About the Contributors

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.

Drew Polly is an associate professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. His research agenda focuses on examining how to support the implementation of technology and standards-based pedagogies. More information can be found at: http://drewpolly.org/me.

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Abbie H. Brown, PhD, is Professor of Instructional Technology at East Carolina University. He served as Editor-in-Chief of the AECT journal TechTrends, and is co-author of numerous texts including The Essentials of Instructional Design, 3rd Edition (Routledge) and Securing the Connected Classroom (ISTE). Dr. Brown is a recipient of the University of North Carolina Board of Governors Award for Excellence in Teaching, and an AECT Immersive Learning Award for his co-production of the podcast series, Trends & Issues in Instructional Design, Educational Technology, & Learning Sciences. For more information about Dr. Brown see www.ahbrown.com.

Eva Brown is a passionate teacher educator at Red River College in Winnipeg, Manitoba, Canada. She has over thirty years of teaching experience in various disciplines at the junior and senior high school level, and in higher education. Her focus is seeking leading and learning opportunities for her students and herself that will impact education. Eva is currently enrolled in the Doctor of Education program in the Werklund School of Education, University of Calgary. Her studies are in the Learning Sciences, Educational Technology. Eva demonstrates her strong belief that educators must model their learning
to their students. Her research interests include designing learning for technology-rich collaborative learning environments and the development of research skills in new teachers so that they can become teachers as researchers. Her approach is pragmatic using design-based research.

Jean Claude Callens received his PhD from the KU Leuven. He is coordinator of the Unit for Distance Education at VIVES.

Deb Carter collaborates with faculty, educators, entrepreneurs, students, and community members as they imagine the future of K-20 education in the Innovative Learning Centre (ILC) housed in the Faculty of Education at UBC’s Okanagan campus. Currently, her work as research project coordinator includes locally adapting and co-facilitating a research-informed immersive professional learning (RIPL) model. The RIPL model introduces participants to a four-phase cycle (design, tinker, thinker, reflect) to take making into their classrooms with an integrated curricular design challenge and four learning activities. She examines the impact of organizational learning across K-12 learning environments using an appreciative inquiry theoretical framework. More specifically, her doctoral research explores how local organizers propose system-wide changes to practices and workflows when their community considers designerly ways of knowing and communicating.

Margaret Anne Carter has a legacy of being a passionate educator who energizes and inspires those around her. Working as a behaviour change specialist, teacher, academic and author, Dr Carter has a proven track record of working with individuals and groups across the lifespan. The focus of this work includes cyber bullying, social and emotional wellbeing, identity, blended learning in higher education, and early childhood. Dr Carter has presented keynote addresses and conference papers specific to these areas in a variety of professional and community contexts. She is the author of several books, including Young Children’s Social Behaviour and Take a Stand, Lend a Hand – Stop Bullying Now. Dr Carter has co-authored social skills texts including Set for Success and Friendly Fact, in addition to consultancy and parenting programs. Currently Dr Carter is employed as senior lecturer in the College of Arts, Society and Education James Cook University. Australia.

Thomas Robert Conway is an Assistant Professor of Teacher Education at Cabrini. He teaches courses in secondary education methods and supervises student teachers. His research areas include technology and education, instructional coaching, socio-cultural education, teacher education.

Susan Crichton is the Director of the Faculty of Education at the University of British Columbia’s Okanagan Campus and the founding director of the Innovative Learning Centre. She teaches in both the Bachelor of Education and graduate programs, focusing on Trades and Technology, new media, the Maker Movement, and appropriate technologies. Her research explores the thoughtful design and development of learning environments to enable quality teaching and learning, especially those in challenging contexts. She is an early adopter of simple digital approaches for qualitative research to honor and enable participant voice. Internationally, she has worked for the Canadian International Development Agency (CIDA) in western China and the Asian Development Bank in Hunan Province, focusing on ICT innovations to enhance basic education and professional development. She has been invited to work in Bhutan, Chile, Papua New Guinea, and Tanzania, principally in the area appropriate technologies and Making. She has experience in education for rural and remote communities.
Lea Ann Christenson is an Assistant Professor of the Early Childhood Department at Towson University in Maryland where she teaches methods courses and supervises student teachers. Before holding positions in higher education Dr. Christenson worked for 18 years in the California public school system as a Kindergarten-second grade teacher, ESOL teacher and Assistant Principal. Before coming to Towson University Dr. Christenson worked at the Maryland State Department of Education as a Race to the Top Reading Specialist. Her research interests are in emergent literacy issues including the integration of STEM, teacher education and evaluating international service learning experiences for undergraduates.

Judith Cruzado-Guerrero is an Associate Professor at Towson University in the College of Education.

Janese Daniels’ research interests include family literacy practices, Head Start programs, at-risk families, and technology use in the early childhood classroom. She’s also an active campus citizen, serving on the University Senate Student Appeals and the University International Initiatives Committees. Dr. Daniels has also written book chapters on literacy and presented work on the integration of technology in education at national conferences.

Marisa Dudiak has worked as a clinical instructor at Towson University in the Washington DC/ Baltimore area. In this capacity, she was an instructor for graduate and undergraduate level courses with most being literacy-specific or related. For the last four years, Marisa worked as a program coordinator and Professional Development School (PDS) liaison at the growing Towson University early childhood education program located at The Universities at Shady Grove campus. In this role, she was responsible for recruiting, training, and advising faculty in program course instruction and policies which included overseeing 14 courses taught by 10 full time and adjunct instructors. Marisa actively advised 35+ junior and senior level students in ongoing coursework, field placement, disposition, and administrative issues related to the early childhood program. In the Professional Development School (PDS) arena, she was the university liaison for 8 highly diverse Montgomery County Public Schools (MCPS) Professional Development Schools (PDS).

