About the Contributors

**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.

**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. 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*.

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**Angelina Popyeni Amushigamo** is a Lecturer in the Department of Curriculum Instruction and Assessment Studies at University of Namibia, Namibia. She has taught Integrated Media and Technology Education and languages for more than ten years in teacher training college and five years at University. Currently she has published journal articles in the field of Education Leadership and Management. She lectures in the field of curriculum instruction and assessment studies in the area of integrated media and technology education. Her research work in education leadership and management is in the area of (1) interpersonal relationships in organisations, (2) influence of school leadership on learner behaviour, (3) ubuntu school culture and student behaviour, and (4) human needs satisfaction and student behaviour. Her current research examines teachers’ and students’ role in the learner-centered classrooms: Experiences from Namibia. She has published in refereed journals and conference proceedings.
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Veronika Bohac Clarke is Associate Professor in the Werklund School of Education at the University of Calgary in Alberta, Canada. She has been using the Integral Model in teaching since 2001. She has coordinated Master’s level programs in Integral Curriculum Development, and currently coordinates a doctoral program in Curriculum – Integral Theory.

Natalia Coleman is an associate professor in the undergraduate biology program at New Jersey City University, where she is also the founder and director of the Scientific Undergraduate Research Institute (SURI). Formerly Dr. Coleman was a research assistant professor at USciences in Philadelphia. She holds a master’s degree in biology and a Ph.D. in genetics from Saint Petersburg State Agricultural University, Russia. A cell biologist specializing in cancer biology, Dr. Coleman’s current research focuses on drug target identification for Neurofibromatosis Type I; she investigates as well the implementation of technology-enhanced, learner-centered practices in the NJCU biology curriculum. She publishes regularly in peer-reviewed journals, book chapters, and conference proceedings.

Amy Eguchi is an Associate Professor of Education at Bloomfield College in New Jersey, USA. She holds her M.A. in Child Development from Pacific Oaks College, Ed.M. in Education from Harvard Graduate School of Education, and Ph.D. in Education from the University of Cambridge and has an extensive experience using educational robotics as a learning tool with students and teachers in K-12 setting to promote STEM learning, including computational thinking, engineering design thinking. In addition, she runs a competitive robotics after school team at The School at Columbia University. She has been involved in RoboCupJunior, an educational robotics competition, since 2000, as the technical committee and organizing committee members, as well as the co-chair and general chair, in international, national, and local levels. In addition, she is a Vice President of RoboCup Federation representing RoboCupJunior and a member of the RoboCup Federation Board of Trustees.

Judi Simmons Estes is an Associate Professor and Associate Dean of the School for Education at Park University. Dr. Estes has a research interest in modeling the integration of technology with instruction within teacher preparation coursework, thus educating teacher candidates how to integrate technology to enhance learner-centered instruction in PK-12 classrooms. Dr. Estes has completed a two-year training program and is a certified instructional specialist for e-MINTS (Enhancing Missouri’s Instructional Network Teaching Strategies).

John Ewing is currently working at MacEwan University as an instructional designer. He is also an Adjunct Assistant Professor at the University of Alberta. He has taught as a full time instructor in the Department of Elementary Education in the area of Social Studies Curriculum Instruction where he incorporated learner-centered pedagogy design. His research interests continue in the field of curriculum development and instructional design as it relates to Face to Face, Blended, and Fully on line learning models. He has multiple published articles in the field. He also is the CEO and president of E & E Consultants, Inc. an Alberta based business which provides consulting to higher educational institutions in the area of on-line course development and blended learning designs.
Donna M. Farina is a professor of multicultural education at New Jersey City University, where she teaches graduate courses in linguistics and pedagogy to ESL, bilingual, and world language teacher candidates. Dr. Farina holds a Ph.D. and A.M. in linguistics from the University of Illinois, Urbana, and a licence and maîtrise in linguistics from the Université des Sciences Humaines, Strasbourg, France. She is a past president of the Foreign Language Educators of New Jersey (FLENJ). Over her career Dr. Farina has conducted research in Russia, Kazakhstan, Uzbekistan, and the Republic of Georgia. Her research in monolingual and bilingual lexicography focuses mostly on dictionaries of Russian; presently she is also investigating language teaching practices in international school settings.

