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.

Justus Mbae is an Associate Professor of Education at The Catholic University of Eastern Africa, Nairobi, Kenya. Prof. Mbae studied philosophy at the National and Kapodistrian University, Athens Greece. He teaches Philosophy of Education, Ethics and Critical Thinking courses both at the undergraduate and graduate levels. Prof. Mbae has published in the area of moral education and epistemology. His current research interests are in transformational leadership and moral education. Prof. Mbae also researches on active learning in teaching and learning. Besides professional writing and research engagements, he enjoys public and motivational speaking.

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.”
**About the Contributors**

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**Emmanuel Adjei-Boateng** is an Instructor in the Department of Teaching and Learning at the University of North Dakota, USA. Dr. Adjei-Boateng has considerable experience in teaching and research in teacher education. He had his PhD in Teaching and Learning, with concentration in teacher education. He currently teaches Introduction to Education course. He has taught this course for three years. He has also taught Social Studies for five years in a High School in Ghana. Additionally, He taught in Elementary School for three years in Ghana. Dr. Adjei-Boateng was in 2012 honored by the UND President as a faculty star. Dr. Adjei-Boateng has interest and experience in educational research. His research interest is on beginning teacher support and experiences, mentoring, and induction. He has also worked with other colleague students and professors on research in education. Many of these collaborations have resulted in publications in referred journals and presentations.

**Joachim Jack Agamba** is an instructor in the Department of Teaching and Educational Studies in the College of Education at Idaho State University where he also completed his PhD in Instructional Design-Instructional Technology emphasis. He previously served as a coordinator of the Intermountain Center for Education Effectiveness (ICEE), the K-12 outreach wing of the College of Education. His research interests include exploring technology as a learning environment, the appropriate integration of technology for teaching and learning and learner-centered course design and delivery.

**Vivian S. Bracket**, PhD, is an Assistant Professor in the Department of Education Administration at South Carolina State University in Orangeburg, South Carolina. She served as a teacher, principal, district assistant superintendent of educational services and school superintendent in the South Carolina schools for more than 25 years. In addition, she worked for ten years as an educational consultant with the South Carolina Department of Education, providing school intervention services for South Carolina’s 81 school districts. The focus of her current work is working with educational specialist and doctoral students in the principal and superintendent preparation program.

**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.

**Caroline Chemosit** is a lecturer and head of Educational Administration Planning and Management (EAPM) department at the University of Kabiaanga (UoK). Caroline teaches Research Methods, Educational Statistics, measurement and evaluation, educational administration, change management, among other courses to undergraduate and graduate students at UoK. Her research and scholarship interest include skills that enhance learning, lifelong learning, learning strategies, and student achievement. She
has published and co-authored several articles both in refereed journals such as the Journal of Personnel Evaluation in Education, and Educational Research Quarterly, book chapters and in other professional sources and presented papers at various annual meetings of local (Kabarak & Egerton University International Educational Conferences), regional (SERA, MSERA, MWERA, IERC) and national/international professional organizations (AERA, UCEA, Pacific-RIM, NAAAS).

**Cassandra Sligh Conway** is Chair of the Department of Human Services, Professor of Rehabilitation Counseling, and Coordinator of Rehabilitation Counseling. She has published in refereed journals, book chapters, and reviews. She has held many leadership positions such as NCATE Coordinator, Coordinator of Agency Counseling, and Director of Practicum and Internship Experiences. Her current research interests include mentoring persons with disabilities, persons with traumatic or spinal cord injuries, academic freedom, and distance education. Dr. Sligh Conway is a member of the Association for the Advancement of Educational Research, National Association of Educational Research. She has served on the Advisory Board for AAER, Mayor’s Committee on Persons with Disabilities, and the Rosenwald School in Prosperity, S.C.

**Omobolade “Bola” Delano-Oriaran** is an Associate Professor in the Teacher Education Department at St. Norbert College, De Pere, Wisconsin, USA. Her research interests are critical service-learning, community-based-learning, and civic engagement in the curriculum; multicultural education; and gender and schooling. She enjoys engaging and empowering teacher candidates to be change agents for social justice in the classroom and the community. She has published in various peer-reviewed publications including: *Journal of Education for Teaching, Journal of Teaching and Learning in Higher Education, Sociology of Education: An A-to-Z Guide and Encyclopedia of Human Services and Diversity*. She is also the lead editor of *The SAGE Sourcebook of Service-Learning and Civic Engagement*.

