About the Contributors

Kaye Shelton, Ph.D. is an Associate Professor of Educational Leadership and director of the Center for Doctoral Studies in the College of Education at Lamar University. Previously as the Dean of Online Education for Dallas Baptist University, she led the development and ongoing operations of their online education programs with over 55 majors and degrees offered fully online. She is certified as an online instructor, teaching online since 1999, and also an online education consultant. Dr. Shelton’s education includes an M.S. in Education emphasizing Online Teaching and Learning from California State University-East Bay and a PhD in Educational Leadership (Higher Education) from the University of Nebraska. Winner of the both the Blackboard and eLearning exemplary online course awards, she has published over 40 articles and book chapters in the field of online education, including a book entitled An Administrator’s Guide to Online Education. Dr. Shelton was also awarded a Sloan-C Effective Practice award for her research on the Quality Scorecard for the Administration of Online Education Programs, the John R. Bourne award for Outstanding Achievement in Online Education and the NCPEA Morphet Dissertation award. Involved with research in online education since 1997, she has spoken at numerous conferences and workshops and advised peer institutions regarding the creation of an online education program and the best practices for teaching online and faculty support. She has also served as an advisor regarding online education programs for several peer institutions. Recently, Dr. Shelton has been involved in the international use of the Quality Scorecard for the Administration of Online Programs as it has been adopted by institutions in Latin America. She is also an Online Learning Consortium Quality Scorecard program evaluator and teaches workshops regarding its implementation.

Karen Pedersen currently serves as the Chief Knowledge Officer for the Online Learning Consortium (OLC). Prior to joining OLC, Pedersen served as a leader in various administrative roles in public and private higher education institutions. She had responsibility for envisioning and building an online operation from the ground up as well as launching nearly 30 innovative online degree programs. She led a system-wide enrollment management transformation, served on the launch team for a competency-based education initiative, and built academic partnerships domestically and internationally including in Brazil, Hong Kong, Indonesia, Malaysia, and Singapore. With an interest in academic quality, she has deployed the Online Learning Consortium Quality Scorecard for the Administration of Online Programs at two institutions and served as a “Lean champion” realizing business process improvements across key operational areas such as recruitment, advising, and retention. Throughout her administrative career she led award-winning academic operations, marketing units, technology teams, and student support services divisions. She serves as a thought leader and presenter on the topics of quality, learner success, institutional transformation, and excellence. Prior to starting her administrative career, Pedersen
served as a full-time faculty member and currently serves as a faculty member for the OLC/Penn State Institute for Emerging Leadership in Online Learning (IELOL). She holds a bachelor of science and master of science degree from the University of Nebraska-Lincoln and a doctor of philosophy degree from Oklahoma State University.

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**Raffaella Borasi** has been the dean of the Warner School of Education at the University of Rochester since 2001. Under her leadership, the Warner School has experienced significant growth, more than doubling student enrollment and research funding. She has been the driving force behind the 2013 opening of Raymond F. LeChase Hall, the new state-of-the-art facility that houses the Warner School of Education, as well as a number of other innovations including the creation of a Center for Professional Development and Education Reform, the addition of accelerated options for the school’s Ed.D. programs, and most recently the launch of the first online courses at Warner. Borasi, who joined the Warner School faculty in 1985, has roots as a mathematics educator with special interests in an inquiry approach to teaching mathematics, school reform and teacher education. She has led several research projects funded by the NSF to improve mathematics instruction. She has published more than 40 articles in national and international journals and is the author/co-author of four books: Learning Mathematics Through Inquiry (1992); Reconceiving Mathematics Instruction: A Focus on Errors (1996); Reading Counts: Expanding the Role of Reading in Mathematics Classrooms (2000); and Blogging as Change: Transforming Science and Math Education Through New Media Literacies (2011). Her current research and teaching interests are in the areas of entrepreneurship in education and online teaching and learning.