Ardyth Foster is an Asst. Professor of Mathematics Education in the College of Education at Armstrong State University. She has a PhD in Mathematics Education, with six years of teacher-education experience and a total of 17+ years of teaching experience at the elementary, middle (mathematics & science), and high school (mathematics) levels, and has been a Co-PI on three Teacher Quality Grants. She also currently serves as Professor-in-Residence for Mathematics at the Armstrong-Hesse Professional Development School in Savannah, GA. Dr. Foster’s previous research has focused on the use of representations in mathematics instruction and assessment, as well as the contributions of cognitive skills to mathematics learning. Her current research focus is in the area of writing in the STEM subjects, specifically in mathematics and science.

Nicholas Fronczak is a Career Counselor in the Career Development Center at The State University of New York College at Buffalo. For the past 6 years he has worked in career centers across New York State where he specializes in helping undergraduates, graduate students and recent alumni with their self-assessment and career decision-making needs. He has worked with students from various backgrounds and with a wide range of occupational interests, and enjoys helping students bridge those interests and passions with their professional goals to find a sense of fulfillment and success.

Joyce Gikandi is an ICT and E-Learning specialist. She has a PhD in Education & E-Learning and MSc in Computer-Based Information Systems. Dr Joyce is currently a lecturer and Postgraduate coordinator at Mt. Kenya University, mainly teaching Information Technology (IT)/Computing related courses. Her current interests include research and development of effective strategies for ICT application in various fields especially in Education. Another area of interest is promoting innovative development, adaptation and use of open source educational content and software. Joyce is also interested in development and adaptation of computer-based management/decision support systems. She is also attentive in collaborating with individuals/organisations who share similar interests.

Rhoda Karimi Gitonga completed her undergraduate work at Kenyatta University and received her Bachelor of Education (Science). She received her Master of Science Degree in Information Management and completed her PHD degree in Curriculum and Instruction in 2013 from Egerton University. Her specific interest is in ICT integration and E-learning. She has worked in the university as a teaching staff member for 8 years. She is currently the Coordinator in Charge of Content Development at the Digital School in Kenyatta University. Her major focus is research on ICT integration in the classroom. She has published papers in particular on the experiences of students in use of Wikis, EduBlogs, Chats and Edmodo in a Kenyan University classroom as well as use of tablets for distance learners in the Kenyan context. Her current research examines the development of Distance Learning content from print to online interactive modules.
Shari Goodfellow is the principal in a large urban middle school in, the province of Alberta Canada. She has worked in education over twenty-five years as a teacher, department head, learning leader, assistant principal, system assistant principal and today as principal. She has lectured, published and presented in the fields of school leadership primarily at the secondary level and offering deeper understanding and recognition of the at risk learners. Her primary research focus is on middle level leadership roles and the support provided to these roles in order to create new leadership practices, which can support personalized learning and improved teacher practices.

Barbara Hagler is an Associate Professor and Undergraduate Coordinator in Workforce Education and Development at Southern Illinois University in Carbondale, Illinois. Dr. Hagler’s background is in business education. She currently teaches a variety of courses including research methods, policy, philosophical and cultural foundations, and diversity. Her primary research interests include teacher improvement, teacher preparation, communications, and diversity. She has published articles in refereed journals, chapters in books, and presentations in conference proceedings. She is chair of the editorial board for the Journal of Career and Technical Education and is on the editorial board of other journals. She is also Chair of the Publications Committee for National Business Education Association and President-Elect for the National Association for Business Teacher Education.

Amanda Hurlbut is a Visiting Assistant Professor of Elementary Education at The University of Texas at Arlington she teaches Child Development and online Master's courses in Curriculum and Instruction. During the summer of 2015, she completed her Ph.D. in C & I with a research emphasis on elementary pre-service teacher preparation in issues of inclusion and Response to Intervention practices from the University of North. She spent over nine years in the public school system as a first and third grade teacher, instructional specialist, and elementary assistant principal. Her primary research interests include elementary pre-service teacher education, mathematics and response to intervention practices, and technology implementation.

Lutfi Incikabi is an associate professor of Mathematics Education at Kastamonu University. He received an Ed.D. in Mathematics Education from Teachers College, Columbia University in 2011. He served at Mersin University as Teaching Assistant from 2011 to 2012. In 2012, he joined the faculty at Kastamonu University. Dr. Incikab’s research interests are elementary mathematics education, comparative education, teaching with technology. He specifically interested in: TPACK (technological-pedagogical-content knowledge) based course designs for teaching of mathematics; National and international comparisons based on assessments, curriculum, and textbooks; and Problem solving and problem posing experiences of teachers, teacher candidates and students.

