About the Contributors

**Joan A. Rhodes**, Associate Professor of Reading and Early/Elementary Education has over 30 years of teaching experience at the preschool, elementary, middle school and collegiate levels. She is a graduate faculty member in the PhD in Education program where she teaches courses in professional development and instructional theory. Rhodes directed ten study abroad programs to diverse countries including New Zealand, Italy and Costa Rica. Her research focuses on digital literacy, social media and the impact of study abroad experiences.

**Tammy M. Milby** serves as Director of Reading at the University of Richmond in the United States of America. Dr. Milby teaches both undergraduate and graduate level literacy courses at her university. She has directed eight different study abroad experiences to locations such as Costa Rica, destinations across Europe, and to New Zealand. Her research interests include: teacher quality/exemplary teachers, literacy clinics, and the influence of studying abroad on teacher dispositions and instructional practices.

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**Barbara A. Bradley**, PhD is an Associate Professor in Reading Education in the Department of Curriculum & Teaching at the University of Kansas. Her research focuses on early literacy and book sharing, and she teaches courses related to literacy in elementary grades, reading comprehension, and reading research. She also has co-directed a study abroad in Italy for 15 years.

**Robert Edward McKenna Brown** is the Executive Director of the Global Education Office and Professor of World Studies at Virginia Commonwealth University. As Senior International Officer, he oversees an operation of 49 fulltime faculty and staff charged with the expansion, coordination and support of international activities across the institution. Under his leadership, VCU has completed a multiyear strategic planning process for Comprehensive Internationalization, launched the Quest Global Impact Awards, allocating $500,000 towards over 32 projects aligned with the university’s strategic plan; established VCU Globe: a global education living learning community, and the International Faculty Development Seminar. Dr. Brown is the recipient of Elske V.P. Smith Distinguished Lecture Award (2007), the Presidential Award for Community Multicultural Enrichment (2006), and the Humanities and Sciences Distinguished Teaching Award (2002). He is a Returned Peace Corps Volunteer (Ecuador 1978-80) and has held leadership positions in several community and professional organizations including the World Affairs Council of Greater Richmond, Red Cross Multicultural Advisory Board, Guatemala Scholars Network, Foundation for Endangered Languages and Modern Language Association. His re-
search interests include the links between language and identity and he has authored numerous books, articles, chapters and papers. He produced an award-winning video on the Mayan revitalization and his translation of Mayan poetry was selected as Finalist for the 2002 PEN Literary Award. He is the recipient of three Fulbright awards and has served as co-PI on two US Department of Education Title VI funded projects and numerous Department of State educational grants.

**Bing Chen** is an assistant research fellow at the Graduate School, S.J.D. candidate of the Law School of Shanghai Jiao Tong University. His research interests includes laws of education, graduate education, and China’s higher education reform.

**Jeanne Cobb** is Professor of Literacy Education at Coastal Carolina University. She also serves as Director of the Chanticleer Center for Literacy Education and Coordinator of Graduate Literacy M.Ed. Program. She has a combined total of 31 years in education as an elementary school teacher, reading specialist, Title I teacher, university professor, professional development school coordinator and reading clinic director. Dr. Cobb’s primary research interests are in the field of emergent literacy and intervention strategies for improving the literacy achievement of struggling readers and writers. She has published articles in Journal of Adolescent and Adult Literacy, Journal of Students Placed at Risk, Journal of Reading Education, Journal of Research in Childhood Education and the LRA Yearbook. She has presented research papers at international, national, state, and regional conferences and conducted workshops for parents and teachers. She is the co-author of the text, Historical, Theoretical and Sociological Foundations of Reading in the United States and the author of a children’s picture book.

**Jamie Colwell** is an assistant professor of literacy in the Darden College of Education at Old Dominion University.

**Judith Cruzado-Guerrero** is an Associate Professor at Towson University in the College of Education.

**Ann Cunningham** is currently teaching Instructional Design courses to preservice teachers at Wake Forest University as well as Globalization and Education courses for freshmen. Dr. Cunningham leads a summer study abroad program to provide experiential learning opportunities for undergraduates in New Zealand. Dr. Cunningham is also actively engaged in the Global-Ready Schools agenda in North Carolina.

**Hannah Dockrill** is a doctoral student in Curriculum Studies with the Department of Curriculum and Instruction at Purdue University. Her research background includes working with pregnant and parenting teens in formal school settings and study abroad in teacher education with a focus on existentialism, postcolonial theory, and decolonial pedagogy.

**Steven T. Duke**, Ph.D., is Assistant Vice President for Global Strategy and International Initiatives at the University of Nebraska. He previously coordinated Wake Forest University’s cross-cultural engagement program for students and the annual WISE conference, which helps faculty leaders and study abroad professionals develop cross-cultural learning activities and awareness among their students. He is the author of *Preparing to Study Abroad: Learning to Cross Cultures* (Stylus, 2014) and articles on Russian and Baltic history.
Robin Hurst is an Assistant Professor of Adult Learning at Virginia Commonwealth University. Before joining VCU, Dr. Hurst worked as a Human Resource Manager and human resource development professional for a multinational corporation. Dr. Hurst received her doctorate in Human Resource Development from the George Washington University.

Jennifer Jones is an Associate Professor of Literacy Education at Radford University in Radford, Virginia. Dr. Jones teaches undergraduate and graduate level literacy courses at Radford University and serves as International Projects Chair for the Virginia State Reading Association. A former classroom teacher, Jones has served as a study abroad program director to Malawi, Africa since the program’s inception at Radford University in 2004.

Yasemin Kirkgöz works as a Professor in the ELT Department of Cukurova University. Her main interests are language policy, use of technology in classes, curriculum design, and innovation management.

