About the Contributors

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Ali Al-Bayatti is a senior lecturer and head of intelligent transportation theme at Software Technology Research Laboratory, De Montfort University, Leicester, UK. He has received his PhD degree titled “Security Management in Mobile Ad hoc Network of Networks (MANoN)” in computer science at De Montfort University. Ali’s research deals with vehicular (e.g. vehicular ad hoc networks) and smart technologies (e.g. context-aware systems) that promote collective intelligence. Applications range from promoting comfort, to enabling safety in critical scenarios. The goal of his research is to improve effectiveness, efficiency, mobility and safety of transpiration systems. Ali is currently the programme leader of the MSc Cyber Technology including MSc Software Engineering, MSc Cyber Security, MSc Professional Practice in Digital Forensics and Security and MSc Management pathways. He also teaches core networking modules for postgraduate programmes.

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**Feng Chen** is senior lecturer at De Montfort University. He was awarded his BSc, Mphil and PhD at Nankai University, Dalian University of Technology and De Montfort University in 1991, 1994 and 2007. He has extensive research expertise in the area of software evolution, model driven architecture, cloud computing, knowledge engineering, image processing, and virtual engineering. He has published extensively in these areas. In addition to participating EU funded projects, Dr. Chen is particularly active in initiating R&D projects, bridging the gap of academic research and industrial application. He is a grant holder for a number of projects funded by industry or jointly with UKRC funding bodies.

**Yong Chen** is an instructional technology specialist at Old Dominion University, Virginia. He got his MA in Educational Technology at San Diego State University. His research interests include online learning, mobile learning, security and privacy in online learning, learning management system safety, and Web 2.0 applications in teaching and learning. He has published papers in peer-reviewed journals, such as the International Review of Research in Open and Distributed Learning, Information and Management, and Systems Research and Behavioral Science.
Alexandros Chrysikos received a BSc (Hons) in Computing Science at the Computing Department of the University of Huddersfield in 2010. In 2011, in the same institution, he completed an MSc degree in Information Systems Management with the highest distinction. As a result, in 2012, he was accepted as a Ph.D. candidate with his primary research goals directed toward understanding behavioural patterns for low student retention in UK Higher Education Institutions (HEIs) and finding methods and solutions in order to improve students’ social and academic (learning communities) experience, and therefore, achieve academic persistence. He is the main author in book chapters and conference papers published in Springer and Huddersfield repository respectively, including research papers in preparation. In addition, he is the main author of a research project funded by the UK Council of Professors and Heads of Computing (CPHC). He has working experience in industry and higher education. Currently, he works at the University of Huddersfield as an assistant tutor, while writing his thesis entitled: ‘Retention in 1st Year Undergraduate Computing Students of UK HEIs via the Learning Community Lens: A Mixed Methods Approach’.

Felice Corona is Associate Professor of Special Pedagogy and Didactics at the Faculty of Medicine and Surgery, University of Salerno, Italy. He has a PhD in “Pedagogy and Learning Processes of Knowledge Construction with Particular Reference to the Disability”.

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Brandon Cross, CCIE #37214, is currently working as a lecturer at the University of Wisconsin – Stout for the Information Technology Management program. Brandon has a Master of Science degree in Information Communication Technology and Bachelor of Science degree in Information Technology Management with a minor in Computer Science from the University of Wisconsin – Stout. Brandon served in United States Air Force as a network administrator for more than five years. He held multifaceted responsibilities in the network administration of Cisco/Nortel hybrid networks involving the installation, configuration, maintenance, and troubleshooting of LAN\MAN routers, switches and network management equipment in support of 15,000 users. He also designed network solutions for classified information systems, as well as performed duties as a key member of a Distinguished Visitors Team providing direct network support to high-ranking government officials and military officers. Brandon is a certified Cisco Academy instructor and holds many valuable industry certifications, which include CCIE, CCNP, CCNA-Voice, CCNA Security, and A+. Brandon has published several conference papers in the area of computer networking and IT curriculum development. He has taught courses such as Linux/Unix Network Administration, Computer Networking, and Voice Mail & Unified Messaging.

Matthew d’Alessio, Ph.D., teaches science content to future teachers as an Associate Professor in the Department of Geological Sciences at California State University Northridge. As a researcher in geology, Matthew studied the deformation around active earthquake faults with the goal of providing better forecasts of earthquake hazard. He quickly realized that the usefulness of such forecasts depended less on the science and more on the education of the public. He slowly shifted his career from researching science to researching effective science education. He uses his classroom as a laboratory for exploring techniques to promote scientific curiosity and leverage technology to improve teaching practice. He is a CSU Digital Ambassador and former Google Faculty Fellow.
About the Contributors

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Brian Foley, Ph.D., is a Professor of Secondary Education at California State University Northridge. His research looks at uses of technology in the classroom to promote learning particularly in science education. Recent work looks developing teaching methods for using science classrooms through the use of collaborative documents. Before coming to CSUN, Brian completed his Ph.D. at UC Berkeley and worked at the Caltech Precollege Science Initiative and at UC Irvine.

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**Robin Hankin** is a mathematician specializing in computational statistics. His first degree was in pure and applied mathematics from Trinity College, Cambridge. After working in the UK’s Health and Safety Executive, Robin returned to Cambridge for a PhD in theoretical fluid mechanics, specializing in stratified atmospheric diffusion. He then worked at The University of Auckland as a lecturer in environmental science, and after returning to Cambridge to study global climate change as a senior research associate, is now a senior lecturer at AUT.