Bonface Ngari Ireri is a Senior Lecturer in the Department of Computer Science and Information Technology of Africa Nazarene University, Nairobi, Kenya and a Post-Doctoral fellow at the University of Free State in South Africa. He has taught for over 20 years in high schools, teachers’ college and University. At the University, Bonface teaches computer science courses and teaching methods for computer science. He is a PhD. holder at the School of Computing and Informatics of University of Nairobi. His primary research is on Mobile learning, eLearning and Instructional Design Methodologies. He has published a website for mobile learning, a book chapter with (ICG) and two journal articles. He has presented in conferences both locally and internationally.

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Ahmet Kacar has a Ph.D. in the Mathematics Department from Ataturk University. He is on the faculty in the Department of Elementary Mathematics Education at Kastamonu University since 1993. He has numerous books and research articles in the field of mathematics and mathematics education. His research interests include Applied Mathematics, Mathematics teaching and Teacher Education, Curriculum development, Problem solving, Assessment strategies in mathematics education.

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, Educational equity and equality issues, and Educators’ beliefs about their practice/Educators’ teaching philosophies.

Jackie Hee Young Kim is an Associate Professor in the College of Education at Armstrong State University. Dr. Kim has been a Teacher Quality Grant recipient three years in a row, and successfully conducted the TQ workshop for the past three years with a high rating of instruction quality. She previously has been involved in numerous grant projects including serving as a team leader of a New York State grant project, grant evaluator of three grant projects, and primary investigator of a curriculum assessment grant project. Dr. Jackie Kim has rich experiences in teaching pre-service teachers and working with Georgia teachers through the Teacher Quality Grant and other statewide grants. Dr. Kim’s areas of expertise are in educational technology (particularly technology integration into curriculum) and curriculum and instruction.

Joshua Lambert is an Associate Professor of Mathematics in the College of Science and Technology at Armstrong State University. He has developed a wealth of experiences in teaching pre-service teachers and working with Georgia teachers through the Teacher Quality Grant and other federal grants for past several years. Dr. Lambert’s area of expertise is discrete mathematics, especially set theory. He has provided the content appropriate for each grade level in the professional development projects for K-5 teachers. His research focuses on understanding the process by which students develop mathematical concepts through their mathematical activity, and how such learning can be fostered.

Elizaphan M. Maina is a Lecturer in the Department of Computing and Information Technology at Kenyatta University, Kenya. He has taught computer Science for ten years in Universities and Tertiary colleges. Currently, He has published journals in the field of artificial intelligence and collaborative learning. He lectures in the field of artificial intelligence, programming, database systems and use of ICT in Education. His primary research focus is on integration of artificial intelligence techniques in e-learning in order to create new e-pedagogies which can support personalized e-learning and also provide computer supported collaborative learning. His current research examines improving of online collaborative learning using machine learning techniques.
Cathleen Morreale serves as a curriculum and evaluation specialist through the Center for Educational Innovation at UB. Her various professional and personal experiences in higher education have focused on assessment, course evaluation, curriculum and program development, experiential learning (including internships and service-learning), counseling and advising, and career development. She completed her PhD in Higher Education Administration through the Department of Educational Leadership at the University at Buffalo (UB), SUNY in 2011.

Esther Ntuli is an Assistant Professor in the Department of Teaching and Educational Studies at Idaho State University (ISU). Her expertise and training is in curriculum and instruction, early childhood education, and instructional technology. Dr. Ntuli teaches undergraduate instructional technology courses, and early childhood/elementary undergraduate and graduate courses at ISU. Her research interest focuses on technology use and practice in early childhood instruction, teacher education, assessment, and culturally responsive education.

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, Preclinical and Advanced Practicum. He teaches undergraduate and graduate courses in Classroom and Behavior Management and Advanced Strategies for Behavioral Interventions, Research and Practice in Positive Behavior Supports, Educating Exceptional Learners, History, Issues and Trends in Educating Exceptional Learners, among other courses. His research interests include comparative special education, autism in developing nations and culturally responsive education, globalisation and education among others. He has several presentations and publications at local, state, national and international levels.

Robert Oboko is a member of the faculty at the University of Nairobi’s School of Computing and Informatics. His research interests are mainly in issues around use of ICT for Development. These include issues around application of ICT in Education, Monitoring and Evaluation, health, enhancement of Social Capital, and ICT4D policy research, among others. He is also keen on the use of machine learning and mobile devices for development. He regularly publishes international refereed journal papers, refereed international conferences papers and book chapters.

