has interests in examining the perception of online degrees, the quality of online course offerings and the development of effective faculty evaluation models. Jean received her B.S. in comprehensive psychology from the University of Nebraska at Kearney, an M.S. in experimental psychology from Western Illinois University and Ph.D. in social psychology from the University of Nebraska at Lincoln.

**William Thomas McBride** teaches film, drama, cultural studies, and hermeneutics at Illinois State University and is the author of Stylized Moments: Turning Film Style Into Meaning. He has published, among other topics, on the “fathead” shot in Hitchcock, circumcision and midrash, apocalyptic fun in the paintings of Kenny Scharf, chiasm, lex talio and money in the Book of Esther, pedagogical approaches to the film of Leroi Jones’ Dutchman, Samuel Beckett’s homo mensura, Indian masking and native funk, shyster vampires, and Bahktin’s Marxist formalism.

**Robert L. Moore** has been an instructional designer with the University of North Carolina at Chapel Hill School of Government since 2010 and has worked at UNC since 2004. In his current position, he collaborates with faculty on integrating innovative technology to support their instruction in face-to-face, blended, and online instructional environments. Moore is currently pursuing a PhD in Curriculum and Instruction from North Carolina State University. He holds a Masters of Project Management from Western Carolina University, an M.S. in instructional technology from East Carolina University, and a B.A. in political science from UNC-Chapel Hill. He is also a UNC-Chapel Hill Center for Faculty Excellence Future Faculty Fellow and has attained the LEARN NC Online Instructor certification and the East Carolina University Distance Learning and Administration certificate.


**Christina M. Nash** is a doctoral candidate in the Department of Educational Theory and Practice at the University at Albany, SUNY. Her dissertation is a metaphorical analysis of educational standards. Other areas of research and publication include multicultural education and online learning.

**Maria Pavlis Korres** obtained a university degree in Political Sciences in Athens (1981). From 1983 until today she works on Adult Education in the Greek Ministry of Education. She has participated as an expert in the first research on Roma Education conducted by the European Council (1985-1986) and she has participated in educational and research projects on Roma Education implemented by the E.E, the General Secretariat for Lifelong Learning in Greece, the University of Ioannina and the University of Athens, Greece). Since 2005 her research interests are focused on e-learning and she became PhD student in the University of Alcalá, Spain. In 2008 she obtained her Advance Studies Degree from the Computer Science Department of the University of Alcalá and in 2010 she obtained her PhD with honors.
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The subject of her PhD is “Development of an e-education framework for the education of educators of special groups in order to improve their compatibility with their learners”. Since 2012 she is a member of the scientific staff of Hellenic Open University and she has been assigned to teach Adult Education in postgraduate courses. She has published several articles, chapters and books on Roma, adult education and e-learning. Her current interests are focused on design, development and evaluation of educational projects for adults, face to face and e-learning, as well as the group dynamics in an online environment and the appropriate use of communication tools in order to promote interaction in an online environment.

Elaine Roberts Kaye is an Instructional Technologist/Professional Faculty in the Center for Instructional Technology, as well as a Faculty member in the College of Education at James Madison University.

Arianne Rourke is an academic in the Faculty of Art and Design, the University of New South Wales, Sydney, Australia. She has over 23 years of experience of university teaching. During this time Dr Rourke has Co-ordinated and taught design history and theory in the Bachelor of Design and the Internship and Research paper courses in the Master of Art Administration. Her research is in Cognitive load theory, visual literacy, learning style modalities, prototype theory, expert/novice differences and online teaching and learning examining ways of improving instructional design towards the long-term retention of learning. Dr Rourke has published widely her experimental research into teaching and learning in higher education and has co-edited a book with Kathryn Coleman titled: ‘Pedagogy Leads Technology, Online Learning and Teaching in Higher Education: New Pedagogies, New Technologies’ (2011) with Common grounds publishing. She has also co-authored a book with Dr Zena O’Connor titled: ‘Effective use of visuals in higher education’ (2012) published by Nova Science. More recently Dr Rourke has co-edited a books with Dr Vaughan Rees titled: ‘Building minds, forging bridges: teaching in a visually littered world’ (2013) and another book titled: ‘Researching the Visual: Demystifying ‘the picture that’s worth a thousand words’ (2014), published by Common grounds publishing. She holds the following degrees: BA(Vis.Arts), AMCAE; BEd(Art), SCAE; MA(History), UNSW; MA(Hons) Macq; MHEd, UNSW; MPhil(HE), UNSW and EdD, UNSW.

Peggy Semingson is an Associate Professor of Curriculum and Instruction at The University of Texas at Arlington where she teaches courses in Literacy Studies. Dr. Semingson has experience as a classroom teacher and reading specialist in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from The University of Texas at Austin in 2008. Her research interests include social contexts of literacy learning, digital pedagogies, and students who face challenges in reading. She has published in Teachers College Record and other peer-reviewed journals. She was awarded the Jeanne S. Chall Research Grant from Harvard University during 2009-2010 and received the Platinum level--Best Practices Award for Excellence in Distance Learning Teaching from the United States Distance Learning Association in 2013.