**Lisa R. Braverman** serves currently as dean of the Petrocelli School of Continuing Studies at Fairleigh Dickinson University, where she manages a forty-five million dollar unit that offers multiple undergraduate and graduate online degrees, certificates, non-credit programs and corporate partnerships, both domestically and at international locations. She is a known leader and innovator in the field of continuing higher education with a twenty-five year career working for both public and private colleges and universities across the country. She has served at senior levels in academia as chief academic officer of a fully online university, associate provost and dean, and has provided pioneering leadership and successful growth strategies in distance, continuing, adult and international education, as well as strategic community/corporate partnerships. Dr. Braverman has held top leadership posts in the professional higher education associations, including on the Board of Directors of both the University Professional Continuing Education Association and the Association for Continuing Higher Education. She also served as Chair of the UPCEA’s Leadership Commission and Past Chair of its Leadership and Strategy Network. Dr. Braverman is, in addition, certified by the Institute for Engaged Leadership in Online Learning of the Online Learning Consortium, where she serves as Lead Institute Moderator, and holds a certificate in distance education from the WICHE Cooperative for Educational Technologies. She has developed international education partnerships in both Latin America and Asia, including a joint program with the government of Singapore. She also spearheaded the State University of NY’s first Center for Innovation Management, a dynamic leadership institute that assisted companies and CEOs with innovation, competitive advantage and change management strategies. Dr. Braverman is a consultant to both higher education and private industry, as well as a published author, with journal articles in the Journal of Continuing Higher Education, a chapter on the future of continuing higher education in
a recent publication by Jossey Bass, and online articles and interviews. She has traveled to more than twenty-five countries world-wide and is fluent in several foreign languages, and was invited to develop a workshop for the American Council on Education in leadership for women in higher education. Dr. Braverman holds a Ph.D. from New York University and is regularly invited to speak at conferences and professional association meetings on the topics of transformative leadership, innovation, online learning and entrepreneurship in higher education.

**Laurette Bristol** is the President of the Catholic College of Mandeville, Jamaica West Indies. She has an extensive background in primary and teacher education and has practiced in Trinidad and Tobago, the United Kingdom and Australia. Her research interest explores the intersection between historical traditions and practices in educational sites. She has a growing international research profile in the areas of school leadership, mentoring, practice theory, in-service teacher education and professional learning.

**Merilyn Childs** is Associate Professor and Convenor of the Supervision Enhancement Program (Higher Degree Research) at Macquarie University, Australia. Prior to this she was Joint Head of Academic Development at the University of Wollongong, and Deputy Director of the Flexible Learning Institute at Charles Sturt University (Australia). She has published extensively in learning and teaching in Higher Education, particularly concerning the practices associated with technology-enriched, workbased and prior learning. In 2014 she was acknowledged as one of Australia’s 100 Women of Influence (Diversity Category) for two decades of engagement with gender and fire fighting in Australia. In 2012 she was joint recipient of the Australasian Society for Computers in Learning in Tertiary Education Innovation & Excellence Award in recognition of her contribution to institution-wide adoption of blended learning.

**Dave Dai** is Director for Data and Technology Support at College of Education at Michigan State University. He received his doctorate from Michigan State University in 2014. Dai’s work focuses on online education quality and educational technology in higher and adult education.

**John M. Dirkx** is Professor and Mildred B. Erickson Distinguished Chair (Emeritus) in Higher, Adult and Lifelong Education and Director of the College of Education Masters of Arts in Education online program at Michigan State University. He received his doctorate from the University of Wisconsin – Madison in 1987 in continuing education, where he studied adult learning, group dynamics, and transformative education. Dirkx’s work focuses on teaching and learning in higher and adult education, with a particular interest in the affective and emotional-laden nature of teaching and learning, and the role it plays in transformative learning and self-formation. He is co-editor of the Journal of Transformative Education, author of A Guide to Planning and Implementing Instruction for Adults: A Theme-based Approach, editor of Adult Learning and the Emotional Self, and author of numerous book chapters and journal articles.

**Wendy Jo Mays Elmore** graduated from Stephen F. Austin State University with a Bachelor of Science degree in Mathematics in May 1994. In August 1994, she began her nine year teaching career as a middle school mathematics and high school Algebra I, Geometry, and Algebra II Elkhart ISD. Starting in July 2002, she became the Elkhart High School counselor and served as the district testing coordinator where she served the district for an additional four years. During that time, she was awarded a Master of Art’s degree in Psychology in May 2004 from the University of Texas at Tyler. Wendy’s
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public school career ended in July 2006 when she entered the world of higher education to become the Director of Testing for Trinity Valley Community College. In July 2009, she was named the Director of Distance Education where she served three years. In August 2012, Wendy was promoted to Associate Vice President of Academic Affairs for Trinity Valley Community College and is currently serving in this capacity. She began her doctoral studies with Lamar University in January 2013.

