About the Contributors

Mary Grassetti, is an associate professor in the College of Education at Framingham State University in Massachusetts. Dr. Grassetti teaches mathematics and science methods courses in the early childhood and elementary teacher education programs and supervises student teachers in the field. Her research focuses on mathematics teacher education, technology and education and motherhood and education. Her work has appeared in the educational journal Perspectives and the Journal of the Motherhood Initiative for Research and Community Involvement. She co-authored a book chapter in Drew Polly’s (Ed) Common Core Mathematics Standards and Implementing Digital Technologies. Dr. Grassetti is a reviewer for numerous journals within the field of education and currently serves as president of the New England Educational Research Organization.

Silvy Brookby, PhD. is an Assistant Professor at Framingham State University. She teaches elementary and early childhood science and mathematics methods courses as well as monitoring student teachers. Dr. Brookby’s research interests include attitudes and beliefs about mathematics ability in pre-service teachers as well as early teacher’s approaches to teaching and learning mathematics. She co-authored a book chapter in Drew Polly’s (Ed) Common Core Mathematics Standards and Implementing Digital Technologies.

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Gary Lee Ackerman began his career as a science and math teacher, but has been teaching and supporting technology-using students and teachers for more than 20 years. Currently, he serves as the digital project leader at Rivendell Academy in Orford, New Hampshire and he is an instructional designer for Mount Wachusett Community College in Gardner, Massachusetts.

Erol Bailey is an Assistant Professor of Education at Westfield State University in Massachusetts, where he teaches courses in curriculum studies, and computer technology in education. His research focuses on teacher education, postcolonial studies in education, and diaspora studies. He has published and presented papers in these areas.

Kevin Bower has 13 years of elementary teaching experience, and he is a part-time instructor at Millersville University. The Penn Manor School District awarded him the Elementary Educator of the Year in 2010, and he was the keynote speaker at the 2012 IU13 Elementary Technology Conference. Kevin is also a MySciLife Teacher Ambassador and a contributor for The Source for Learning. Mr.
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Bower has presented nationally, and various publications have cited his teaching practices. Most recently he published a collaborative article on infusing technology into the balanced literacy classroom with Dr. Jennifer Shettel. Mr. Bower’s research interests focus on using technology to best meet the needs of students with diverse abilities.

James Cressey has worked closely with students, families, and educators as a direct care provider, special education teacher, psychologist, and consultant since 1999. He has experience in diverse urban and suburban communities, as well as rural communities in Massachusetts and New Hampshire. Dr. Cressey’s teaching and research are informed by social-emotional learning (SEL), positive behavioral interventions and supports (PBIS), and universal design for learning (UDL) theories. Dr. Cressey also approaches education through a lens of sociocultural theory and culturally responsive practices. His work focuses on prevention, intervention, and inclusion practices for students with and without disabilities.

Oliver Dreon is an associate professor and director for the Center for Academic Excellence at Millersville University of Pennsylvania. He teaches a wide variety of education and instructional technology courses both in face-to-face and online formats, and also coordinates the university’s Digital Learning Studio. He is the co-author of the book Authentic Instruction with Technology: A Student-Centered Approach and has published in various journals, including the Middle Level Journal, TechTrends, Teachers and Teaching, Science Education, Online Classroom and Teacher Education & Practice. Dr. Dreon also contributes to Faculty Focus, an online newsletter providing pedagogical and technological strategies for higher education. Dr. Dreon has spent over twenty years teaching in various educational environments. His research examines how technology can be used to support student learning through online, blended and hybrid environments. Dr. Dreon also examines the role that technology plays in supporting communities of practice for educators across the educational landscape.

Ramadan Eyyam is the Director of Foreign Languages and English Preparatory School in Eastern Mediterranean University. He holds a Ph.D. in Education, and an M.A. in ELT and Educational Studies. He teaches General Academic English at Foreign Languages and English Preparatory School and core courses in the Educational Sciences Department at Eastern Mediterranean University in North Cyprus. His main professional interests are in various aspects of language teaching and assessment, syllabus design, testing and evaluation, and instructional technology.