Patriann Smith serves as a faculty member in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. Patriann teaches courses in reading and literacy and conducts research on cross-cultural language and literacy teaching, considering specifically the intercultural experiences of international multilingual students and teachers. She is an International Reading Association
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Pete Smith is Vice Provost for Digital Teaching and Learning at the University of Texas Arlington, where he oversees UTA’s Center for Distance Education, Classroom Technology Support Services, and the Learning Innovation and Networked Knowledge Laboratory. Dr. Smith is an active teacher of German and Russian language and culture and a participating faculty member in the Center for Post-Soviet and East European Studies. He earned his B.A. and B.S. degrees from the Pennsylvania State University, and his Master’s in Slavic Languages and Doctorate in Second Language Acquisition at the University of Texas at Austin. Dr. Smith served as a coordinator and telemorator in the Drake University Language Acquisition Program, an evaluator and coordinator in Drake’s Virtual Language Studies (federal grant initiative for teaching Russian and Chinese online), and a program officer in the Network for Effective Language Learning (a national network of Liberal Arts colleges exploring critical languages and technologies). He also advises initiatives statewide which include the Teacher Quality Federal Grants Program in Texas. His recent presentations and publications have centered on the role of the Internet and network-based tools in teaching of language, culture, and the potential of online communities of practice to foster teachers’ professional development and growth.

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.

David Starrett is Dean of Academic Information Services, Director of Kent Library, Director of Institutional and Programmatic Accreditations, and Accreditation Liaison Officer at Southeast Missouri State University. Dave has directed the Center for Scholarship in Teaching and Learning and established Southeast Online Programs. He has served as a reviewer for Educause and ELI, has served on conference program committees for regional Educause conferences, is an Educause FRYE Fellow, and currently serves on the Senior Leadership Roundtable Council with Educause. Dave has served as a Research Associate with the TLT Group, Executive Director of the Council for Administration of General and Liberal Studies, board member of the Association of General and Liberal Studies, and member of the Educause Advisory Committee on Teaching and Learning.

Cindy Stewart is an Associate Professor of Psychology at the University of Houston-Downtown. Her research examines applications of constructivist and motivation theory to online education.
About the Contributors

Kwesi Tandoh has a doctorate degree in Instructional Technology and Design and currently working as an Instructional Designer at Ball State. His primary responsibilities include designing and preparing faculty to teach online as well as mentoring faculty on instructional best practices and the integration of technology in face-to-face, and hybrid courses using Blackboard Learn. Prior to coming to Ball State University, he worked as an instructional designer at the University of Arkansas, Fayetteville and the Appalachian State University. He has also worked as an adjunct professor and Instructional Technology specialist at the Southwest Minnesota State University. Academically, he extensive course work in educational technology and instructional design at the Ohio University and work experiences at the University of Arkansas Global Campus, Appalachian State University, and Southwest Minnesota State University has allowed him to gain an understanding and appreciation for the academic processes which are exhibited. This rewarding experience not only sharpened his desire to make a positive contribution in this field, but provided me the opportunity to cross train with other educators. His experience has further strengthened my interest in academic support and instructional design. Today, he is an active member of Ball State University’s dynamic instructional design team. I assist team members, design course layouts and graphics for Blackboard Learn 9.1 SP 13, and work with instructors to design effective face-to-face, hybrid, and online courses in Blackboard to promote learning.

Kathryn Woods is an Assistant Professor in the Professional Studies department at Austin Peay State University. Dr. Woods has significant work experience in the fields of healthcare administration and financial services. Her research interests include marketing, social media, employee turnover, corporate culture, and online learning.

Angelia Yount is an instructional designer at Ball State with a passion for education and training individuals both face-to-face and online. Yount has trained in the corporate setting, K-12, and in higher education. She was an administrator for online education at Ivy Tech Community College Northwest, and was a department chair for the School of Business online for ITT-Tech. Yount is currently working toward a doctorate degree in organizational leadership, maintaining a 3.89 GPA while working full time. She earned a master’s degree in business administration management from Indiana Wesleyan University. She has a bachelor’s degree in visual communications from Ball State. Yount brings more than 15 years of experience and expertise in training and developing curriculum, both regionally and nationally. She takes pride in constantly analyzing how to make a course online more dynamic than the face-to-face course. She recognizes that online teaching can sometimes be more challenging due to the learning format and the need to incorporate media and technology in place of the face-to-face lecture. Yount also draws upon her previous experience of writing training manuals and training individuals in the manufacturing environment to continue to enhance her analysis of courses.

Guangji Yuan is a doctoral student in curriculum development and instructional technology at the department of educational theory and practice, school of education, University at Albany New York. Her research interest are instructional technology, bet practices in online learning, and creativity and research in instructional technology.