About the Contributors

**Sagini “Jared” Keengwe** is a Professor of Education in the Department of Teaching and Learning at the University of North Dakota, USA. Prof. Keengwe is the editor-in-chief of two IGI Global Book Series: “Advances in Higher Education and Professional Development” (AHEPD) and “Advances in Early Childhood and K-12 Education” (AECKE). He serves on the editorial review board of several international journals and is also the editor-in-chief of two journals: *The British Journal of Education, Society and Behavioral Science* and *The Journal of Education and Learning* (EduLearn). Prof. Keengwe has published more than 100 publications in refereed journals, books, book chapters, and conference proceedings. Prof. Keengwe’s work was honored with the 2011 UND McDermott Faculty Award for Excellence in Academic Advising. He was also a recipient of the 2010 North Dakota Spirit Faculty Achievement Award, and the 13th Annual Martin Luther King Jr. Award in recognition of significant contribution in scholarship and service respectively. At the national level, Keengwe was one of the 10 recipients selected to receive the 2010 American Educational Research Association (AERA) Teacher Education Travel Award.

**Grace Onchwari** is an Associate Professor in the Department of Teaching and Learning at the University of North Dakota, USA, where she teaches a variety of graduate and undergraduate courses in early childhood education. She is also the coordinator of the early childhood program. Her research focuses on teacher professional development, immigrant children, Head Start, and mentor-coaching. Prof. Onchwari’s academic background includes a postgraduate diploma in education, Masters in child development and early childhood education and a doctoral degree in curriculum instruction with an early childhood education emphasis. Prof. Onchwari has researched and authored articles and book chapters with a focus on these areas. She is also the co-editor of various books including “Cross-Cultural Considerations in the Education of Young Immigrant Learners” and “Promoting Active Learning Through the Flipped Classroom Model”.

***

**Ajlan Alshehri** is currently an associate professor of Education and Technology in the department of Business Education. His research areas include Management, Education, and technology. He published more than 25 publications. He is the co-author of Office Management; the author of Modern Office Technologies & the Assistance Administrative Jobs; the translator of Educational Leadership and Planning for Technology, and the translator of e-transformation: Enabling New Development Strategies. He has several publications in refereed journals and conference proceeding, such as Public Administra-
Prince Hycy Bull is a Professor of Education and the Chair of the Curriculum and Instruction Department at the North Carolina Central University, USA. Dr. Bull’s research activities include technology integration with candidates and professional educators, emerging technologies, and technology integration with K-20 faculty and staff. Dr. Bull is a graduate of the University of Sierra Leone, Fourah Bay College, North Carolina Central University and North Carolina State University. Dr. Bull taught at the high school level in Freetown, Sierra Leone, as a special education teacher at Murdoch Development Center for ten years, and later served as School Administrator for eight years. Dr. Bull has extensive knowledge in integrating technology in k-20 education. Dr. Bull’s credentials are North Carolina teaching licenses for Intellectual Disabled (Mild and Severe), Mentor, Curriculum Specialist, Instructional Technologist, School Principal and Exceptional Children’s Director.

Lakshmi Chellapan is currently a doctoral student in Educational Technology at the Higher Education Department Centre, University of Otago, New Zealand. Her doctorate thesis focuses on the “The Pedagogical Reasoning Underpinning the Adoption and Non-adoption of Flipped Classroom Model in the context of Higher Education”.

Veronika Bohac Clarke is Associate Professor in the Werklund School of Education at the University of Calgary in Alberta, Canada. She has been using the Integral Model in teaching since 2001. She has coordinated Master’s level programs in Integral Curriculum Development, and currently coordinates a doctoral program in Curriculum – Integral Theory.

Tricia Muldoon Brown is a member of the Department of Mathematics at Armstrong State University. In her pure mathematics research, she is interested in exploring the connections between algebraic combinatorics and other disciplines such as commutative algebra and topology. She also enjoys recreational mathematics, especially queens problems on chessboards and the interplay of mathematics and sports. As an educator of future teachers and a mother of two small children, Dr. Brown has a strong interest in working with K-12 educators to become more effective and innovative instructors. In her free time, Dr. Brown is an avid reader and enjoys spending time with her family and an occasional game of poker.