**Zineb Djoub** is a lecturer in the Department of English at Abdelhamid Ibn Badis University of Mostaganem, Algeria. She is teaching ESP and TEFL for Master students. She has designed syllabuses for ESP students and participated in several national and international ELT conferences and seminars. Her research interests include language assessment, learner autonomy, teacher professional development and Computer-Assisted Language Learning. She is currently carrying out a project which aims to enhance undergraduate language students’ reflective learning and autonomy. She has published articles and book chapters. Among them: “*Fostering Innovative Teaching: The Use of Blended Learning*” (2012), “*Assessment and Students’ Autonomy in Language Learning*” (2013), Learning through Technology: Researching Students’ Views and Attitudes” (2014) and “*Mobile Technology and Learner Autonomy in Language Learning*” (2015).

**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.

**Tiffany Fuller** is an Assistant Professor of Education in the Department of Human Performance and Leisure Studies of Greensboro, USA. Dr. Fuller has been teaching at North Carolina Agricultural and Technical University for thirteen years and has spent two years teaching middle school in Lincolnton, USA. At North Carolina A&T State University she courses such as: Lifetime to Fitness, Fitness Management, and Introduction to Kinesiology, Motor Learning, Sexuality, and Personal Health. Her primary research focus has been on “Obesity among Youth”. Dr. Fuller has received over fifty thousand dollars in grants while developing an after school program entitled, “Dance in Action”. This program uses dance as a vehicle to keep students active.

**Bonni Gourneau**’s career in education spans for more than 30 years. She earned a Bachelor of Science in Elementary Education in 1983, a Master of Education in Early Childhood and Special Education in 1988, and a Doctorate in Teacher Education in 1994. Bonni is the Graduate Director for the three Elementary Education Graduate Programs at the University of North of North Dakota including the Elementary Education Resident Teacher Program and the campus-based or online option for teachers. She teaches educational courses for the Department of Teaching and Learning at the undergraduate, master, and doctoral levels. Bonni has a variety of research interests which include; first year teachers, mentoring, bullying, effective teaching skills, action research, teacher inquiry, core values, and various social studies issues.

**Cheresa Greene-Clemons** is an Assistant Professor in the Curriculum & Instruction Department at North Carolina Central University. She holds a BS in elementary education, master’s degree in curriculum & instruction, and a doctoral degree in leadership studies with a concentration in multicultural education. She prepares pre-service teachers to become highly qualified teachers through instructional practices, content knowledge subject specific areas, arts/movement integration and parent involvement practices leading towards culturally responsive teaching. She is very engaged in several P-12 schools within the university community relating to service by way of providing assistance with strategies on how to increase parent involvement/engagement programs, developing/reestablishing school safety patrol programs and fundraising to support student hunger programs. Dr. Greene-Clemons has presented at several conferences on many levels and is published on such topics related to: teacher education, multicultural education, inquiry-based learning, parent involvement, teacher leadership, differentiated instruction and teambuilding.

**Erkkie Haipinge** is a Lecturer in the Department of Curriculum, Instruction and Assessment Studies at the University of Namibia, Namibia. His post-graduate studies focused on education and globalization and the role of web 2.0 in networked learning from a global south perspective. He has taught educational technology and ICT integration in teaching for more than six years at a teacher’s college and university. He currently teaches and coordinates a course in project based learning across the various teacher education campuses of the University of Namibia. He has published a chapter on the use of Facebook to facilitate online learning communities for pre-service and practicing teachers. His research focus and interest lies in the facilitative role of social media in teaching and learning. His current contribution
proposes a framework for enhancing communities of practice for teachers to develop 21ˢᵗ century skills through the development of PBL pedagogy.

**Stanley Melton Harris** is a Native of Eatonton, Georgia. He received his Associate Degree in Nursing from Middle Georgia College, BSN from Albany State College, MSN from Georgia State University, and Ed.D. at the University of Phoenix. He is currently a Registered Nurse, with more than 30 years in the nursing profession. He has held many nursing leadership position. He is former Interim Chair for the Department of Nursing at South Carolina State University, USA. He is currently a nurse consultant. His current research interests include sex-role stereotyping in nontraditional professions. Dr. Harris is a member of Phi Beta Sigma Fraternity, Incorporated and Sigma Theta Tau International Honor Society of Nursing. He serves in several volunteer capacities including Advisory Board at Denmark Technical College, Advisory Board Salvation Army, Hearing Panel Officer for South Carolina Board of Nursing, and Volunteer Site Evaluator for Commission on Collegiate Nursing Education (CCNE).

