About the Contributors

**Maria Northcote** is the Director of the Centre for Advancement of the Scholarship of Teaching and Learning (CASTL) at Avondale College of Higher Education, Australia. She is involved in undergraduate and postgraduate education, and professional development. She has led and contributed to research projects in three higher education institutions between 1999 and 2016. She was recently appointed a Fellow of the Higher Education Research and Development Society of Australasia (HERDSA) in recognition of her service to higher education and her ongoing professional development commitment to teaching and learning. Maria conducts research in teacher education, academic development, threshold concepts, online education and assessment.

**Kevin P. Gosselin** holds Ph.D. and M.Ed. degrees in Educational Psychology from Texas Tech University and a M.S. in Kinesiology from The University of Texas at Tyler. He has over fifteen years of experience in industry and academia encompassing roles in student services, academic affairs, consulting and administration. He currently serves as a tenured Associate Professor within Texas A&M University. His research areas include online teaching and design, faculty development and applied performance psychology.

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**Devi Akella** is a Full Professor and MBA Director at College of Business, Albany State University, GA. She completed her Ph.D. and MBA from University of Leeds, UK in 2001. She currently teaches Organizational Behavior and Human Resources Management at both undergraduate and graduate levels. Her research interests range from learning organizations, critical management studies and cultural relevant teaching methodologies.

**Malcolm Anderson** is currently working as a Senior Lecturer in nursing at Avondale College of Higher Education, Australia. He teaches undergraduate and postgraduate nursing students in the areas of medical/surgical nursing, evidence-based practice and research methods. His current research interests are in neurological disability following traumatic brain injury, resilience in family caregivers, and learning and teaching in higher education.

**Chris Boddey** has been involved in supporting educational technology innovation for over thirty years in K-12, higher education and in business enterprise. Chris is keenly aware of the challenges associated with the changing face of twenty-first century education in a variety of educational settings.
His research interests include: professional development, curriculum design and delivery, facilitating authentic blended learning environments and addressing barriers to effective ICT integration in education.

David Bolton received his Ph.D. in Research and Testing from Florida State University and his M.S. in Research and Statistical Methodology from Andrews University. Prior to graduate school, Dr. Bolton spent six years in Germany where he graduated from Carl-Friedrich-von-Siemens Schule and Seminar Marienhoehe (He speaks fluent German). Before coming to West Chester University, David worked with the State of Florida as a psychometrician where he developed licensure examinations. His area of expertise is instrumental development and research design as well as statistical analysis of casual models.

Jennifer Bunk is the founder of Jen Bunk Ventures, her tech leadership consulting firm. She is also an adjunct professor at West Chester University of Pennsylvania, where she has developed and taught online courses. Her research focuses on applying I/O Psychology to understanding distance education.

Ashwini Datt is a Senior Tutor and Doctoral Candidate in eLearning at the Centre for Learning and Research in Higher Education (CLeAR), the University of Auckland. She has previously supported the design and development of flexible learning courses and provided educational technology training to students and teachers at the University of the South Pacific. Currently, she teaches the only fully online course in the Post Graduate Certificate in Academic Practice and is leading a project on blended course design in the programme. She has a Masters degree in Educational Technologies from the University of Southern Queensland. Her research interests include networked learning, course design and elearning capacity development.

Fiona Douglas retired in 2015 as the Associate Head of School for the School of Management and Marketing, Faculty of Business, Charles Sturt University, New South Wales, Australia. Prior to this, she lectured in Business Schools in England and New Zealand. Her research focuses on occupational/ workplace identity construction, particularly on the interplay and influence of power and resistance. She has studied the separation experience from military service to civilian life of Australian Defence Force personnel, and her PhD from the University of Otago, New Zealand focussed on the impact of constant and deliberate external environmental pressures on career development practitioners’ professional/occupational identity construction.

Phil Fitzsimmons is an Associate Professor of Education at Avondale College of Higher Education. Prior to taking up this appointment he was Director of Research at the San Roque Research Institute, Santa Barbara, California.

Thayaparan Gajendran is an Associate Professor in the School of Architecture and Built Environment (Construction Management (Building) at The University of Newcastle, Australia. His research focuses on the sociological aspects associated with built environment in the context of construction, project and disaster management. Specific areas of attention include cultural analysis in permanent and temporary organisations to explore and explain information communication technology adoption, innovation behaviour, project governance and resilience building.
Nilufer Guler is an assistant professor of education at Avila University. She specializes in online teacher education. She received her PhD in education at University of Missouri. She has been teaching blended and online teacher education courses.

Louise Hard is currently the Deputy Dean in the Faculty of Arts and Education at Charles Sturt University (CSU). Prior to this, she was Associate Dean (Courses) in the Faculty of Business. In the Faculty of Business she led a range of projects related to course and subject development. She moved into the Faculty of Education after many years as a lecturer and then head of school in the Faculty of Education at CSU. Her doctorate was completed in 2005 and focused on leadership in early childhood education and care. Her research and publication interests include the areas of educational change, leadership and management.