Victorio Burcio-Martin is an avid digital and social media producer, providing design, production and strategy for projects that involve the creation of digital media, with an outspoken personality and a good taste for food and wine. He has developed his design and creative skills in digital platforms since the beginning of the digital era, living in different countries has given him a broad multicultural awareness that applies on design concepts. The last 10 years of Victorio’s career have been based in Higher Education, still taking postgraduate studies to continuously pursue his personal development and feeling that he is young enough to still be a student. Victorio’s current development projects involve digital publications and Apps, creating new paths for digital strategies.
**About the Contributors**

**Thomas Cochrane** is an Academic Advisor and Senior Lecturer in educational Technology at AUT University’s Centre for Learning and Teaching (CFLAT). His research interests include mobile learning, web 2.0, and communities of practice. Thomas has managed and implemented over 50 mobile learning projects, with a recent focus upon Android and iOS smartphones and the iPad as catalysts to enable student-generated content and student-generated learning contexts, bridging formal and informal learning environments. He has over 100 peer reviewed publications, receiving best paper awards at Ascilite 2009, ALT-C 2011, ALT-C 2012, and has been invited to keynote at several international educational technology conferences including: the 2012 Australian Moodle Moot, the 2012 m-Libraries conference in the UK, the launch of UWS massive iPad project in February 2013, the 2014 IBSA VET Practitioners Conference in Melbourne, and an invited speaker at EdMedia2014 (Tampere, Finland).

**Kenneth Connor** has his B.S.E.E. and M.S.E.E. from the University of Wisconsin– Madison and a Ph.D. from the Polytechnic Institute of NYU. He is a professor in the Department of Electrical, Computer, and Systems Engineering at Rensselaer Polytechnic Institute, where he teaches courses on electromagnetics, electronics and instrumentation, plasma physics, electric power, and general engineering. His research involves plasma physics, electromagnetics, bioinstrumentation, photonics, engineering education, diversity in the engineering workforce, and technology enhanced learning. He is a Fellow of the IEEE for his work on *the application of heavy particle beam based diagnostics to plasmas of interest to the thermonuclear fusion community*. He was ECSE Department Head from 2001-2008 and served on the board of the ECE Department Heads Association from 2003-2008. He is presently the Education Director for the SMART LIGHTING NSF Engineering Research Center, directs the Mobile Studio Project and co-leads the Center for Mobile Hands-On STEM.

**Jane Costello** is a Senior Instructional Design Specialist with Distance Education, Learning and Teaching Support at Memorial University of Newfoundland. Dr. Costello holds a PhD from Lancaster University, UK in eResearch and Technology Enhanced Learning. An experienced instructional designer and educator, her background includes networked learning, educational technology, open educational resources and repositories, adult learning, and human performance technology. Dr. Costello's work has been honored with awards for Instructional Design on multiple projects from associations such as the Canadian Network for Innovation in Education – Réseau canadien pour l’innovation en éducation (CNIE RCIÉ). She has published in the areas of networked learning, effective use of social media, mobile learning, and guest speakers in refereed journals and conference proceedings. Currently, Dr. Costello’s focus is on instructional design of online courses, effective integration of emerging technologies in learning events, learning resources and tablet learning.

**Victoria C. Coyle** is a senior evaluator at the Evaluation Consortium at the University at Albany/ SUNY. She has served as principal investigator for the evaluation of both federally and state-funded grants and her major areas of study include evaluation practices in K-14 settings, the incorporation of technology in education, innovative instructional approaches, and teacher professional development. She has a Master of Science in Teaching Biology 7-12, is certified in Middle and High School Science (7-12), has a Certificate of Advanced Study in Research Methodology, and a PhD in Educational Psychology and Methodology.
Daph Crane has a master of distance education from Athabasca University. Daph has been an instructional designer since 1998. As a Senior Instructional Designer with Distance Education, Learning and Teaching Support at Memorial University, she leads a talented team of programmers, designers, multimedia specialists, and video producers to help faculty members develop their learner-centered courses for online learning. This team has received awards for instructional design including one from Canadian Network for Innovation in Education – Réseau Canadian pour l’innovation en éducation (CNIE RCIÉ). Daph has special interests in quality in learning activities, and alternative forms of assessment and feedback using a variety of technologies. She has presented and published in numerous conferences and refereed journals respectively.

