About the Contributors

**Yukiko Inoue**, a professor and chair of the department of educational research and technology, has taught both regular and blended courses in the School of Education at the University of Guam. She received the University of Guam's faculty award for excellence in research (2000, 2006) and the faculty award for excellence in teaching (2008). She was selected as the 2008 Carnegie Foundation for the Advancement of Teaching Guam Professor of the Year. She earned her PhD in educational psychology and research from the University of Memphis in the United States and master’s degree in business administration from Tokyo Keizai University in Japan. Her research interests include: interdisciplinary studies on student learning and development; improving university teaching and learning with technology; online education for diverse learners; and the social context of learning with a higher education focus. She is the co-author of *Teaching with Educational Technology: The Case of the Asia-Pacific Region* and the editor of *Technology and Diversity in Higher Education: New Challenges, and Online Education for Lifelong Learning*. She is the editor of the journal of *Micronesian Educator* — a publication of the University of Guam. She is also a poet and the author of *The Window That Reveals Tomorrow*, and *Roses, You Must Be*.

***

**Joan E. Aitken** (EdD, University of Arkansas) is a professor of communication arts at Park University. As a student, she has completed online courses for teacher training through four state universities. She has taught blended courses in the United States and internationally. Her research focus has been human communication on the Internet and educational assessment. She can be contacted at joan. aitken@park.edu.

**Michelle Bednarzyk** received her BA from Converse College in Spartanburg, South Carolina, in 1993 and her MA in secondary education from the University of Guam in 2006. She has begun her doctoral work in literature and criticism at Indiana University of Pennsylvania. She is currently a fulltime instructor with the University of Guam’s division of English and applied linguistics teaching freshman composition and introduction to literature and is an adjunct instructor for the University’s fine arts department where she teaches acting. She is in the process of developing an online EN210 (introduction to literature) course for the University of Guam.
Merissa Brown received her MA in communication from the University of Illinois’ Springfield campus in 2003. She began teaching software literacy online for her alma mater after moving to Guam. In 2007, she developed and implemented an online version of EN110 course for the University of Guam. This was the English division’s first fully online course. She currently resides in the Northwestern Hawaiian Islands on Midway Atoll where she volunteers on the wildlife refuge and teaches ESL for the Thai Nationals contracted to work there. She continues teaching online and is developing an online EN111 course for the University of Guam.

Janie Conway-Herron is a senior lecturer in creative writing at Southern Cross University where she has been teaching for the last twelve years. During that time she has designed and developed a comprehensive program for online and face-to-face delivery of writing units. She is also an experienced novelist, poet, musician, lyricist, and playwright. Her work has been published in a number of journals and anthologies. Her novel The Grace of Clouds is due to be released in 2009.

Patrick A. Danaher is an associate professor of educational research in the faculty of education at the Toowoomba campus of the University of Southern Queensland, Australia. He is the sole and co-author and editor of one research book, five edited books, four conference refereed proceedings, and 29 journal theme issues. His research and editing interests include: traveler education; educational research; university learning and teaching; lifelong learning; teacher education; educators’ work and identities; professional learning; rural education; open and distance education; and vocational education and training. He teaches blended and online postgraduate courses about educational research ethics and methods. Email: danaher@usq.edu.au

Linda De George-Walker is a lecturer in the faculty of education at the Toowoomba campus of the University of Southern Queensland, Australia. She is also a registered psychologist, having worked in such roles in schools and other educational contexts as well as disability support services. She currently teaches in the areas of lifespan human development, educational measurement and assessment, and educating students with special needs. In addition to blended learning, her research interests in tertiary teaching and learning include the engagement and learning of first year students as well as critical thinking and information literacy learning in higher education. She is also currently pursuing doctor of philosophy research in teacher efficacy for school-based mental health. Email: linda.degeorge-walker@usq.edu.au

Roberto Di Scala is a teacher of English language at the Istituto “Paolo Belmesserri” in Villafranca Lunigiana in Italy. He is also a contracted professor of online degree courses of marketing and business organization and communication sciences in the faculty of communication sciences and economics at the University of Modena and Reggio Emilia. He obtained a PhD in English literature from the University of Pisa. He is a member of the Italian Society for e-Learning and has presented at the Society’s conference in 2007 and 2008.