Carole Hunter is a Lecturer in Online and Blended Learning in the Faculty of Business at Charles Sturt University, New South Wales, Australia. At present, her role involves leading a large scale initiative designed to foster innovation and enhanced online teaching skills across the Faculty. Prior to this, she worked for the Flexible Learning Institute supporting course renewal through blended learning, as well as an award-winning Teaching Fellowship Scheme. She has over 20 years experience as a teacher and educational designer in Australia, Fiji and Maldives. Her Masters research was focused on the adoption of ePortfolios by academics, though her research interests expand more broadly to online learning, course renewal and academic development.

Greg Jones is a lecturer in Accounting at University of Southern Queensland, teaching both on-campus and fully online students. His research areas are Local Government, Policy, Corporate Governance and Accountability, Auditing, Financial Accounting and Accounting Education. He is currently Editor of the Australian Academy of Accounting and Finance Review journal and Treasurer Australian and New Zealand Regional Science Association International (ANZRSAI). He completed his PhD at University of Western Sydney on a full scholarship, his Masters of Accounting (Research) at University of Wollongong and Bachelor of Commerce at the University of Tasmania, all as a mature-age student.

Hazel Jones is researching for her PhD, looking at the relationships between adoption of Learning Analytics and disciplinary micro-cultures. She is also working as an Educational Designer at University of Southern Queensland. She has worked at universities and tertiary institutions around Australia for over 20 years, with the last eight of those in learning designer/educational developer roles. She has a keen interest in online learning, and particularly online discussion forums and for working with academics to provide quality learning environments for their students. Her research interests have recently shifted to include Learning Analytics.

Jane Kenney is an associate professor and teaches educational psychology and classroom assessment courses at West Chester University of Pennsylvania. Her current interests are in self-regulated learning and how to use technology to increase student participation and learning. Over the past five years, she has been using a blended, flipped instructional delivery approach in her undergraduate educational psychology classes. She has been conducting action research to measure the impact of the technique on learning as well and the types of support students need to be successful, self-regulated online learners.
About the Contributors

Peter Kilgour is a senior lecturer and Director of the Christian Education Research Centre at Avondale College of Higher Education. His teaching areas are professional development and experience and multicultural education. His research areas include mathematics education, multicultural education, innovative teaching, online education and classroom environments. His background is as a secondary mathematics teacher, school principal and education system CEO. He has taught in four different countries and helped develop the mathematics curriculum in two of those countries.

Rui Li is the Executive Director of Distance Education and Instructional Design at West Chester University of Pennsylvania. She received her Ph.D. in Curriculum and Instruction with a focus on Instructional Technology at the University of Texas at Austin. She has taught online and blended courses both nationally and internationally. Her research interests include distance education impact, faculty and student attitudes, and using technology as cognitive tools.

Jennifer Munday is a Senior Lecturer at Charles Sturt University, teaching in Creative Arts, and Technology for many years. She has co-lead working parties for Flexible Learning and Courses on ICT in Education. Her contributions include publication and research in the scholarship of teaching in online learning.

Ellen Newcombe, Director of Technology in the College of Education, provides technology support and training to faculty and students in the Teacher Preparation Program. Her experience has involved teaching, educational research and development, and administration of technology services. She also, has taught the educational technology course Technology Tools to Transform Teaching and Learning and offers workshops on hardware and software including iPads and SMARTBoards. In her collaboration with Dr. Kenney, Ms. Newcombe has the opportunity to apply previous experience in online learning and research. Ms. Newcombe has taught in public schools at the elementary, middle, and secondary levels including computer subjects both in the classroom and a laboratory setting.

Daniel Reynaud lectures principally in History, and also in Media and Literature. His primary research has been in Anzac cinema and Anzacs and religion, in which he has authored monographs, scholarly articles and television documentaries. He has also published in history pedagogy and in online learning.

Emanuela Reynaud has taught Food Technology and Hospitality at the at the secondary level for the last ten years.

Jennifer Rowley is a Senior Lecturer in Music Education with special interests in the areas of learning technologies; cognitive & behavioural development; learning and teaching in higher education; identity development for graduates; and the impact of eLearning on student engagement.

Penelope Annwen Rush is a philosopher who moved into student support in 2013. She has since conducted research investigating distance learning and the nature of presence and ‘self’ in online environments. Her philosophical research includes investigations of what constitutes ‘online reality’, the paradoxes of foundational positions in the philosophy of mathematics, and explorations of possible expressions and defences of mathematical realism.
William Sher entered academic life in the early 1980s. As a part time lecturer he took up a full time lectureship in 1988. Motivation to enter academia came, in part, from his post-graduate studies at Loughborough University, UK. Academic life allowed him to combine my research and consulting interests with my teaching commitments. He has continued this approach in all the Universities he has taught at (University of the Witwatersrand, Loughborough University and Newcastle University). His publications record attests to dual research interests of computer-aided applications for the management of construction projects as well as construction education. William has published three books, over 120 refereed conference papers and over 30 refereed journal papers. He has secured research funding (in UK and in Australia) of over $1m in a range of areas and he is a Fellow of the Chartered Institute of Building.