**Gloria Hayes** is a product of Montgomery County, Mississippi. She is the daughter of the late Theodore Sr. and Frances Hayes of Winona. She is an active member of Hazel Green Missionary Baptist Church. Dr. Hayes has more than 20 years of experience in education at both the secondary and postsecondary levels. She has served as a Special Education Teacher for grades 7-12 at Montgomery County High School, Assistant Director of the Mississippi State University Disability Clinic, and Special Education Director and Alternative School Principal for the Carroll County School District. Dr. Hayes received a Bachelor’s Degree in Business Education from Mississippi Valley State University; she earned a Master’s Degree in Business, and a Master’s Degree in School Administration from the University of Mississippi; Dr. Hayes earned an Education Specialist, and the Doctor of Philosophy Degrees from Mississippi State University.

**Boreum Ju** is a doctoral student in Education Policy, Organization and Leadership at the University of Illinois at Urbana-Champaign. Her primary research interests focus on performance improvement and leadership in workplace settings. Her further research interests include implications for human resource development in cross-cultural contexts.

**Anne Kanga** is a senior lecturer at the Faculty of Education, department of Research and Evaluation, Catholic University of Eastern Africa. She teaches Educational Research Methodologies with a keen focus on Qualitative and Mixed Methods Research. She also enjoys mentoring reflective educators, a strand she captures through the teaching and learning of Sociology of Education. Currently, she is the Coordinator of Teaching Practice and Mentoring Program for Student Teachers. Her research and scholarship focuses on Gender Equity and Policy Issues in Education in Sub-Saharan Africa, School Segregation, and Educators’ beliefs about their practice/Educators’ teaching philosophies.

**Doo Hun Lim** is an Associate Professor of Workforce Learning and Development at the University of Oklahoma. His research interests have been in the areas of performance improvement systems and technology, neuro-science approaches for learning design, and cross-cultural research on organizational development and workplace issues.

**Damien Lyons** is a Lecturer at Monash University, Australia. He recently completed PhD was entitled, “Literacy in and for the 21st century”. Dr. Lyons’ research focuses on how teachers are conceptuallisation-
ing teaching and learning in the 21st century, and the pedagogical approaches most effective for 21st century learning. Along with Dr. Lyons’ research work, he consults and coaches teachers in the area of pedagogy and classroom management.

Mahmud Mansaray is a Research Analyst in the Department of Research, Evaluation, and Planning at the North Carolina Central University (NCCU). Preceding this, he was the Assessment Specialist at the University of North Carolina General Administration (UNCGA). Mahmud has participated in several research studies and ad-hoc projects, involving educational policy issues at both NCCU and UNCGA. Mahmud is a doctoral candidate (PhD) with public policy and research design focus at NCU. Mahmud also holds a Master’s degree in Economics from the North Carolina State University, and a Bachelor of Art with honors degree from Fourah Bay College, the University of Sierra Leone, Africa.

Marcella Momanyi is a senior lecturer in the Graduate school, Faculty of Education and Head of Department in Educational Administration and Planning at The Catholic University of Eastern Africa-Kenya. She teaches courses on Theories and practices in educational administration, Human Resource Management in Education, and Ethical Issues in Education. She has given workshops to teacher educators on supervision of student teachers on teaching practice; those guiding students in writing their research theses. Momanyi’s engagement in research and scholarly teaching has enabled her to publish articles in referred journals such as African Ecclesial Review. She has written a module on Instructional Methods; articles on Principal’s role as instructional leaders in creating effective schools and Effective Teaching Strategies in Early Childhood Education in Africa. She has presented papers on school administrators’ role in enhancing both teacher’s professional ethics and new pedagogies at various International Conferences and workshops.

David J. Mulder serves as Assistant Professor of Education at Dordt College, Sioux Center, Iowa, USA, where he teaches courses in educational foundations, middle school curriculum and instruction, science pedagogy, and educational technology in the Teacher Preparation Program. Prior to commencing this work with pre-service teachers, Mr. Mulder taught middle school science and mathematics courses for over a decade, after which he served as Technology Coordinator for a K-8 non-public school for several years, learning the joys and challenges of technology integration firsthand. Mr. Mulder is a doctoral student in Educational Technology at Boise State University, where his research centers on preparing future teachers to integrate technology into their own teaching practices.