Elijah I. Omwenga holds a PhD in Computer Science from the University of Nairobi in the area of Information Systems. He teaches at the School of Computing and Informatics, University of Nairobi. Elijah brings his experience in leadership and management to a number of Boards that he serves in. He is a Commissioner at the National Commission for Science, Technology and Innovation and the Secretary for the Consortium for National Health Research (CNHR). Elijah is also the President of the African Association for Teacher Educators and the African representative to the World Forum for Associations of Teacher Educators (WFATE). Prof. Omwenga has previously served as the Chairman of the African Virtual Open Resources and Initiatives Organisation (AVOIR) and a board member of the Kenya Education Network (KENET).

Ebba Ossiannilsson awarded the EDEN Fellowship in 2014, and Open Education Europa Fellowship in 2015. She is an expert, researcher, advisor, consultant and quality reviewer for e-learning, OERs, MOOCs, open online learning focusing on quality. Ossiannilsson has long experiences from Lund University, Sweden, but also national and international. She is board member in national and international
associations. She was the research leader for the ICDE study on global quality models, and the evaluator of the SEQUENT quality project. Ossiannilsson collaborate with the EC ET working group on digital and online learning, and with CoL. Ossiannilsson is in the EdBoard for Scientific Journals, and Guest Ed in the Education Sciences Journal, Special Issue on MOOCs. Ossiannilsson contributes frequently as keynote at international conferences. She earned her PhD at Oulu University, Finland in 2012 with a dissertation on Benchmarking e-learning in higher education. Ossiannilsson has published over 200 publications.

**Dana Owens** is a Clinical Assistant Professor in the College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Educational Technology and Literacy Studies. She has twelve years of experience as a public school classroom teacher. Dr. Owens has taught graduate and undergraduate courses in Literacy and Educational Technology since 1998. Dr. Owens received her Ph.D. in Reading Education with a specialization in Computer Education and Cognitive Systems from the University of North Texas in 2000. Her research interests include technology use in the classroom and specifically technology use to facilitate student writing skills. Dr. Owens routinely publishes her work in the Society for Information Technology & Teacher Education International Conference Proceedings (appearing as Dr. Dana Arrowood as well as Dr. Owens).

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**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. Doug 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 instructional design 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.

**Marla Robertson** is a Visiting Assistant Professor in the College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. She has eleven years of experience in public schools in administration and as a classroom teacher. Dr. Robertson has taught graduate and undergraduate courses in Literacy since 2011. Dr. Robertson received her Ph.D. in Reading Education with a specialization in Curriculum and Instruction from Texas Woman’s University in 2014. Her research interests include the intersection of policy and practice, particularly as it relates to literacy instruction and teacher decision-making.
About the Contributors

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Nicholas Swinehart received a Master’s degree in Applied Linguistics from Ohio University in Athens, Ohio. He is currently a Multimedia Pedagogy Specialist for the Chicago Language Center at the University of Chicago. He assists instructors from the fifty-plus languages taught at the University of Chicago and manages long-term projects within the Language Center. He also coordinates technological and pedagogical aspects of the university’s role in the Committee on Institutional Cooperation’s CourseShare program, enabling students to enroll in language courses at partner institutions remotely. He has given presentations on a flipped classroom for adult English language-learners and expanding less-commonly taught language enrollment through videoconferencing at the Computer-Assisted Language Instruction Consortium (CALICO) Conference. He enjoys the travel opportunities available through language instruction, teaching English at a small private university in Zhengzhou, China and at a summer camp in San Francisco.

Ruth Diko Wario is a lecturer and the departmental head in Computer Science and Informatics at University of the Free State, Qwaqwa campus, South Africa. Her research interest lies in the field of Human-Computer Interaction (HCI) and ICT and education. These includes application of ICT in education, Monitoring and Evaluation as well as usability aspects of technology. She has published and presented her papers in conference proceedings both locally and internationally.
Ellen Yeh holds a Ph.D. in Curriculum and Instruction with a specialization in second language education from Ohio University. She currently serves as a director and lecturer of English as an Additional Language Program at English Department in Columbia College. Her research interests include media literacy education, Computer Assisted Language Learning (CALL) instruction design, intercultural studies, teacher education and the education of diverse populations. She has taught in ESL institutes in Taiwan and the United States. She was a coordinator in the Helen M. Robison Center for Reading, where she was responsible for designing tutor-training sessions and assisting the coordination of the center. She has written a book chapter titled “Enhancing linguistic and intercultural competencies through the use of social network sites and Google Earth” and published a research article that is entitled “Teaching culture and language through the multiple intelligences film teaching model in the ESL/EFL classroom.”