Eric E. Fredericksen is the associate vice president of online learning at the University of Rochester and associate professor (clinical) in educational leadership at the Warner School of Education. A national leader in online education, Fredericksen provides leadership for the exploration of online learning initiatives across the University. Previously, he was the associate vice provost at the University, where he provided leadership and services that supported the academic and research missions of the University. Prior to the University of Rochester, Fredericksen served as the director of academic technology and media services at Cornell University. As a senior manager in Cornell Information Technologies, he helped craft Cornell’s presence and direction in the use of contemporary technologies to support research, outreach, and teaching & learning both in and out of the classroom. Before Cornell, Fredericksen was the assistant provost for advanced learning technology in the Office of the Provost in the State University of New York System Administration, where he provided leadership and direction for all of SUNY’s system-wide programs focused on the innovative use of technology to support teaching and learning. This included the nationally-recognized SUNY Learning Network - winner of the EDUCAUSE Award for Systemic Progress in Teaching and Learning and Sloan-C Awards for Excellence in Faculty Development and Excellence in Institution-wide Online Programming. It also included the SUNY Teaching Learning and Technology program and Project MERLOT, which were designed to complement the classroom with technology-supported instruction. Fredericksen was also a co-principal investigator and administrative officer for three multi-year, multi-million dollar grants on Asynchronous Learning Networks (ALN) from the Alfred P. Sloan Foundation. He was responsible for the fiscal management, strategic planning, policy development, faculty development, marketing & promotion, technical support center for faculty and students, and operations and technology infrastructure. He managed a distributed statewide staff of IT, administrative, instructional design, and faculty support professionals. Under his leadership, the program grew from two campuses offering eight courses to 119 enrollments to 53 campuses offering 2,500 courses to more than 40,000 enrollments in just seven years. He has also designed, developed, and taught online courses for the Department of Educational Theory and Practice in the Graduate School of Education at the University at Albany for the past 12 years. Fredericksen is active in national efforts, including EDUCAUSE, the EDUCAUSE Learning Initiative and the Sloan Consortium. He is chair of the Sloan-C International Conference on Online Learning and previously served as chair of the Sloan-C Awards Program for Excellence in Online Teaching and Learning. He also serves on the advisory board for Enterprise Learning at NYU. In 2012, Fredericksen was elected to the board of directors for the Sloan Consortium. He was recently honored as a Sloan-C Fellow.

Deb Gearhart has worked in the field of distance education for 30 years Dr. Gearhart has served as Vice Provost for E-Learning and Strategic Partnerships at Ohio University, director of eTROY at Troy University for five years and served as the founding Director of E-Education Services at Dakota State University in Madison, South Dakota for 11 years. Before joining Dakota State she spent 10 years with
the Department of Distance Education at Penn State, now Penn State World Campus. Deb was an assistant professor for educational technology at Dakota State University teaching at both the undergraduate and graduate levels. She has co-authored a textbook entitled Designing and Developing Web-Based Instruction and edited another publication titled Cases on Distance Delivery and Learning Outcomes: Emerging Trends and Programs, which was released in December 2009. Dr. Gearhart has earned a BA in Sociology from Indiana University of Pennsylvania. She earned a M.Ed. in Adult Education with a distance education emphasis and an M.P.A. in Public Administration, both from Penn State. Deb completed her Ph.D. program in Education, with a certificate in distance education, from Capella University.

Sandra Harris is professor and Coordinator of Dissertations in Educational Leadership at Lamar University. She has been a K-20 educator for over 40 years. Dr. Harris has published over 100 peer-reviewed articles and is author/co-author of 24 books on educational leadership.

Hunter E. Keeney graduated from Port Neches-Groves High School, in Port Neches, Texas, in 1999. He received his B.S. in biology in 2006, followed his M.S., also in biology, in 2010. After a couple of years working as a biology instructor at Lamar State College-Orange, Dr. Keeney was accepted into the Educational Leadership Department at Lamar University, where he earned his educational doctorate degree in 2015. Currently, Dr. Keeney continues to serve as a biology instructor at Lamar State College-Orange and has recently been appointed Interim Director of Institutional Research for the college. He lives in Groves, Texas, with his wife and two daughters.

Komar Khan is a Training Program Manager for a US Federal Government agency. For the past 16 years, she has served for three different Federal Government agencies mostly managing e-Learning and blended learning projects. Prior to joining the federal agencies, she worked as elementary and middle school teacher. Komar completed her bachelor’s degree in Science from Indiana University, master’s degree in Instructional Design from George Mason University and Ph. D. in Instructional Design for Online Learning from Capella University.

Georgios Kyriakini, PhD, is a surgeon of the 1st ENT Clinic for the AHEPA University Hospital, Aristotle University of Thessaloniki. He is an Otorhinolaryngologist, field expert on Cochlear Implants, Aural Communication, and Speech Rehabilitation.