B. P. (Barbara) Laster is a Professor in Reading Education at Towson University, where she has been a faculty member since 1994. From 1974-1994, she was a reading teacher or reading specialist in rural Florida, the Appalachian region of Ohio, a small town in Massachusetts, and Northern Virginia. Currently, Dr. Laster teaches courses on current topics in literacy, literacy interventions for special populations, new/digital literacies, reading disabilities, and cultural contexts of literacy. Her publications include work on aspects of comprehension, teacher development, literacy and technology, family literacy in reading clinics, service learning, and religious diversity in public school settings. She has published multiple book chapters and over 25 peer-reviewed journal articles in such venues as the Literacy Research Association Yearbook, The Reading Teacher, the Journal of Language and Literacy Education, Literacy Research and Instruction, the Journal of Curriculum and Instruction, Language Arts, and English Education. Among other service, she has served on the International Reading Association’s 2010 Standards for Reading Professionals Committee, the National Joint Committee on Learning Disabilities, and the IRA Commission on Response to Intervention (RTI).

Qunqun Liu is a graduate student in the Graduate School of Education at Shanghai Jiaotong University. She obtained a B.S. in public administration from China Agricultural University. Her current interest focuses on the cognitive development of engineering graduate students.

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 international organizations and higher education institutions. His research interests include electronic commerce and technology applications in business.

Gilda Martinez-Alba is the Director of the Graduate Reading Program at Towson University (TU) in the College of Education. She is also the Provost Fellow for Diversity and Inclusion. In her role, she has created courses that prepare teachers to work with English Language Learner students and families, and has helped build diversity while serving on the National Council for Accreditation of Teacher Educators Steering Committee. She enjoys working on scholarship through partnerships that promote relationships between TU and schools with immigrant communities. She is the co-chair of the Latino Faculty and
Staff Association, where she mentors Latino faculty and students, supporting the university’s efforts to recruit and retain more Latinos. While at TU she conducted multiple study abroads, connecting students with opportunities in Costa Rica, Portugal, New Zealand and Argentina.

Shannon L. Melideo serves as Associate Dean in the School of Education and Human Services at Marymount University (MU). Prior to her current position, she chaired the Education Department at MU and taught literacy, general curriculum math, and science methods courses. Before Dr. Melideo’s stint in higher education, she taught ESOL, a variety of elementary levels, and worked as an elementary administrator. Her research interests include: peer coaching, advancing literacy assessment through technology, and clinical experience study abroad.

Diane Corcoran Nielsen, Ph.D. is a Professor of Education at the University of Kansas where she teaches courses to preserve elementary education majors and graduate students studying to be reading specialists. Honored for her teaching of courses in children’s literature and reading, Nielsen has worked extensively with teachers and schools, led several large-scale literacy-related projects and published on topics related to literacy and teacher education.

JoAnn Phillion is Professor of Curriculum and Instruction, Purdue University. She teaches graduate courses in curriculum theory and multicultural education, and an undergraduate course in preservice teacher development. Her research interests are in immigrant student education, multicultural education, and teacher education in international contexts. She has directed a teacher education summer immersion study abroad program in Honduras since 2002. She is also involved in teacher education and research in Hong Kong and China.

Jubin Rahatzad is a Curriculum Studies doctoral candidate at Purdue University, and holds an M.A. in Political Science from Purdue University. Teacher education courses taught include a foundational multicultural education course, a global studies seminar, an international student teaching preparatory course, and international education courses during a study abroad program in Honduras. Research interests include postglobality, critical theories, and international teacher education. Professional activities include serving as an assistant director for a study abroad program in Honduras, and as a council member of the Curriculum and Pedagogy Group. Jubin is a Cascadian of Iranian descent with an ascertained Catalan identity.

Tammy Ryan, Ph.D. is an associate professor of reading education and teacher preparation in the School of Education at Jacksonville University. She has over fifteen years of teaching experience in public and private elementary and middle school classrooms. Her research investigates vocabulary development, uses of digital technologies, and preparation of highly-qualified teachers of reading. Her publications include articles in the Reading Teacher, Kappa Delta Pi, Record, Journal of Reading Education, and chapters in the Yearbook of the Literacy Research Association, The New Literacies: Multiple Perspectives on Research and Practice, Advanced Literacy Practices: From the Clinic to the Classroom, and others.

Michael R. Scott, M.A., M.T. is a doctoral student in education at Virginia Commonwealth University. His research interests lie in international education, cultural competence and responsiveness, and ethnography.
Mindy Spearman is an associate professor at Clemson University who teaches classes in Elementary Social Studies Education, the historical foundations of education, and qualitative research methods. She holds a Ph.D. in Curriculum Studies and a M.A. in Classical Archaeology, both from the University of Texas at Austin. Some of Dr. Spearman’s research areas of interest are: the history of in-service education—including teachers’ institutes, reading circles, and state education periodicals; sustainability education for young learners, and historical research methods.

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). He 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.

Patricia Talbot is an Associate Professor in the School of Teacher Education and Leadership at Radford University. Prior to her work in Elementary Education and Educational Leadership at the university level, she worked in the local Montgomery County Public School system as a classroom teacher, an elementary guidance counselor, a school principal and a central office administrator for more than 25 years. Talbot has been actively involved in the Malawi Study Abroad Project since 2008.

Stephanie Tignor is the Director of Education Abroad at Virginia Commonwealth University where she oversees administration of the University’s study abroad and exchange programs, including approximately 40 faculty-led programs. She is an almonna of VCU, at which she earned her master’s degree in English. She has worked in VCU’s Global Education Office in a variety of positions for more than nine years, and became Director in 2008.

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