Patricia Dickenson is an Assistant Professor in the Department of Teacher Education at National University in San Jose, California, USA. Dr. Dickenson teaches student teaching method courses, classroom management, as well as educational technology courses. Her recent publication includes using the flipped model in a teacher education classroom, second career pre-service teachers, and mathematics professional development. Dr. Dickenson’s primary research interest is in technology integration with pre-service teachers. Dr. Dickenson has taught elementary, middle and high school and was a mathematics coach for urban schools in Los Angeles, California. She completed her doctoral work at the University of Southern California in Educational Psychology.

Yolanda L. Dunston has 22 years of experience in education in the state of North Carolina. She earned a BA in Elementary Education, a MEd in Special Education—Literacy Studies, and a PhD in Literacy from the University of North Carolina at Chapel Hill. Her focus is effective teaching, particularly in the area of literacy. She has taught at pre-school and elementary levels, provided consulting for struggling middle and high schoolers, and taught undergraduate and graduate courses at UNC–Chapel Hill and North Carolina Central University. She has prepared instructional materials for Pearson Prentice Hall, and is a contributing author for Aftermath of Hurricane Katrina: Educating Traumatized Children Pre-K through College. Currently, she is an Associate Professor at NCCU in the Department of Curriculum and Instruction in the School of Education. She coordinates the Elementary Education program, teaches literacy courses, facilitates the internship seminar, and supervises student teachers.

Afra Ahmed Hersi is an Associate Professor in the Teacher Education Department at Loyola University Maryland, USA. Dr. Hersi teaches in the Literacy Graduate Program and the Teaching English Language Learners (TELL) certificate program. Her research interests include the literacy and language development of adolescent English language learners, immigration and social identity development, culturally and linguistically responsive literacy practice. Dr. Hersi’s research has appeared in a number of peer-reviewed journals, including the Bilingual Education Journal, Intercultural Education Journal, and Journal of Career Development.

Charlotte Holland is Chair of Undergraduate Studies in the School of Education Studies at Dublin City University, where she lectures on technology-enabled learning, teacher professional development and Education for Sustainable Development (ESD). She is also Director of RCE Dublin, a Regional Centre of Expertise in Education for Sustainable Development, acknowledged by the United Nations’ University in 2014. Her research interests include technology-enabled learning, learning analytics, instructional design, meta-cognition and ESD. She is regularly asked to keynote at national and international confer-
About the Contributors

ences on ICT and ESD, and has authored/ co-authored numerous journal papers, book chapters, and conference paper across these thematic areas. Dr. Holland was a founding member and inaugural chair of the Institute of Educational Research in Ireland, an all-island body established in 2010 to promote public discourse on education-related policies and practices.

Deborah A. Horan is an associate professor in Elementary Education and Literacy at Metropolitan State University of Denver, U.S.A. Deborah earned her doctorate in Curriculum and Instruction, with a focus on Language, Literacy, and Culture from Boston College, and her master’s degree in Curriculum and Instruction, with an emphasis in bilingual education from the University of Colorado at Denver. Her teaching and research interests focus on literacy among multilingual populations and sociocultural influences on teaching and learning.

Kim A. Hosler is a graduate of the University of Northern Colorado and holds a doctorate in Educational Technology. She is adjunct faculty for University College at the University of Denver, Metropolitan State University of Denver, as well as adjunct faculty for Regis University, in Denver, Colorado. Dr. Hosler facilitates courses in research methods, technical writing, adult learning theory, as well as graduate level courses in organizational and professional communications, and 21st century teaching and learning. Her research focuses on several areas: the intersection of mobile learning and instructional design; emerging pedagogical practices, and establishing communities of inquiry in the classroom and online. Dr. Hosler has published her research in refereed journals, book chapters and conference proceedings.