Diane Mason, Ph.D., is an Associate Professor in the Center for Doctoral Studies in Educational Leadership. During her tenure at Lamar University, Dr. Mason has taught numerous online courses in both the master’s and doctoral programs. Prior to becoming a full time faculty member in 2010, Dr. Mason was the Technology Training Center Coordinator for the Calcasieu Parish School System in Lake Charles, LA. Her professional background includes 30 years of K-12 educational experience and eight years as an adjunct in higher education teaching both face-to-face and online graduate coursework in educational leadership and technology. Dr. Mason is a former K-8 teacher, middle school assistant principal, elementary principal, and central office coordinator. During Dr. Mason’s tenure as a K-8 teacher, the National Foundation for the Improvement of Education (NFIE) recognized her as a Christa McAuliffe Fellow for innovative online and technology practices. She is also a past president of the
ISTE state affiliate organization, Louisiana Computer Using Educators (LACUE); serves as a journal article reviewer for the National Council of Professors of Educational Administration (NCPEA); and is a member of the Lamar Faculty Senate. In her current role, Dr. Mason is part of the online doctorate instructional team leading a unique cohort of global distinguished educators. Research interests include online learning, technology integration, professional development, school improvement, and leadership.

Dave Miller is a clinical assistant professor of education at the Warner School of Education at the University of Rochester in Rochester, New York. His teaching and research are focused in three key areas: (1) Entrepreneurship in education; (2) Online teaching and learning in higher education; and (3) Instructional use of 1:1 computing and learning management systems in K-12 schools. Dr. Miller has extensive learning management and content development experience and has many successes in organizing and directing high-impact, multi-dimensional projects with multi-year timelines and multi-million dollar budgets. His key strengths are in guiding program development and implementation accompanied with expertise and success in building enthusiastic, mission-oriented teams. Much of Dr. Miller’s experience and practice straddles both business and education with cross-industry, higher ed, and K-12 track records in setting and achieving milestones and having positive impact and continuous improvement on customer and student experiences.

Anymir Orellana is a program professor in instructional technology and distance education at Nova Southeastern University (NSU). She earned a EdD in Instructional Technology and Distance Education from NSU; a MS in Computer and Information Sciences and Engineering from the University of Florida; and a BS in Informatics Engineering from Universidad Centroccidental “Lisandro Alvarado”, Venezuela. She has been teaching online graduate courses in Spanish and English at NSU since 2006, in instructional media, instructional technology, distance education, system analysis and design, and instructional design. She is involved in the initiative “Quality Assurance Process for Online Education” to promote quality and improve the practice of online education in Latin America. This is a joint effort of the Inter-American Distance Education Consortium, the Online Learning Consortium, and the Institute for Quality Distance Higher Education in Latin America and the Caribbean.

Veronica Outlaw is the Director of Distance Learning for the Office of Distance Learning at The University of South Carolina Aiken where she provides pedagogical and technological consultations to faculty for online course development, while helping to create an infrastructure for distance learning. She has more than 16 years of experience in higher education, including instructional design, online teaching, faculty development, training (ground and remote), faculty and student orientations, and organizing pedagogy and technology events (including virtual conferences). She holds certifications in Online Teaching and Faculty Development through Learning Resources Network, and Grant Writing through the University of Carolina. She has published papers in conference proceedings, presented and moderated sessions at numerous local, regional, and national conferences, and conducted a plethora of technology related trainings for faculty.

Dionysios Politis works for the Multimedia Lab, Dept. of Informatics, Aristotle University of Thessaloniki, Greece. His research interests focus on Computer Music, Human Computer Interaction and Mobile Device Interfaces. His contribution to this book comes from his research on advancing in Multimedia Learning with Rich Content for Medicine.
**Terry Pollard** is an Assistant Professor at the University of Mississippi Medical Center in Jackson, Mississippi. He teaches courses in writing and health education in the School of Health Related Professions. As the Director for Instructional Development and Distance Learning, he consults with faculty in the development, design, and evaluation of online programs. His research interests include the innovative use of classroom space and technology on learning outcomes, best practices for online learning and teaching, and patient education.

