About the Contributors

Lubov Beljanina was born and live in the city of Astrakhan. She graduated from natural-geographical faculty of Astrakhan State Pedagogical Institute. See. Kirov as a teacher of geography and biology. He defended his thesis on “student-centered methods of teaching biology excursions in grades 6-9”, Ph.D., professor of the Russian Academy of Natural Sciences. Author integrated program of “environmental education” waterfall of knowledge “(2003), teaching aids,” I open the World “(2010),” project - it’s just “(2013),” The Organization of research students in the field “(2014). research interests: innovation processes in the system of professional development, virtual learning, professional development and self-development of the teacher in modern conditions.

Julia Bennett is a secondary mathematics instructor at the Beaver Area School District in Western Pennsylvania. Additionally, Julia is a doctoral student at Robert Morris University and expects to complete her degree by May, 2017. Her current research interests include 1-to-1 iPad usage and note-taking materials for 21st-century learners.

Constance Blomgren received in 2007 her PhD in Teaching, Learning, and Curriculum from the University of Calgary. She has taught at the University of Lethbridge and at Athabasca University in the Master of Arts Integrated Studies program. Since 2014 she has been an Assistant Professor with the Centre for Distance Education at Athabasca University. She is currently involved with the Blended and Online Learning and Teaching (BOLT) certificate, a professional learning program for K-12 teachers offered through a collaborative effort with the Alberta Distance Learning Centre and Athabasca University. Her research interests include visual studies, phenomenological hermeneutics, educational change, teacher development and digital pedagogy.

Julia Breddermann is a Youth Cinema Expert of the Canton of Zurich, Member of the Swiss Commission for the Protection of Minors in Cinema and Member of the managing board of the Association for the Promotion of Film Education in Switzerland (cineducation.ch). Her interest is centered on the possibilities of the language of moving pictures defined notably by her specialization in Visual Anthropology. As Youth Cinema Expert she rates films for the protection of young people in cinema and in the managing board of cineducation.ch, she is responsible for the promotion and dissemination of film education methods within and outside school. She is highly involved in different activities such as working with young people on the diversity and characteristics of the medium film as well as teaching parents and teachers about the subject accordingly. Her research field lies on the effectiveness of film education
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and the development of new methods in connection with insights of children’s perception. Previously she worked for three years at the University of Zurich in the coordination of an FP7 European Project.

**Leandra G. Flor** has just joined the GPAR (Governance and Public Administration Programme) team as International UNV Reporting and Communications Specialist based in the Ministry of Home Affairs, Vientiane, Lao PDR. She holds a Bachelor’s and Master’s degree in Development Communication and has five years of working experience developing publications and communication materials for various clients, stakeholders, and project areas both in the Philippines and International Offices in Lao PDR and Singapore. Her experience includes stints at the Food and Agricultural Organization, Laos (as Communication Specialist), UNICEF Laos (as Graduate Intern) and the Wee Kim Wee School of Communication and Information at the Nanyang Technological University (as Research Assistant for a publication on Mobiles4Health) amongst others. Prior to starting her stint in Vientiane, she served as University Research Associate at the University of the Philippines Los Baños and was also enrolled as a student towards a Doctor of Philosophy in Development Communication.

**Benjamina Paula Gonzalez-Flor** is Associate Professor of the University of the Philippines Los Baños-College of Development Communication. She concurrently serves as Chair of the Master of Development Communication Program of the UP Open University. Prior to joining the academe, she was chief of the Monitoring and Evaluation Division of the Commission on Higher Education under the Office of the President of the Philippines. Dr. Flor has been engaged as team leader in World Bank projects in Pakistan, Lao PDR and the Philippines and program coordinator of the AusAID-funded Philippines-Australia Short Term Training Program.

**Stefan Hrastinski** is Professor and Director for the Technology for Learning unit at the The School of Education and Communication in Engineering Science, KTH Royal Institute of Technology. His research focuses on online learning and collaboration in educational and organizational settings. Stefan has conducted research and development projects across various contexts, including higher education, school settings, companies, municipalities and the public sector. His Ph.D. is from Lund University, 2007, with a thesis titled Participating in synchronous online education. Stefan teaches courses on e-learning and supervises master students, PhD students and post-docs.

**Anne Katz**, Ph.D. is an Assistant Professor of Reading in the College of Education at Armstrong State University in Savannah, Georgia. Dr. Katz is involved in literacy research, professional development, and community outreach projects in local schools. She was selected as a 2015 Governor’s Teaching Fellow through the Institute of Higher Education at the University of Georgia and is a 2015-2017 Emerging Leaders Fellow through the Conference on English Leadership (affiliated with the National Council of Teachers of English). Dr. Katz enjoys mentoring current and future educators.