Bonface Ngari Ireri is a Senior Lecturer in the Department of Computer Science and Information Technology of Africa Nazarene University, Nairobi, Kenya. He has taught for over 20 years in high schools, a teachers’ college and University. At the University, Mr. Ngari teaches computer science courses and teaching methods for computer science. He holds a PhD in computer science from the School of Computing and Informatics of University of Nairobi. His primary research is on Mobile learning, e-Learning and Instructional Design Methodologies. He has published a website for mobile learning http://mobile-learn.anu.ac.ke and two articles in an International Knowledge Sharing Platform (IISTE), Journal of education and Practice (JEP).

Anne Katz is an Assistant Professor of Reading in the College of Education at Armstrong State University in Savannah, Georgia. She teaches undergraduate and graduate coursework in language development, literacy assessment, reading theory, diagnosis and remediation of reading difficulties, and literacy in the content areas for pre-service educators as well as M.A.T. and M.Ed. candidates. Dr. Katz is involved in literacy research and professional development efforts in schools and community centers. She was selected as a 2015 Governor’s Teaching Fellow through the Institute of Higher Education at the University of Georgia, and was also named the 2015 Outstanding Faculty Member for Armstrong State University’s Women’s Empowerment Month Program. She is a recipient of the 2015-2017 Emerging Leaders Fellowship through the Conference on English Leadership (affiliated with the National Council of Teachers of English). She has published and presented on a range of literacy research endeavors.

Patrick Kelsall earned his Master in the Arts of Teaching at the Metropolitan State University of Denver. He earned a Bachelor of Arts in Sociology from the University of Colorado at Boulder. His education interests include culturally relevant pedagogy, self-directed learning, and environmental education.
Jackie HeeYoung Kim is an associate professor at Armstrong State University in Savannah, GA, where she has taught online classes and childhood education courses for the past six years. She taught technology integration courses for preservice teachers at State University of New York Cortland for two years before joining ASU in 2007. She has authored many articles related to Web-based learning and teaching in professional journals and has given many presentations at professional meetings. She enjoys Southern teaching, writing, and living in coastal Georgia.

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

Elizaphan M. Maina is a Lecturer in the Department of Computing and Information Technology at Kenyatta University, Kenya. He has taught computer Science for ten years in Universities and Tertiary colleges. He has published journals in the field of artificial intelligence and collaborative learning. He lectures in the field of artificial intelligence, programming, database systems and the use of ICT in Education. His primary research focus is on the integration of artificial intelligence techniques in e-learning in order to create new e-pedagogies which can support personalized e-learning and also provide computer supported collaborative learning. His current research examines improving of online collaborative learning using machine learning techniques.

Jacques van der Meer (PhD) is Senior Lecturer and Associate Dean at the University of Otago College of Education (New Zealand). In this capacity he teaches in courses related to human development and counselling. He has worked in many sectors of education (including secondary and community education). His research interests are related to the first-year experience, student retention, equitable access and participation in higher education and peer-learning/student leadership approaches to enhancing student engagement. He is also the associate editor of the Journal of Peer Learning.

Joel S. Mtebe received B.Sc. Computer Science and Statistics from the University of Dar es Salaam (UDSM), Dar es Salaam, Tanzania in 2002 and Master of Online Education from the University of Southern Queensland, Australia in 2004. He graduated doctoral degree in Interactive technology/Human Computer Interaction from the University of Tampere, Finland in 2014. Dr. Mtebe is currently a Lecturer in the Department of Computer Science and Engineering at the University of Dar es Salaam. He has published more than 10 publications in refereed journals and conference proceedings. His research areas include OER, MOOCs, Cloud computing in education, usability of eLearning systems, Learning management systems, Mobile learning, and eLearning system success.

Vickel Narayan a learning and teaching consultant at the Centre for Learning and Teaching (CfLAT) at the Auckland University of Technology. Previously, Vickel was an Academic Advisor (eLearning) at Unitec Institute of Technology from 2009 to 2011. He has a keen interest in Web 2.0 technologies and its potential to engage students and teachers in the teaching and learning process. Vickel is particularly interested in exploring mobile Web 2.0 tools for creating, nurturing and maintaining virtual communities, social connectedness, fostering social constructivism, student generated context and context.