Yonty Friesem is the associate director of the Media Education Lab and an assistant professor at Central Connecticut State University. With eighteen years of experience in media literacy education, Yonty combines his creative work as a media producer, passionate teaching experience, and advocacy for digital empathy in his daily work. He provides professional development in digital and media literacy for K-16, teaches media production to undergraduate and graduate students, and research the effect of media production on students and teachers. He has a PhD in education from the University of Rhode Island and Rhode Island college, a M.A. in management and policy in education from the University of Tel-Aviv, and a B.A. in Social Sciences and Humanities from the Open University of Israel.

Joan Giovannini received her M.Ed. in Educational Policy, Research and Administration from the University of Massachusetts, Amherst in 2005 and a Graduate Certificate in Instructional Design from George Washington University in 2016. She is a faculty member in the Education Department at Holyoke
Community College in Holyoke, Massachusetts where she coordinates the Elementary and Secondary Education pre-service teacher transfer tracks. She is interested in technology-based strategies for supporting teaching and learning.

**Patricia Gómez Hernández** is a PhD candidate in Communication, Education and Society. She is Predoctoral Fellow in the Department of Educational Sciences at the University of Alcalá and a member of the Research Group “Aprendiz.es” in the same institution. Her main lines of research include turn around educational innovations and e-learning. Currently, she is developing a research project examining video games and mobile phones as educational resources in the classroom.

**Brien J. Jennings** is the Library Media Specialist at Narragansett Elementary School where he has worked for the past fourteen years. Along with his work in education, he has also worked for nearly twenty years in media production, working as a broadcast photojournalist, television producer, and documentary filmmaker. He is active in Rhode Island youth media and has taught and coached film workshops for GiveMe5, the Jamestown Arts Center, and the VSA Arts program at the Providence Community Library. He has a Masters in Library and Information Studies, and a B.A. in English, both from the University of Rhode Island.

**Charlene Jones** is an instructional specialist for the In-School program at Wayne State University. The In-School program mostly services students in urban Detroit public or charter schools. She provides instruction for students, long-term professional development for teachers, consultant services for administration, and a framework to establish a positive culture in schools. Charlene has been a mathematics teacher since 1995. Initially, her primary interest in education was nurturing confident mathematics students and changing the negative perception about the study of mathematics. Now, this focus has shifted to schools in urban areas for the purpose of getting students to imagine a future influenced by education absent of violence and fear. Charlene earned a Bachelors of Arts at Wayne State University with a major in Applied Mathematics and a minor in Computer Science. In 2001, she acquired a Master of Arts from the University of Detroit in Applied Mathematics and Computer Science. Currently, she is working on a doctorate in Curriculum and Instruction with an emphasis on Mathematics Education at Wayne State University. As a teacher, she will work tirelessly to convince students that they are capable mathematicians and that when faced with challenges they are to never give up.

**Suzan Koomers** is a Ph.D. candidate in the Educational Policy, Research and Administration Department in the College of Education at the University of Massachusetts Amherst. After completing her masters in Educational Science at Utrecht University in The Netherlands, she now specializes in higher education and new technologies. Suzan received the C. Lynn Vendien Endowed Scholarship for 2015-2016 and is involved in several research projects. Suzan recently presented “Unleashing Students’ Creativity: How Teachers Learn to Use 3D Printers to Transform Students from Passive Consumers to Active Creators” at the 2016 Technology in Education Conference.