**Jackie Hee Young Kim**, Ed.D., 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.
Annette Levesque began her career as a technology mentor to other teachers at the Ottawa Centre for Research and Innovation (OCRI). In 2000 Annette received a recognition award from the government of Canada’s Grassroots Program for the development of internet based, interactive learning projects for students. As a teacher, Annette became fascinated with the concept of elearning for high school students; in October 2002, she completed a one-year pilot program in Electronic Teaching and Learning through a partnership between Seneca College and York University. Founding Ottawa Carleton E-School in 2002, Canada eSchool in 2005 and the collaboration of the two in 2006, Annette comes from a long history of education, and strives to create barrier-free programs that equalize children and women’s access to education. In 2004, she travelled to Beirut as part of the Canadian Mission in Education whose primary focus was the development of equal opportunity education for young women. In 2009, Annette successfully petitioned the Ontario provincial government for the right to provide international students access to private school elearning programs in Ontario. Education and elearning are not only Annette’s professional path, but they are also her passion. Her outstanding work, and innovative educational approach can be seen throughout her organizations, making them a forerunner in the pioneering of new technologies for high school education.

Fan-Yu Lin is an associate professor in the department of education at Robert Morris University in Western Pennsylvania in United States. Her research interest includes behavior analysis, pre-service teacher training, and application of technology in education.

Juan-Francisco Martínez-Cerdá is a PhD Candidate Researcher at the Universitat Oberta de Catalunya (Open University of Catalonia, UOC) in Barcelona. He worked as a postgraduate researcher at the Autonomous University of Barcelona (UAB) for more than four years. Previously, he worked as a Head of Studies at the Catalanian Observatory on Information Society for nearly two years, after more than ten years as an expert consultant on Information Society in several companies related to ICT industrial sector. His main research interests are linked to e-learning, employability skills, networks and complexity, co-innovative sources, and socio-technical systems.

Mary K. McVey, prior to joining Franciscan University in 1998, served a 9-year tenure in Noble Local School system in Southeast Ohio. She was recognized as an outstanding K-8 classroom teacher being awarded as a Martha Holden Jennings Scholar. During her tenure in the school system Dr. McVey taught grades 2-8 and served as the Parent and Community Involvement Coordinator. During this time she had the privilege of working with an outstanding team of teachers and administrators and implemented an award winning program entitled “The Grandparent Program”; a community outreach program between the school and senior citizens in the community. Dr. McVey’s academic credentials include a B.S. in Education from Ohio University, M.A. in Education from Muskingum College, Principal and Assistant Superintendent Credentials from Franciscan University, and a Doctorate in Educational Leadership from Duquesne University. Dr. McVey has a research interest in issues related to educational leadership; particularly teacher preparation programs and preparation of online or virtual educators. She has presented on these issues at the local and state levels. During Dr. McVey’s tenure in education, she has served as an Ohio Department of Education Praxis III evaluator and on various local and state leadership committees. She holds professional licensure in K-8 teaching, supervision, reading endorsement, elementary principal and assistant superintendent, and is currently Chair of Undergraduate and Graduate majors in the Education Department at Franciscan University.


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**Vardan Mkrttchian** received his Doctorate of Sciences (Engineering) in Control Systems from Lomonosov Moscow State University (former USSR). Dr. Vardan Mkrttchian taught undergraduate and graduate information and control system courses at the Astrakhan State University (Russian Federation) science 2010, where he is the Professor of the Information and Control Systems Department (www.aspu.ru). He is currently chief executive and rector and leader of the international academic scientist’s team of HHH University, Australia, (www.hhhuniversity.com). He also serves as executive director of the HHH Technology Incorporation. Professor Vardan Mkrttchian has authored over 300 refereed publications. He is the author of over twenty books in information technology, control system theory, electronics, and cloud and virtual education technology. He is also has authored more than 150 articles published in various conference proceedings and journals.

**Adrian O’Connor** is a postgraduate student and teaching assistant in the Department of Design and Manufacturing Technology at the University of Limerick, Ireland. Adrian earned his B. Tech (Ed) from the University of Limerick. At the University of Limerick, his teaching focuses on Initial Technology Teacher Education (ITTE) as well as the development of pedagogical and technological approaches for second level education. He is currently pursuing his PhD in education and his main research interests include technology enhanced learning, computer-mediated communication, and computer-supported collaborative learning. For his PhD thesis, Adrian is investigating social, cognitive and teaching presence in collaborative problem solving with specific regards to supporting technology-mediated discourse in second level education. Adrian is also a member of the Technology Education Research Group (TERG) at the University of Limerick.

**Rhonda Oliver** works at Curtin University. She is an active researcher and her work has appeared in a number of international journals. She has an extensive publication list and strong track record of in language and education research. Her research focuses on studies of second language acquisition including large scale studies on International and Indigenous university students, and on migrant and Aboriginal children acquiring English as a Second Language/Dialect.