John J. Doherty is an instructional designer with the e-Learning Center at Northern Arizona University and an online faculty member with the Colorado State University Global Campus. He holds degrees in literature from the University of Ulster and University of Wales, and a master’s degree in library science from the University of Arizona. His doctorate in curriculum and instruction is from
Northern Arizona University. A part of this chapter was initially explored in: Doherty, J. J., & Ketchner, K. (2008, April) and presented at the 35th Annual Conference, Western Regional Honors Council: Honors at Its Peak, Flagstaff, Arizona.

Roisin Donnelly has 18 years of experience in higher education as a lecturer and researcher at the University of Ulster, the University of New South Wales, Sydney, and the Dublin Institute of Technology (DIT). Her first co-edited book on applied e-learning and e-teaching is available in 2008 through Information Science Reference Publishers. She is currently programme coordinator for DIT’S MSc applied e-learning and tutors/supervises on the postgraduate programmes in learning and teaching for academic staff. Her doctoral thesis from Queen’s University Belfast was an analysis of transformative pedagogies within blended problem-based learning.

Richard N. Engstrom (PhD, Rice University) is an assistant professor of political science at Georgia State University, where he does research on elections, political geography, and political science education. His research has appeared in numerous journals, including Political Research Quarterly, Electoral Studies, The Review of Policy Research, and The Journal of Political Science Education. He teaches courses in state politics, elections, and research methods. In addition, he is statewide director of the Georgia legislative internship program, and a member of the leadership team responsible for setting grading standards for the essay portion of the advanced placement U.S. government and politics exam.

Raj Gururajan is a professor in information systems in the faculty of business at the Toowoomba campus of the University of Southern Queensland, Australia (USQ). His main area of research is user behavior issues in using wireless technology, the management of technology, and the diffusion of technology at enterprise level. Currently he is applying these interests to health settings. He has published over 100 refereed articles, won over $1 million in grant income, managed six funded projects and supervised over 10 research students. He is also the leader of the technology management cluster in the faculty of business at USQ. Email: gururaja@usq.edu.au

Mark Goniwiecha is a professor of library science at the University of Guam. He is the author of numerous publications, including articles in Taiheiyo Gakkai Shi = Journal of the Pacific Society (Tokyo, Japan), Government Publications Review (New York), Contemporary Pacific (Honolulu, Hawaii), Reference Services Review (Ann Arbor, Mich.), Libri (Copenhagen, Denmark), The Nation (Bangkok, Thailand), Pacific Daily News (Hagåtña, Guam), and others. He served two terms as the Guam Library Association chapter representative to the American Library Association Council. Email: markg@uguam.uog.edu

Abdul Hafeez-Baig is a lecturer in information systems in the faculty of business at the Toowoomba campus of the University of Southern Queensland (USQ), Australia. Since joining USQ in 2004, he has published over a dozen refereed publications in the domains of health and education with technology as the main area of research. He is currently studying for his doctor of philosophy in establishing factors that determine the adoption of wireless technology in healthcare settings. He is very conversant with wireless technology as well as emerging technologies and learning management systems such as Moodle. He teaches information systems concepts to both undergraduate and postgraduate students, including MBA students. Email: abdulhb@usq.edu.au
Masumi Kai is an associate professor in the division of humanities at the University of Guam. Prior to that, she was an associate professor at Okayama University in Japan. She obtained her PhD in language and culture from Osaka University of Foreign Studies in Japan. She was a visiting scholar at the University of California, Santa Barbara, and Harvard University. Her research interests include: discourse analysis; language acquisition; and Japanese education. She has published papers on ellipsis in Japanese discourse, semantic analysis of Japanese particles, and socio-linguistic analysis of Japanese language in Taiwan.

