About the Contributors

**F. Sigmund Topor** is a Scholar-Practitioner and President of International & Intercultural Communications, Francis Sigmund Topor conducts research and lecturers at a number of universities including Toyo and Keio, Universities in Tokyo, Japan. His expertise include Adult education, critical thinking, and Japanese Sociolinguistics and psycholinguistics. Dr. Topor also currently provides intercultural communicative competency to Japanese multinational corporations in Tokyo; haven provided educational services to the Tokyo Metropolitan Board of Education. He has an extensive portfolio of writings including A Sentence Repetition Placement Test For EFL/ESL Learners In Japan and the Empowerment of Japanese Women: What Will the Social Impact Be?

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**Sandra Aguirre** has worked in the field of Leadership for over 20 years. She has worked in several technical and business leadership positions over her career and in 2015 completed her Doctor of Education from The George Washington University Executive Leadership Doctoral Program. Ms. Aguirre has a Bachelor of Science in Integrative Studies - Business Administration from George Mason University and a Master of Science in Systems Engineering from Johns Hopkins University.

**Mabark Alshahri** is an Associate professor at Imam Mohammed Ibn Saud Islamic University where he teaches courses in curriculum and instruction. His research interests include the use to technology for instruction in higher education contexts and curriculum design.

**Jennifer Bandy** holds a Doctor of Philosophy (Ph.D.) in International Psychology degree from The Chicago School of Professional Psychology. Her International Psychology degree program included two field experience requirements, in China and Japan. Dr. Bandy also holds a Master of Arts in Counseling degree and a Bachelor of Arts and Sciences in Psychology degree, both from Dallas Baptist University.

**Arthur Bangert** is an Associate Professor in the Department of Education at Montana State University where he teaches courses in Educational Research and Statistics. His research interests include online learning and student perceptions of their online learning experiences.

**Ellen Brook** was born and raised in the former Soviet Union and received her high school diploma as well as two graduate degrees in the former Soviet Union. Her family immigrated to the United States of America in 1990. Her teaching experience in this country consists of teaching high school mathemat-
ics for a few years and then teaching adults as a mathematics faculty of Cuyahoga Community College. Her responsibilities there include teaching mathematics courses ranging from developmental to calculus in a traditional classroom, non-traditional computerized environment, and online and developing new and improving established mathematics courses. In addition, she received the doctoral degree in Math education at Kent State University.

**Randy L. Burkhead** is a senior security engineer with JANUS Associates Inc. where she currently conducts penetration testing, audits, and other security tasks for clients. She has been working as a military, government, and civilian contractor in information security for 8 years. She has a PhD in Information Technology with a specialty in information security from Capella University. Her dissertation was a phenomenological study on information security incidents. In addition to her PhD she holds several industry certifications including the CISSP and CeH. Dr. Burkhead is also a prior service Army veteran. When she is not doing her research or at work she is often with her “dogter” running, hiking, or traveling. She also deeply enjoys movies, games, comics, novels, tabletop strategy games, RPGs, and the occasional TV show.

**Meilin Chen** is a Post-doctoral Research Fellow at City University of Hong Kong. Her research interests include learner corpus research, data-driven learning, corpus linguistics and English academic writing for ESL/EFL learners.

**Derek Cooley** has a Bachelor’s Degree in special education from Central Michigan University, a Master’s Degree in educational leadership from Grand Valley State University, and a Doctorate in special education from Western Michigan University. Before joining Godwin Heights Public Schools as Director of Special Education, Derek was the principal of a school for students with disabilities. Derek began his career as a special education teacher for students with emotional and behavioral disorders.

**Mary Jean Tecce DeCarlo**, EdD, is an Assistant Clinical Professor of Literacy Studies at Drexel University. Dr. DeCarlo designs and teaches courses in the Teacher Education Program and the Special Education program. She also serves as chair of School’s Curriculum Committee. She earned her EdD in Reading, Writing and from the University of Pennsylvania. During her twenty years in education, Dr. DeCarlo has been a classroom teacher, a curriculum leader and a college professor in suburban and urban communities in the Philadelphia region. During her time at Drexel she has focused on issues and challenges regarding effective reading and writing instruction for delayed readers and writers and the development of information and digital literacy skills for children K- 8. Dr. DeCarlo's work with delayed readers and writers includes work in the field in an urban elementary school. There she coaches in-service teachers and offers a special education literacy course for undergraduates. That class is offered as a “flipped classroom” model for training pre-service and in-service teachers in best practices for teaching struggling readers. Dr. DeCarlo, with her colleague Dr. Lori Severino, have an accepted book chapter on this topic in Handbook of Research on Individualism and Identity in the Globalized Digital Age, which will be published by IGI global. Dr. DeCarlo is also working with Dr. Severino to create ACE (Adolescent Comprehension Evaluation), a digital reading comprehension tool that will be used for progress monitoring reading comprehension growth for students in middle school. This work was begun with a seed grant from Drexel School of Education ($2000), which allowed Drs. DeCarlo and Severino, along with several undergraduate students, to begin creating ACE as an iPad app. The same
research team, with Dr. DeCarlo as Co-PI, received a $100,000 award from the Drexel Venture Fund to complete the ACE sixth through eighth grade app and to build the app’s teacher dashboard. Drexel University has applied for a provisional patent for the ACE. Dr. DeCarlo and Dr. Severino presented research on ACE at the Council for Educational Diagnostic Services Conference, a division of the Council for Exceptional Children, in October of 2014. She has partnered with the Philadelphia School District to pilot the ACE with sixth through eighth grade students during the 2015-16 school year in order to norm scores with the general population. Dr. DeCarlo also does research in the areas of information and digital literacy. She has created collaborative research projects with urban classroom teachers and a group of Drexel University researchers around the I-LEARN model created by Dr. Delia Neuman. A seed grant ($5,000) from the Drexel School of Education funded one of these projects. This work was presented at the European Conference on Information Literacy, Dubrovnik, Croatia in 2014, as well as the Hawaii International Conference on Education and American Education Research Association in 2015. Publications related to this work include Neuman, D., Grant, A., Lee, V., & Tecce DeCarlo, M.J. (2014). Information and digital literacy in a high-poverty urban school. School Libraries Worldwide. 21(1), 38-53. (peer reviewed) and DeCarlo, M.J., Grant, A., Lee, V., & Neuman, D. (2014). I-LEARN: Helping young children become information literate. Communications in Computer and Information Science (volume and pages 243-252). New York: Springer (peer reviewed).