About the Contributors

444
**About the Contributors**

**Dianna L. Newman** is Professor Emeritus at the University at Albany/SUNY and Research Professor in the Evaluation Consortium located in the School of Education at the University at Albany/SUNY. Dr. Newman has served as principal evaluator for multiple federal and state-funded technology-based curriculum integration grants and is currently developing and piloting an innovative model of evaluation that will document systems changes resulting from technology-based curriculum integration into instructional settings. Dr. Newman is widely published in the area of technology innovation, K-12 curriculum and instructional practices, and higher education STEM technology support for learning. Her more recent publications include qualitative meta-analyses of evaluations documenting technology integration that supports hands-on and student-centered learning in K-12 and higher education classrooms.

**Robert Oboko** is a member of the faculty at the University of Nairobi’s School of Computing and Informatics. His research interests are mainly in issues around use of ICT for Development. These include issues around application of ICT in Education, Monitoring and Evaluation, health, enhancement of Social Capital, and ICT4D policy research, among others. He is also keen on the use of machine learning and mobile devices for development. He regularly publishes international refereed journal papers, refereed international conferences papers and book chapters.

**Lori Ogden** is a Teaching Assistant Professor of Mathematics at West Virginia University. She is the coordinator of college algebra and has designed, developed, and studied the implementation of a flipped classroom teaching model in her college algebra courses. In addition to her coordination responsibilities, she teaches a variety of undergraduate mathematics courses, including pre-calculus and applied calculus. Her research interests include course design and development, online and blended learning environments, and teacher education. Lori is a former high school mathematics teacher.

**Elijah I. Omwenga** holds a PhD in Computer Science from the University of Nairobi in the area of Information Systems. He teaches at the School of Computing and Informatics, University of Nairobi. He is a Commissioner at the National Commission for Science, Technology and Innovation and the Secretary for the Consortium for National Health Research (CNHR). Elijah is also the President of the African Association for Teacher Educators and the African representative to the World Forum for Associations of Teacher Educators (WFATE). Professor Omwenga is not only a seasoned Software Engineer of twenty (20) years experience, but also an author of over 25 scientific papers in reputable journals and publications, tens of technical papers, and an author of three books. He is engaged in research on deployment of low bandwidth mobile/electronic/web-based applications as well as integration of ICT in learning institutions.

**Ebba Ossiannilsson**, PhD, Vice President, the Swedish Association for Open and Distance Education, Sweden, and in the EC at the European Distance and E-learning Network (EDEN). She became EDEN Fellow in 2014 and Open Education Europa Fellow in 2015. Ossiannilsson is an expert in the areas of e-learning, open and distance learning, OER, MOOC, social media, learning analytics, mobile learning and open education with a special focus on quality. She did her PhD in 2012 with a dissertation on benchmarking e-learning in higher education. She was the research leader for ICDEs quality standard study in online and open education around the globe (2014/2015). Ossiannilsson is a certified international reviewer for EADTU on E-xcelleece and OpenupEd. She is on the Ed board and serves as a reviewer for several International Journals. From 2013-2015 she served as external evaluator for the SEQUENT project led by EADTU. Other Affiliations and board member: LANETO, OER SERVICES, NordicOER, OERSweden, BoldicOER. In EUCEN EC 2002-2008.
Gerrelyn Patterson earned a BA in English Literature from North Carolina Central University, a MEd in English Education from the University of Virginia, and PhD from the University of North Carolina at Chapel Hill. She has more than 17 years of P-12 and post-secondary experience as a literature and composition instructor and teacher educator. Her primary research interests are teacher education, effective teaching, and service-learning pedagogy. She also works to add to the documentation of school desegregation in North Carolina. Currently, she is an Associate Professor at North Carolina Central University where she directs the Middle Grades Education Program.