**Pamela K. Quinn** has been CEO of the LeCroy Center for Educational Telecommunications, Dallas County Community College District, TX, since 1985. She has worked in distance education since the early days of broadcast television telecourses and has experienced the evolution to online learning, now a mainstream in higher education. She has worked with students and faculty as their roles continue to transform. Active nationally in distance education in numerous positions, she has chaired and received awards from the American Association of Community College (AACC) Instructional Technology Council and the National University Technology Network and served as a board member for AACC. She was co-founder of Dallas Colleges Online, the Virtual College of Texas, and STARLINK Professional Development Network. She serves on the NC-SARA Board for state authorization, chairs the Texas Higher Education Coordinating Board’s Learning Technologies Advisory Committee, and has been inducted into the prestigious Hall of Fame for both the U.S. Distance Learning Network and the Texas Distance Learning Network.

**Sallie Reissman** is the Assistant Vice President and Dean of the College of Online and Experiential Learning at Wilmington University in Wilmington, Delaware. She completed a doctoral degree in Curriculum, Technology, and Higher Education Leadership at the University of Delaware. Her doctoral research focused on student service satisfaction in online learning.

**Margaret L. Rice** is an associate professor and program coordinator for the Computers and Applied Technology program at the University of Alabama where she teaches graduate courses in Instructional and Educational Technology. She has published several articles, authored two book chapters, presented at numerous conferences, and provided workshops regarding the integration of technology into K-12 schools and distance learning.

**Arthur R. Smith** received his BA in Sociology and Anthropology from Earlham College in Richmond, IN, and MS in Management from Friends University in Wichita, KS. Arthur serves as Executive Director for Faculty Matters for Southwestern College - Professional Studies. He is responsible for furthering instructional excellence in addition to faculty appointment, credentialing, orientation programming, and other faculty and academic administrative activities. Prior to this role, Arthur served as Program Director for business and leadership programs, providing academic leadership to the development and delivery of the programs’ curriculums and to those programs’ faculty. Arthur has held leadership, management, and specialist positions in healthcare and higher education organizations, as well as having been responsible for his own companies serving healthcare and human services organizations. Arthur and also served as a higher education instructor. Arthur’s professional interests and research include strategic knowledge-based leadership, community and corporate sustainability, and organizational and cultural anthropology.
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Miltiadis Tsalighopoulos is the Director of the 1st ENT Academic Clinic, AHEPA University Hospital, Aristotle University of Thessaloniki, Greece. He has studied in Greece and USA. He is a medical expert on Otorhinolaryngology and Neurotology. Participating for more than a decade in the Psychoacoustics Program of the Aristotle University, he focuses on Cochlear Implants, Brain Computer Interfaces and Dysmusia research. Recently, he is active in promoting multimedia learning for Training on the Ear.

Mark Kellison Warford, after five years of K-12 language teaching, obtained a Ph.D. in Foreign Language and ESL Education from The University of Tennessee, where he received the Outstanding Graduate Student Award. He has published in the areas of applied linguistics, (Spanish) language pedagogy, educational innovation, teacher development, sociocultural theory, and (Post-) Jungian Studies. His scholarly work has been cited in over 200 publications. A charter member of the NCATE Board of Reviewers, Warford has led program reviews for the ACTFL-NCATE Program Standards. Under his leadership, Buffalo State College’s Foreign Language Education program attained National Recognition status in 2009 (upheld in 2012) within the aforementioned accreditation guidelines. With regard to his leadership in professional organizations, Warford has served on The Board of Directors of several language teaching professional organizations. Recently, he completed Buffalo State College’s Emerging College Leaders Program. And in 2015 he assumed Chairship of the Department of Modern and Classical Languages. In addition to delivering keynote addresses, presenting and chairing dozens of sessions at professional conferences from the regional to international level, Warford regularly leads workshops for K-12 language teachers on a range of topics. A certified peer reviewer for Quality Matters and Research and Innovation Fellow for the SUNY Center for Online Teaching Excellence, Warford also regularly facilitates faculty development workshops on innovations in online instruction.

Vivian H. Wright is a professor of Instructional Technology at The University of Alabama. In addition to teaching in the graduate program, Dr. Wright works with teachers and future teachers on developing innovative ways to infuse technology in the curriculum to enhance teaching and learning. Her research focuses on emerging technologies and the integration of technology in the disciplines.

J. Kenneth “Ken” Young is an associate professor of educational leadership in the Center for Doctoral Studies in Educational Leadership at Lamar University in Beaumont, TX. His primary teaching responsibilities are in quantitative research design and statistics in both hybrid and online courses. He has authored several book chapters and peer-reviewed articles on various aspects of educational leadership, as well as contributed to a recent book chapter on creating social presence in an online teaching environment. He currently serves as a board member with the Southwest Educational Research Association (SERA).