Nilso Elias graduated from Capella University with a PhD in Business Information Technology. She is the Chair of the Networking Technology Program at Virginia College in Macon, GA. Dr. Elias research interests include models of continued use of e-learning and e-training technology.

Greg Gardner, PhD, CISSP Chief Architect, Defense and Intelligence Solutions, NetApp And Senior Fellow, George Washington University’s Center for Cyber/Homeland Security (CCHS) Greg leverages his decades of government service and IT experience to provide NetApp’s U.S. Public Sector team with all aspects of defense and intelligence focused support. Greg came to NetApp from service as the Deputy Chief Information Officer (DCIO) for the Intelligence Community (IC). In that role, he assisted the IC CIO in developing the information management systems that enable our integrated, agile intelligence enterprise. Greg previously worked at Oracle Corporation where for five years he was Vice President of Homeland Security Solutions & Public Sector Strategy. He also served a career in the United States Army, retiring in 2004 as a Colonel with 30 years of commissioned service. During his final military assignment, Greg was responsible for Joint Command and Control in the Command, Control, Communications, and Computers Directorate of the Joint Staff. There he developed the prototype of the Joint Protected Enterprise Network (J PEN) that enables force protection information to be securely shared amongst Defense Department organizations. Greg’s military assignments include leadership positions in infantry, airborne, and ranger units and command of the 1st Battalion, 504th Parachute Infantry Regiment, 82d Airborne Division, and the 3rd United States Infantry (The Old Guard). His military staff assignments include service as Operations Officer, 3rd Brigade Combat Team, 7th Infantry Division (Light) during Operation JUST CAUSE in Panama, G3, 25th Infantry Division (Light) in Hawaii, Executive Officer to the Commander in Chief, Pacific Command, and Chief of Staff, Ministry of National Security and Defense, Coalition Provisional Authority, Baghdad, Iraq. A 1974 graduate of the United States Military Academy with a Bachelor of Science degree in Electrical Engineering, Greg also holds Master’s Degrees in Industrial Relations / Personnel Management from The Krannert School, Purdue University, Military Art and Science from the Army’s School of Advanced Military Studies, and Strategy
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and Policy from the Naval War College. Greg earned a PhD in IT Management from Capella University and is an Adjunct Professor in the Volgenau School of Engineering at George Mason University. He is a Certified Information Systems Security Professional. Greg is a Senior Fellow of the George Washington University Center for Cyber and Homeland Security and a standing member of the Cybersecurity Task Force. He previously served as a consultant to the Defense Science Board. Recently, he was a Commissioner on the Commission on the Leadership Opportunity in U.S. Deployment of the Cloud (CLOUD2), the Big Data Commission, and the Federal Technology Convergence Commission.

Şahin Gökçearslan graduated from Hacettepe University, Computer Education and Instructional Technologies Department. After same department finished Master and PhD on Educational Technology. His Research interest is mainly about new web technologies, learning communities, computer programming, technology integration. Currently working on Gazi University Informatics and Distance Education R & D Center.

Irina Khoutyz is head of Theoretical and Applied Linguistics Division at the Department of Romance and Germanic Philology at Kuban State University. She is interested in intercultural communication, discourse analysis, social psychology and linguistics.

Elise Kiregian, J.D. St. Johns University, Queens, NY, M.A. Hunter College, NY, NY, B.A. Columbia University, has taught History and Humanities at TCI College in New York for over thirty years. She has also served as an adjunct Associate professor at LaGuardia Community College for eighteen years.