Viviline Ngeno is a lecturer of Planning and Economics of Education at the University of Kabianga. Prior to this she worked as a high school teacher of Business Studies and Economics. For the last 10 years she has participated as a panelist in the development and adaptation of Business Studies syllabus for the blind students at the Kenya Institute of Education (KIE). Viviline has participated in local, regional and national research and education conferences. Her research work include: Impact of the Free Secondary Education Policy on Equity, Quality and Education wastage in Kericho County, Kenya; Cost Effectiveness Analysis of Educating Girls in Day and Boarding Secondary Schools; Effects of Communication on CDF projects in Ainamoi Constituency Primary School; and The relationship between students’ riots, drug abuse and Head Teacher transfers in Kericho County. Viviline has authored and co-authored several papers and journal articles. Currently, Viviline is pursuing her Doctorate studies.
About the Contributors

**Esther Ntuli** is an Assistant Professor in the Department of Educational Foundations at Idaho State University. 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 focuses on technology use and practice in the classroom, teacher education, and assessment.

**Victor Ntuli** is a Senior Lecturer at the National University of Lesotho. He teaches Introduction to Biotechnology, Food Biotechnology, Bioprocess Engineering Principles and Water & Industrial Microbiology. His research interests include 21st Century Skills in Food Biotechnology, Water Microbiology, Food Safety aspects and Risk Analysis.

**Arnold Nyarambi** is an Associate Professor in the Department of Teaching and Learning at East Tennessee State University, USA. Dr. Nyarambi is a Coordinator of Residency, Advanced Practicum and Preclinical placements. He teaches classroom and behavior management and advanced strategies for behavior management courses, among others. His research interests include comparative special education, autism in developing nations and other cultures, positive behavior supports and culturally responsive education. He has published on early childhood assessment solutions for immigrant children, educational diplomacy and learning in global contexts, education in emergencies, early childhood special education in developing countries, and behavior management among other publications.

**Chan Kyun Park** is a Lecturer in the School of Business and Economics, at ChungAng University and CEO of Asia Leadership Center in Seoul, South Korea. He earned a BA and a MBA in Business Administration from ChungAng University in Korea, and earned a M.Ed and a Ph.D in Organizational Leadership, Policy, and Development at the University of Minnesota. He is currently teaching Organizational Behavior, Global Human Resource Management, Business Case Analysis and Development etc. Prior to his current job, Dr. Park had over 17 year-work-experiences in a private company and a couple of management consulting companies including SK Conglomerate and Arthur Andersen etc. His primary research interests focus on leadership development, team effectiveness, leadership coaching, strategic HR, and organizational development in workplace settings.

**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.

**Christina Raphael** is a Lecturer in the department of Educational Foundations, Management and Life Long Learning (EFMPLL) at the Dar es Salaam University College of Education (DUCE); A Constituent College of the University of Dar es salaam-Tanzania. Dr. Raphael teaches Educational Management and Administration courses for undergraduate and postgraduate students. Her primary research focus is on management of distance learning programmes with specific interest in students support services in eLearning delivery. Dr. Raphael has published two other publications on eLearning in higher learning
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Dr. Raphael is a professor in educational computing in Canada and is responsible for the design, development, production and support of all the online courses at the university. His PhD is in educational computing, focusing on online teachers' capabilities and delivery of distance learning opportunities. In the past Doug has worked as a K12 teacher, a tenured professor, an instructional designer, and professional development facilitator. Doug has designed and overseen many projects that involved processes in education, instructional design, mobile learning and supervising educators. Currently, he is the Chair of the Learning Design Special Interest Group (SIG) for EdMedia, one of the largest international educational technology conferences focused on higher education. Most recently, he has continued his exploration into supporting pre-service teachers as they enter the teaching profession.

Doug Reid is the Manager of the eLearning Design & Delivery group at Grant MacEwan University in Edmonton, Alberta, Canada and is responsible for the design, development, production and support of all the online courses at the university. His PhD is in educational computing, focusing on online teachers' capabilities and delivery of distance learning opportunities. In the past Doug has worked as a K12 teacher, a tenured professor, an instructional designer, and professional development facilitator. Doug has designed and overseen many projects that involved processes in education, instructional design, mobile learning and supervising educators. Currently, he is the Chair of the Learning Design Special Interest Group (SIG) for EdMedia, one of the largest international educational technology conferences focused on higher education. Most recently, he has continued his exploration into supporting pre-service teachers as they enter the teaching profession.