Kwong Nui Sim is a lecturer in e-learning at Centre for Academic Development, Victoria University of Wellington, New Zealand (http://www.cad.vuw.ac.nz/wiki/Kwong_Nui_Sim.html). The primary role of her position is to contribute to the development and implementation of the university’s plans for digitally-enabled learning and teaching. Her research is focused on ICT (Information Communication Technologies) beliefs and practices held by students as they undertake their tertiary education. What is the role of ICT among undergraduate students in their daily study practice? How does ICT play a role in postgraduate students’ day-to-day research practice? ICT literacy could be a significant aspect in today’s tertiary learning context. Therefore, studies on students’ ICT literacy offer a new perspective in the emerging area of research on ICT utilisation and integration in tertiary education. At the same time, she also has a growing interest in the ICT beliefs and practices held by university staff members in their daily working life. The use of ICT is likely to be a learning process for everyday work in today’s complex world, thus she is very interested to investigate the complicated relationship between staff members and their use of ICT in their daily working practice.

Kuki Singh is a senior lecturer in the School of Education with responsibility for development and leadership of the online program. She supports academics to design, develop and deliver study units in undergraduate and graduate courses, promote innovation and assure quality. Her research interests include course and instructional design, collaborative and interactive online learning, the construct of teacher identity online, elearning ecosystem models, and professional development.

Esther Smidt is an Associate Professor of TESOL at the Department of Languages and Cultures at West Chester University. She has taught ESL in Malaysia, Iowa and Minnesota. She received her PhD in Education, Curriculum and Instruction: Second Languages and Cultures Education at the University of Minnesota. Her research interests include distance education, computer-assisted language learning, and immigrant identity.

David Starr-Glass is a faculty member of the University of New York in Prague, Czech Republic, and a senior mentor with the International Programs (Prague Unit) of the State University of New York, Empire State College. He teaches a wide range of business related areas at the undergraduate level, in both blended and online distance learning formats. He also serves as the supervisor for undergraduate dissertations, mentoring final year students in designing and writing their work. David has a wide range of managerial and educational experience and has earned three master’s degrees: business administration (Notre Dame de Namur University, California), organizational psychology (Birkbeck College, University of London), and flexible education and online learning (University of Southern Queensland,
Australia). David has contributed more than a dozen chapters to edited books and published about sixty peer-reviewed journal articles in the international business, online distance learning, and mentoring literature. When not in Prague, he lives in Jerusalem where he teaches economic and business related courses with a number of local colleges.

**Trudy Stoddard** is the Executive Director, Digital Learning and Innovation and Research Fellow for Innovative Learning Strategies in the Centre for Teaching for Adult Learning at Tabor College of Higher Education, and responsible for the conceptualization, implementation and ongoing development of the online learning environment and technology enhanced learning at the college. She is involved in professional development of academic staff relating to educational technology and pedagogy, and is also regularly sought after for speaking engagements related to online learning. Research interests include instructor presence in an online learning environment, academic professional development, adult education, effective instructor and student engagement with educational technology and all aspects of online education.

**Anthony Williams** is currently the Vice President (Academic and Research) of Avondale College, appointed in Feb 2013. In this role he is providing leadership in research and Scholarship. Most recently he has held the position of the Head of School of Architecture and Built Environment at the University of Newcastle, holding that position for over six years. He has extensive experience in project management in the domain of professional education. He is a winner of multiple University Teaching Awards as well as a National Award for Teaching Excellence. He has worked extensively in curriculum design and implementation both at program and course levels. He is highly regarded in this area having worked as a curriculum consultant nationally and internationally. His research area is in Design Cognition with recent projects involving identification of core skills for effective participation in virtual design teams.

**Kris Wuensche** works as the Director of Academic Technology and Distance Education for the Texas A&M Health Science Center College of Nursing. In this position, her primary responsibilities include coordinating online course review and approval, online faculty training, supervising an instructional design team (instructional designer and two instructional design student employees), coordinating technical support for instructional technology, conducting new faculty and new student orientation courses, and maintaining various student database systems. She recently completed her certification as a Quality Matters® Peer Reviewer. In addition to her staff position, she also serves as adjunct faculty. She currently teaches two courses, Nursing Informatics and Nursing Teamwork and Communication. She has previously taught courses in communication, public speaking, and debate for over twenty years at Texas A&M and Blinn College combined. Previously, Ms. Wuensche worked as a Senior Instructional Designer for the Texas A&M University System and a Computer Training Specialist for Evans Library. Kris Wuensche holds an M.A. in Communication from Texas A&M University and a B.A. in Communication/Political Science from Angelo State University.