**Robert W. Maloy**, Ed.D., is a senior lecturer in the Department of Teacher Education and Curriculum Studies in the College of Education at the University of Massachusetts Amherst, where he coordinates the history and political science teacher education programs. His research focuses on technology and educational change, teacher education, democratic teaching, and student learning. He is coauthor of seven
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books, most recently: Transforming Learning with New Technologies: Third Edition (Pearson, 2017) and We, the Students and Teachers: Teaching Democratically in the History and Social Studies Classroom (State University of New York Press, 2015). Robert has received a University of Massachusetts Amherst Distinguished Teaching Award (2010), the University of Massachusetts President’s Award for Public Service (2010), a School of Education Outstanding Teacher Award (2004), a University Distinguished Academic Outreach Award (2004), and the Chancellor’s Certificate of Appreciation for Outstanding Community Service (1998 and 1993).

Patrick J. McQuillan, a cultural anthropologist, is an Associate Professor in the Lynch School of Education at Boston College. His current research interests focus on educational change, with an emphasis on leadership and school reform in urban contexts. His publications include Reform and Resistance in Schools and Classrooms: An Ethnographic View of the Coalition of Essential Schools (Yale University Press, 1996; co-authored with Donna Muncey) and Educational Opportunity in an Urban American High School: A Cultural Analysis (SUNY Press, 1998).

Carlos Monge López is a PhD candidate in Educational Planning and Innovation. He is a Predoctoral Fellow in the Department of Educational Sciences (area of Didactic and Scholar Organization) at the University of Alcalá and a member of the Research Group “Educational Inclusion and Improvement: Coexistence and Cooperative Learning” in the same institution. His main lines of research include turn around educational innovation and teacher training. Currently, he is developing a teaching innovation project about “Teaching in improvement of educational inclusion and coexistence.” resulting in the development of a Massive Open Online Course (MOOC).

Anna Noble is a doctoral student in the Curriculum and Instruction program at Boston College. Her research interests include technology, teacher networks and teacher professional development.

Carolyn Obel-Omia is an Assistant Professor of Elementary Education at Rhode Island College. Her career has been guided by a passion for developing a love of reading and writing in students from preschool through college. Her elementary school teaching experience includes classroom teaching in public, charter, and independent elementary schools. Her research interests include reading and writing instruction, and parent involvement.

Kelly Paynter is an Assistant Professor of Instructional Technology and Library Media at Jacksonville State University in Jacksonville, AL. She has also worked as a classroom teacher and library media specialist.

Carol Prest is a grade 4 teacher who loves teaching and learning about digital literacy. She wants to learn how to teach effectively with all forms of media and wants to help students become thoughtful digital citizens.

Jennifer Shettel is an Associate Professor at Millersville University in the Early, Middle, and Exceptional Education department where she teaches undergraduate and graduate courses in all areas of literacy theory, instruction, assessment, and leadership. Her research interests include the intersection of literacy and technology as well as innovative practices in literacy education.
Kate Soules is a doctoral student in the Curriculum and Instruction program at Boston College. Her research interests include teacher education, civic education, and religion and public schools.

Torrey Trust, Ph.D., is an Assistant Professor of Learning Technology in the Teacher Education and Curriculum Studies Department in the College of Education at the University of Massachusetts Amherst. Her research focuses on how technology can support K-12 teachers and higher education faculty in designing contexts that enhance student learning. Her work has been published in the Journal of Digital Learning in Teacher Education, International Journal of Social Media and Interactive Learning, eLearningIndustry, eSchoolNews, and ASCD Express. Dr. Trust is the president-elect of the International Society for Technology in Education (ISTE) Teacher Education Network and she will begin her 2-year term as president in fall 2016.

Shanée Wangia is a PhD student in Curriculum and Instruction at Boston College. Her research interests include urban education, teacher preparation, and principal licensure and leadership.

Nicholas Wilson is Senior Associate for Research and Evaluation at Boston University’s Center for Teaching and Learning. His work takes a sociocultural approach to understanding digital education inequities, and how youth from non-dominant communities use technology and digital media for learning, and specifically to navigate, bridge, and challenge privileged social structures and discourses.