Erin Reid is a K-12 classroom teacher. She has 17 years of teaching experience in all grades K-12 in three western Canadian Provinces, as well as North Dakota, USA. This wide range of experience as well as her Bachelor's degree from Minot State University, Minot, North Dakota and Master's degree from Royal Roads University, Victoria, British Columbia has enabled her to have authentic views of teaching and learning in the 21st Century. Her career-long mentorship of pre-service and early career teachers has contributed to the development of many new educators. Erin’s newly founded interest in research has focused on iPad integration and use in elementary classrooms, digital storytelling, and using inquiry methodology to explore 3D printing capabilities in classrooms.

Jerono P. Rotich is a professor in the department of Human Performance and Leisure Studies, in the School of Education. Her research agenda focuses on obesity and behavior modification, immigrant and refugee acculturation; global and international education; underserved youth and cultural competence as a viable solution to decreasing health disparities and obesity among diverse minority populations. Dr. Rotich’s scholarship record includes, one co-edited book, Engaging the Diaspora: Migration and African Families, numerous peer reviewed journal articles, and book chapters. Her honors include; University of North Carolina Board of Governors Excellence in Teaching Award; North Carolina A&T State University Faculty Community Engagement scholarship Award; School of Education Senior Faculty Excellence in Teaching Award; National Phi Epsilon Kappa Honors Society, Distinguished Advisor Award; Community Empowerment Award; Health and Wellness Research and community Service Award; and NCAT Junior Faculty Teaching Excellence Award.

John Rugutt is an Associate Professor of educational research, applied statistics and educational technology in the Department of Educational Administration and Foundations at Illinois State University. His research and scholarship focus on teaching and learning environments with special emphasis on multilevel techniques to understand the contribution of individual and institutional factors on learning. John engagement in scholarly activities has enabled him to publish and co-author several articles both in refereed journals such as the Journal of Personnel Evaluation in Education, Planning and Changing, Educational Research Quarterly, Journal of Educational Research and Policy Studies and in other professional sources. He has also presented papers at various annual meetings of regional, national and international professional organizations and has also written research monographs, research grants, book
chapters and project reports pertaining to student dropout and youth risk behavior, and on correlates and predictors of Intent to Remain Employed in Family and Children Services.

**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.

**Susan J. Smith** is an Assistant Professor of Photography and Digital Media at South Carolina State University. She received her BA in photography from the Ohio State University. After college she moved to the Pacific Northwest and worked in Human services, developmental disabilities, and mental health. This experience influenced her photography as well as began her interest in teaching. She taught horseback riding lessons and dog training to both adults and children. After a long professional photography career she entered graduate school to learn emerging technologies and return to her fine art roots. She received her MFA from the Savannah College of Art and Design. She loves photography and teaching.

**Dorothy Soi** is a lecturer of Education Administration at the University of Kabianga. Prior to this she worked as a high school teacher of mathematics and a part-time tutor at Kenya Highlands Evangelical University. Her particular research interest centers on gender and mathematics learning, and school leadership. During the last six years, she has authored and co-authored research and development projects, conference and journal research papers and has participated in local, regional and national research and professional conferences. She was part of a team that conducted research funded by Daystar University on “combating sexual harassment in Kenyan Universities to enhance academic performance and career development”. Dorothy has participated as a subject panelist in the adaptation of the Mathematics syllabus for the blind at The Kenya Institute of Education. She is currently pursuing her doctorate studies which centers on female school leadership. Her abiding interest remains in gendered school leadership.

**Norman Vaughan** is an educator and researcher with interests in blended learning, faculty development and K to 12 schooling. Dr. Vaughan is a Professor in the Department of Education at Mount Royal University in Calgary, Alberta. He has co-authored two books: *Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry* (2013) and *Blended Learning in Higher Education* (2008) and he has published a series of articles on blended learning and faculty development. Norm is the Co-founder of the Blended Online Design Network (BOLD), a member of the Community of Inquiry Research Group, the Associate Editor of the *International Journal of Mobile and Blended Learning* and he is on the Editorial Boards of the *International Journal of Excellence in e-Learning*, *Canadian Journal of Learning and Technology*, the *International Journal of E-Learning & Distance Education*, the *Journal on Centres for Teaching & Learning*, and the *Learning Communities Journal*.

**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 educa-
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tion. 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.