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**Xiaodi Huang** obtained his PhD degree in Computer Science from the School of Information Technology at Swinburne University of Technology in 2004. As a senior lecturer, he joined the School of Business and Information Technology at Charles Sturt University in July 2007. Prior to that, he was a lecturer in the School of Mathematics, Statistics and Computer Science at the University of New England, Armidale, and University of Southern Queensland, Toowoomba, respectively. His research interests are visualization, data mining, wireless networks and web services.

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degree from Annamalai University, Chidambaram, India, where he won several prizes for receiving the highest marks out of all students in the University’s Faculty of Engineering. Other academic awards and achievements include the University of Colorado Denver 2014 Excellence in Research and Creativity Award, a Bill and Melinda Gates Grand Challenges Grant and a National Science Foundation CAREER Award. Professor Karunanithi is internationally known for work in green chemistry and environmental engineering through his graduate teaching, conference presentations and high impact publications. He is an expert on ionic liquids and their application as non-toxic chemicals and is researching and developing a dynamic systems model to tailor make ionic liquid chemicals for specific sustainable industrial purposes. He is currently working on developing engineering education models for more effective holistic systems thinking for teachers and post-secondary students.

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Alexander Mikroyannidis is a Research Associate in the Knowledge Media Institute of the Open University UK. He holds a PhD in Informatics from Manchester Business School, an MPhil in Computation from the University of Manchester Institute of Science and Technology (UMIST), and a BEng in Electrical and Computer Engineering from the University of Patras, Greece. His current research interests are generally in the area of Technology-Enhanced Learning (TEL) and specifically in personalised learning, self-regulated learning, inquiry-based learning, remote labs and online experimentation, open educational resources and rich interactive learning materials with applications in teaching and learning Data Science, Future Internet, and Linked Data. Dr. Mikroyannidis has contributed to several European-funded projects, notably EDSA, FORGE, weSPOT, EUCLID, ROLE, OpenScout, CASPAR and PARMENIDES.

Dorothy Nguyen-Graff, Ph.D., is a lecturer in the Department of Chemistry Biochemistry at California State University Northridge (CSUN). Dorothy has restructured many of the introductory chemistry course adding cloud based technology to the courses. Besides teaching general chemistry, she is interested in providing professional development for local science teachers and has been involved in helping with summer and weekend institutes for the past nine years. She has also directed university students in presenting outreach to engage local middle and high school students in science.
Alexandra Okada is a Research Associate at the Knowledge Media Institute at the Open University, consultant to the Association of Science Education UK, visiting lecturer at the University of Sao Paulo, Brazil and the Open University of Portugal. She also leads the open research network COLEARN on collaborative open learning. Her research through 10 projects in Europe and Brazil focuses on knowledge and social media technologies to foster Scientific Digital Literacy - future citizens embracing the potential of science and technology. She has a particular interest in innovative approaches that empower colearners to develop key competences and succeed in the 21st century. She is currently the principal investigator of ENGAGE and co-investigator of weSPOT.

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Tony Rickards initially qualified as a primary school teacher, and has taught at primary, secondary, tertiary and adult education in Victoria, Tasmania, Queensland and Western Australia. He is currently a Senior Lecturer at Curtin University in the School of Education. In 1999 he was the Curtin University Alumni medal winner and has since supervised doctoral and masters level students in the USA, Singapore, New Zealand, Hong Kong, Australia, Kashmir and Kenya. In 2001 he was founding Director of ITEL, an information technology enhanced learning research centre at the University of Southern Queensland.

Mike Rivas, Ph.D., is a professor of Secondary Education at California State University Northridge (CSUN) where he focuses on pre-service teacher preparation, post-service graduate education, and directs the Summer Academic Enrichment Program, an outreach program for secondary school students. Prior to earning his Ph.D., Dr. Rivas taught biology, chemistry, physics, and anatomy/physiology at the secondary level for twelve years. His research focuses on best teaching practices and the building of classroom communities to promote learning, equity and access. Mike has served as Chair of the Secondary Education Department, Coordinator of the Masters program in Science Education, and as a Co-Director of Faculty Development on the CSUN campus.
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Peter Scott is the Director of the Knowledge Media Institute of the UK’s Open University. He has a BA & PhD in Psychology. Before joining the Open University in 1995, he taught Psychology and Cognitive Science at the University of Sheffield, with a textbook in each of these subjects. From 2007-10, he was elected founding President of the European Association of Technology Enhanced Learning. From 2008-12, Peter was the coordinator of STELLAR, the EU’s 7th Framework Network of Excellence in TEL. Peter’s research group in the institute prototypes the application of new technologies and media to learning. Peter’s current research interests range widely across knowledge and media research. Three key threads are telepresence, streaming media systems, and ubiquity.

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Michael Tang was educated at Whittier College, the University of California Berkeley and the University of Wisconsin Madison, where he received his Ph.D. in the History of Science. A former professor, he is now an independent scholar and Senior Partner of VERI Books, LLC, where he is investigating the impact of new technologies on higher education and applying cognitive linguistic research for educational purposes. The cognitive research involves the development of computer aided concept mapping as a tool for increasing cognitive styles performance among teachers and students. Mr. Tang is also Senior Research Associate at the Center for Sustainable Infrastructure Systems at the University of Colorado Denver, where he is conducting interdisciplinary research in systems and holistic thinking for sustainability engineering.

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Virginia Vandergon, Ph.D., is a professor of biology at California State University Northridge (CSUN). She has a dual role in the Department of Biology as a geneticist and as a liaison in science education. She has published papers pertaining to metabolic pathway evolution in plant genes as well as publications that highlight the use of technology in science education, and is author of the NGSS-based California framework for teaching high school biology. Gini collaborates with science educators from across the university to provide professional development for local science teachers, provides training for pre-service science teachers, and coordinates afterschool science programs for local middle school
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