**Susan R. Poyo** has been teaching for over 25 years. Her experiences both in and out of the classroom extend from K-12 to Higher Education and Adult Education. Currently, her students at Franciscan University of Steubenville, where she is teaching full time in the Education department, are a constant source of encouragement and inspiration for her research. Susan earned her Bachelor’s Degree in Mathematics Education from Florida State University, her Reading Specialist Certification from Fayetteville State University, her Master of Science in Education at Franciscan University, and her doctorate in Instructional Technology from Duquesne University. Preparing teachers to educate the 21st century learner is her passion as she engages her students in conversation, inquiry and practical application of effective integration of technology.

**Geoff Quinton** has had an extensive science teaching career in both the UK and Australia. He has developed State and National curricula and has experience in designing and writing learning resources for schools.

**Doug Reid** is a career educator with a wide variety of educational experiences. His guiding philosophy throughout his career has been designing educational experiences to better ensure student success.
has been a school teacher, tenured University professor, coach, instructional designer & educational coordinator. He has worked at several post-secondary institutions in Canada and Australia including the MacEwan University, University of Calgary, University of Wollongong and Edith Cowan University. Dr. Reid is an innovative professional and has used technology to support student learning for more than 25 years. He has presented his work on educational technology and online education at conferences on five continents. One main focus of his career has been providing educational opportunities to students who traditionally would not be able to attend face to face classes.

**Judith Rochecouste** works as an independent consultant and continues her relationship with Monash University. She has worked extensively in Western Australia and nationally researching issues relating to Aboriginal education in the primary, secondary, vocational and university sectors. In particular she has studied the comprehension of Aboriginal English by non-Aboriginal educators and Aboriginal English story structure. Judith has co-authored numerous academic papers and book chapters on Aboriginal English and has extensive experience in the development of print and electronic instructional materials across all educational sectors and within the health sector. Judith’s home disciplines are descriptive and theoretical linguistics.

**Niall Seery** is a Lecturer in Initial Teacher Education at the University of Limerick and is Course Director for the Technology Teacher Education programme. Niall is also serves as an Associate Professor at the Royal Institute of Technology, KTH in the area of Technology Education. In 2010, Niall established and is currently the Director of the Technology Education Research Group (TERG) at the University of Limerick, which aims to advance technological education and support the continuous development of practitioners, initial teacher education, and second level pupils. He has conducted a number of research projects focusing on pupil learning and assessment and actively supervises doctoral level students. Niall is currently the Deputy project co-ordinator for the GRASS LLP EU funded research project focusing on grading soft skills.

**Rachel Sheffield** is an experienced tertiary educator and researcher. Her current research focus is on-line scaffolded inquiry in primary, secondary and tertiary science classrooms.

**Mary Lucille Smith** has an extensive history of teaching at Franciscan University as well as public school experience in the middle grades. She has completed a doctorate in Mathematics Education from the University of Pittsburgh, a Masters in Counseling from the University of Dayton, and another Masters in Education with a Mathemetic Concentration. She has held various licensures in Elementary Education, Learning Disabilities/Behavior Disorders, Educable Mentally Retarded, Supervisor, School Principal, and School Counselor. Presently, she extensively presents various in-service programs and is also the Education Department’s Program Coordinator at Franciscan University.

**Stefan Stenbom** is a Lecturer in online learning at the Department of Learning, KTH Royal Institute of Technology. Research interests are in analyzing teaching and learning in online and blended environments, especially in one-to-one settings. He is the Director of Studies for the technology for learning unit and teach courses in online and blended learning for teachers in K–12 and higher education.
Joan Torrent-Sellens works at the Universitat Oberta de Catalunya (Open University of Catalonia, UOC) in Spain. His teaching areas at Economics and Business Studies are related to Economic and Knowledge Society (economic growth, productivity, competitiveness, labour markets and network firm). He is the director of the Interdisciplinary Research Group on ICTs (i2TIC) at Internet Interdisciplinary Institute (IN3). Also, he is the director of the Entrepreneurship and Management of Small Firms Master at the UOC. His research field is concerned with the labour, economic, social and policy issues associated with information and communication technologies and knowledge economy and society. Specially focused on productivity and economic growth, competitiveness and development, human capital and labour markets, innovation and network firms, welfare and well-being.

Norman Vaughan is a Professor in Education at Mount Royal University in Calgary, Alberta, Canada. His teaching background includes graduate and undergraduate courses in educational technology, K-12 education in northern Canada, technical training in the petroleum industry, and English as a Second Language in Japan. He has co-authored the books Teaching in blended learning environments: Creating and sustaining communities of inquiry (2013) and Blended learning in higher education (2008).