Shani Salifu is an Instructional Technologist at Concord University, USA. Dr. Salifu is a Learning Management System administrator and Coordinator of Distributed Learning. Dr. Salifu consults with faculty and students on distance/online education. His research interests focus on the use of modern communication technologies and new instructional strategies to improve end-user or student achievement. His current research examines the challenges faced by faculty in improving the experiences of their students’ as they work to build learning communities using digital tools from learning management systems. Dr. Salifu currently has two book chapters “Technology and Empowerment: Social Impact Analysis” and “Using Instructional Design Goals to Appropriately Classify Instructional Design Models” published in edited books “Perspectives on Empowering Education” and “Models for Improving and Optimizing Online and Blended Learning in Higher Education respectively.

Neal Shambaugh is a Professor of Learning Sciences and Human Development. He is a former Associate Dean of Academic Affairs with experience in developing and evaluating undergraduate, transfer, graduate, and certificate programs with both F2F and online features. He spent ten years as a graduate programs coordinator of Instructional Design and Technology, including an online master’s program and a blended doctoral program. He has advised numerous masters and doctoral students including a cohort of doctoral students working in an online doctoral educational psychology program. Since 1999 he has been a university liaison for an elementary/middle school and contributed to a 5-year teacher education program using a Professional Development School model.

Cynthia Sistek-Chandler is an Associate Professor of Educational Technology in the Department of Teacher Education at National University in La Jolla, California, USA. Dr. Sistek-Chandler teaches Technology Foundations, Online Teaching Methods, Instructional Design, and other graduate level Educational Technology courses. As a Faculty Fellow for the Center for Innovation and Learning, her research is focused on integrating online pedagogy and practice in teaching, learning, and training. Dr. Sistek-Chandler has published nearly 100 peer-reviewed articles, blog posts, and conference proceedings, nationally and internationally. She is the recipient of the Professoriate Award from the Chancellor of National University in 2014 and earned a Platinum Disk from CUE (formerly known as Computer Using Educators), for her lifetime contributions to the field of educational technology.
About the Contributors

Moussa Tankari is an assistant professor at the School of Arts and Social Sciences at the University of Zinder, Niger. He also serves as the current chair of the English Department and teaches various courses ranging from introductory to advanced level Phonetics, American Civilizations, and Advanced Literary Stylistics. He also teaches teacher training courses (English skills teaching methodology, Micro teaching, and Practicum) at the School of Education and English for Specific Purposes (ESP) for Medical School students, Students of Geography, and students in the School of Science and Technology at the University of Zinder. He has 18 years’ EFL teaching experience in both secondary and higher education in Niger with diverse students and across a wide range of cross-cultural educational contexts. Tankari’s writes and publishes on online learning, innovative pedagogy in higher education, cultural orientations, active learning, program evaluation, and teacher education.

Peter Waiganjo Wagacha is a faculty member at the School of Computing & Informatics, University of Nairobi. He enjoys teaching, research and working with students to develop innovative ideas and solutions. His research and extension work in ICT4D is in the areas of (1) enhancing ICT in education, such as e-learning using Artificial Intelligence, (2) mobility and urban transportation (3) human language technology for local languages (4) health informatics (5) mobile technology. He has published in refereed journals, book chapters, and conference proceedings.

Muriel Wells is a Senior Lecturer in the School of Education at Deakin University, Waurn Ponds, Victoria, Australia. Dr. Wells teaches in teacher education courses and post-graduate studies in education. Her teaching is focused on the areas of literacy including digital literacies, eLearning, Media and Technology, new technologies in education and training and teacher professional learning. Her primary research interests include: digital literacies across the curriculum, how mobile technologies can enhance literacy learning in primary schools, supporting teachers as researchers, sustainable models of teacher professional learning, learning in an online world and interaction, remixing learning environments and school improvement.

Chris L. Yuen is a permanently certified mathematics (7–12) teacher in New York State, and he currently serves as an Assistant Professor of Mathematics for the Educational Opportunity Center (EOC) at the University at Buffalo of the State University of New York. He has been teaching in the classroom since 2001, and his experience spans across middle school and high school grades, as well as college level and in the adult education sector. He is an active member of American Mathematical Association for Two-Year-Colleges (AMATYC), and has been appointed as a Research Associate for AMATYC in 2012-2013.