Toyoko Kang is an associate professor of Japanese at the University of Guam (UOG). She has taught all levels of the Japanese language courses at UOG since completing her dissertation at the University of Texas at Austin in 1993. She has operated the UOG’s digital modern language lab for 10 years. Her research interests include: psycholinguistics in terms of language processing; first and second language acquisitions; and second language teaching with technologies. Some of her publications are: Technology, Lifelong Learning and Effective Foreign Language Instruction under Memory Efficient Approach; Outcomes Assessment in Japanese Language Instruction (co-authored); and A Garden Path Sentence Fails an Automatic, Default Parsing for a Language.

Kathleen Kelsey earned her doctoral degree from Cornell University and currently is a professor at Oklahoma State University. She teaches courses in research methods, program evaluation, adult education, and grant seeking. She has published 43 journal articles, five book chapters, 35 papers in conference proceedings, four magazine articles, and 20 evaluation reports. The majority of her scholarship has focused on building evaluation models, stakeholder engagement, and distance learning. She has participated as project director and external evaluator for nine externally funded projects. She has won 18 awards for outstanding research, teaching, and service at the national, regional, and state levels.

John Lidstone is an associate professor in the faculty of education at Queensland University of Technology in Brisbane, Australia. He completed his doctorate at the London Institute of Education before moving to Brisbane to teach at tertiary level. Initially focusing on initial training of geography teachers, he soon began teaching research methods courses at master’s and doctoral level. He has supervised over forty research higher degree candidates to completion. He has adopted successive technological developments to enhance his teaching for over thirty years and has been active in developing innovative programs to facilitate learning at primary, secondary, and tertiary levels utilizing the technology.

Hong Lin is a manager of faculty development in the Institute for Teaching and Learning Excellence at Oklahoma State University. She leads university-wide faculty development initiatives, such as certificate programs, conference, training programs, and technology integration. Over her 16 years’ professional experience in higher education, she has been a faculty member, director, instructional designer, and manager in both China and the United States. She earned her doctoral degree and two master’s degrees from the Pennsylvania State University. She has published over 25 sole and co-author articles in leading academic journals, conference proceedings, and edited books. Also she has co-authored one textbook.
Chris Morgan is an educational designer, curriculum developer, and academic staff developer with over 25 years experience in higher education in Australian universities. His research has focused on flexible learning in adult education, including blended and online learning and student assessment in flexible learning contexts. He is the lead author of two books on student assessment: Assessing Open and Distance Learners (1999) published by Kogan Page, and The Student Assessment Handbook – New Directions in Traditional and Online Assessment (2004) published by Routledge. His current research is exploring the assessment of creative works in the arts in higher education.

Martin R. Reardon is an assistant professor in the educational leadership department of the School of Education at Virginia Commonwealth University (VCU) in the United States. He taught and held administrative positions in schools for over 25 years in Australia before gaining his doctorate in policy, planning, and leadership from the College of William and Mary in Virginia. He is a founding member of the learning technology research group within the Center for Teaching Excellence at VCU, where the current focus is on the value added to the educational process by social networking in the context of professional learning communities.

Paul Shield is a senior lecturer in the faculty of education at Queensland University of Technology in Brisbane, Australia. He is a founding member of the Australian Council for Computers in Education and an honorary life member of the Queensland Society for Information Technology in Education. He has been involved in using information and communication technologies (ICT) to enhance learning and teaching for over 30 years. He currently coordinates and teaches postgraduate and undergraduate research methods units across the faculty as well as units that have a focus on using ICT to promote better teaching and learning.

Kam H. Vat is currently a lecturer in the department of computer and information science in the faculty of science and technology at the University of Macau, Macau SAR, China. His current research interests include: learner-centered design with constructivism in software engineering education; architected applications developments for Internet software systems; information systems for learning organization; information technology for knowledge synthesis; and collaborative technologies for electronic organizations and virtual communities.