Alena Lagumdzija received PhD in Medical Cell Biology from the Karolinska Institutet (KI), (Sweden) in 2005, with research interest in effects of hormones and peptides on osteoblast-like cells. In 2005 she was recognized “Scientist of the month” from the Health Care Workers Union. Same year Dr Lagumdzija was hired by Unilabs where she worked at clinical laboratories. 2009 she joined, LifeGene, KI (the biggest National resource project for the future medical research studies) as Test leader/Project assistant. Year 2006 and between 2010 and 2014 Dr Lagumdzija did post-doc in Japan at RIKEN (studied: Bioactive small-molecule compounds effects on osteoblast-like cells); was visitor post-doc at School of Bionics, Tokyo University of Technology Research Centre of Advanced Bionics (studied: Coenzyme Q10 and antioxidants), and was consulting researcher for time limited project (studied: Development of a portable blood testing) at Nihon University School of Medicine. At present, she works at Karolinska University Laboratory, Sweden.

Doug Leigh, Ph.D., is a professor with Pepperdine University’s Graduate School of Education. He earned his Ph.D. in instructional systems from Florida State University, where he served as a technical director for projects with various local, state, and federal agencies. His current research, publication, and lecture interests concern cause analysis, organizational trust, leadership visions, and dispute resolution. He is coeditor of The Handbook of Selecting and Implementing Performance Interventions (Wiley, 2010) and coauthor of The Assessment Book (HRD Press, 2008), Strategic Planning for Success (Jossey-Bass, 2003) and Useful Educational Results (Proactive Publishing, 2001). Leigh served on a two-year special assignment to the National Science Foundation, is two time chair of the American Evaluation Association’s Needs Assessment Topic Interest Group, and past editor-in-chief the International Society for Performance Improvement’s (ISPI) monthly professional journal, Performance Improvement. A lifetime
member of ISPI, he is also a member of the editorial board for its peer-reviewed journal, Performance Improvement Quarterly.

**Eric Niemi** is a recent graduate of the Adult and Higher Education doctoral program at Northern Illinois University, and he currently teaches developmental writing and student success courses at Chippewa Valley Technical College.

**Marc Pilkington** is Associate Professor of Economics, at the University of Burgundy, France, and founder of Moldova Tours 2.0.

**Donna Reed** holds a PhD in International Education and Entrepreneurship from University of the Incarnate Word, San Antonio, Texas. She is currently an educator with Southwest Independent School District in San Antonio, Texas.

**Amanda Sue Schulze** is an innovative learning technology and education professional with over 15 years of experience. Her research interests include Massive Open Online Courses (MOOCs), instructional design, using technology to facilitate learning experiences, and informal learning through social media. She works with colleges and universities across the U.S. to design online education.

**Lori Severino** is an Assistant Clinical Professor at Drexel University. She is also the Program Director for Special Education in the School of Education. Her research interests include literacy, dyslexia, preservice teacher education, differentiated instruction, and professional learning communities. Prior to Drexel University, she worked in the public school system in the field of special education for 26 years.

**Paul Sparks** leads technology courses in the doctoral and master’s programs at Pepperdine. Previously, he was director of training at Epoch Internet where he developed its curriculum. Dr. Sparks was also an educational technologist and information systems specialist for Rockwell International. He was previously a high school and adult education instructor in the Whittier Union High School District.

**Elio Spinello** is an adjunct professor in the Education Division at the Pepperdine University Graduate School of Education and Psychology, and he is also a partner in RPM Consulting, LLC, a consulting firm which provides research, training, and system development services to a variety of public and private organizations. He has published research examining the use of computer simulations in training health professionals, as well as examining the willingness and ability of K-12 teachers to perform CPR and emergency procedures in a classroom environment. In addition to teaching at Pepperdine, he also teaches at California State University Northridge College of Health and Human Development, and the University of Redlands Graduate School of Business. He has also been a consultant to the State of California Employment Development Department, assessing the outcomes of state-funded job training programs.

**Velmarie K. Swing**, PhD, RN, earned ADN at OSU-OKC in 1986, BS (Nursing) 1998, and MS (Nursing Education) 2008 from Southern Nazarene University, and PhD (Nursing Education) 2014 from Capella University. Entered into academia in 2003 and was Nursing Chair in 2011. Currently the program coordinator of three tracks for new RN graduates and adjunct in a graduate nursing program.
About the Contributors

Elizabeth Whitten (Director) is a Professor in the Department of Special Education and Literacy Studies (SPLS) and teaches courses in teaming, curriculum and instruction, learning disabilities and leadership. Dr. Whitten has served as both a general and special education teacher, building principal, and director of special education. She has been a professor in higher education for the past 23 years and chaired the Department of Special Education at WMU for eight years. Dr. Whitten consults with numerous school districts, locally, nationally, and internationally providing PD in areas of collaboration and teaming, leadership, co-teaching, curriculum-based assessment and research-based instruction, and evidence-based strategies.

Michelle F. Wright is a postdoctoral research fellow at Masaryk University. Her research interests include the contextual factors, such as familial and cultural, which influence children’s and adolescents’ aggression and victimization as well as their pursuit, maintenance, and achievement of peer status. She also has an interest in peer rejection and unpopularity and how such statuses relate to insecurity with one’s peer standing, aggression, and victimization.