Jan Elen received his PhD from the KU Leuven. He is a professor at KU Leuven, Department of Educational Sciences, Centre for Instructional Psychology and Technology.

Göran Fransson is Associate Professor of Education at the Faculty of Education and Business Studies, University of Gävle, Sweden. His research centres on digital technologies in educational contexts, teacher commitment, teachers’ professional development and induction and mentoring in different professions, with a primary focus on teachers. He has been published in different journals, books and anthologies.

Donna Goldie is a committed educator who has worked with people from all ages and in various locations. Donna is engaged in postgraduate studies in the areas of blended learning and supporting student engagement which includes the ethics of blended learning. Donna supports students through their studies by creating and implementing innovative teaching and learning experiences that can be accessed through all modes of learning.
About the Contributors

Annette G. Greer is an Associate Professor in the Department of Bioethics and Interdisciplinary Studies at Brody School of Medicine, East Carolina University as well as, Associate Professor at Jefferson College of Health Sciences, Department of Nursing and Virginia Tech Carilion School of Medicine. Dr. Greer has associate degrees in Agriculture Science and Agriculture Business and has taught Interdisciplinary Rural Health over 20 years at undergraduate and graduate levels. She has published a book on learner centered teaching and has several book chapters that address use of technology for distance education using online and virtual environments. Dr. Greer teaches diverse health professionals using various educational platforms. Having completed two post-doctoral certificate programs online, she is uniquely aware of learner needs and the importance of the environmental educational design.

Steven D. Hooker graduated with an Ed.D. in Educational Leadership from the University of Cincinnati. He has taught Language Arts in middle and high school in Atlanta, Georgia, and Cincinnati, Ohio. He has also served as an administrator of an elementary (K-8) school in Cincinnati. He currently teaches Educational Leadership courses and advises both educational specialists and doctoral students in the online programs at Morehead State University. His research interests include social justice in education, gay/lesbian issues in education, and educational policy.

Michele Jacobsen is the Associate Dean, Graduate Programs in the Werklund School of Education, University of Calgary. As Associate Dean, Michele provides academic leadership for research and professional graduate programs in educational research and educational psychology. As a Professor in the Learning Sciences and Educational Technology, Michele studies technology-enabled learning and teaching in classrooms and post-secondary education using case study and design-based research methodologies. Michele examines designs for learning that shift instruction from standardized delivery and testing to participatory pedagogies in technology enabled learning environments that sponsor knowledge building, intellectual engagement and assessment for learning.

Lenora Jean (Jeannie) Justice graduated with an Ed.D. in Curriculum and Instruction from the University of Florida. She has taught at the high school, GED/adult high school, undergraduate, and graduate levels for over 15 years. She currently teaches Educational Technology courses and advises both masters and doctoral students in the online programs at Morehead State University in Morehead, Kentucky.

Kijpokin Kasemsap received his BEng degree in Mechanical Engineering from King Mongkut's University of Technology, Thonburi, his MBA degree from Ramkhamhaeng University, and his DBA degree in Human Resource Management from Suan Sunandha Rajabhat University. He is a Special Lecturer in the Faculty of Management Sciences, Suan Sunandha Rajabhat University, based in Bangkok, Thailand. He is a Member of the International Association of Engineers (IAENG), the International Association of Engineers and Scientists (IAEST), the International Economics Development and Research Center (IEDRC), the International Association of Computer Science and Information Technology (IACSIT), the International Foundation for Research and Development (IFRD), and the International Innovative Scientific and Research Organization (IISRO). He also serves on the International Advisory Committee (IAC) for International Association of Academicians and Researchers (INAAR). He has had numerous original research articles in top international journals, conference proceedings, and books on the topics of business management, human resource management, and knowledge management, published internationally.
Sharon Kibbe is currently the Director of AMP-UP/ECHS. Her most recent job was the Director of the Early College Second Life Program East Carolina University. She earned her PhD in Applied Management and Decision Sciences from Walden University. She is the author of The Virtual Worlds Handbook and published in numerous state and national articles, book chapters, and journals. A longtime advocate of distance learning and the use of technology to enhance learning, her expertise includes project management, virtual reality environments, work with public school systems and dual-credit programs, web conference solutions, instructional designer/support, and mentor to students and faculty on the use of technology. She was chair of the Evolving Technologies Committee during 2009 for EDUCAUSE and is a graduate of the EDUCAUSE Management Institute and Chancellor’s Leadership Academy. She has a B.S. degree from Mount Olive College, North Carolina in business and a Master’s degree from East Carolina University in Education and Instructional Technology. Her first years of employment were spent with the Federal government, followed by 23 years with the academic community. Experience includes work on a Department of Defense grant investigating collaborative technologies and distance education solutions, web-conferencing platforms, computer programming, public relations, web page development, training, server support, Blackboard, and mobile devices.

L. Koh-Herlong. Ph.D., has spent over 20 years in the adult learning world of corporate America including a technology training platform. Her primary interest is in cyber ethics in the millennial world of the Internet and technological platforms.

Marie M’Balla-Ndi is a lecturer in arts and multimedia journalism at James Cook University. Marie has completed a PhD in journalism at the University of Queensland. Her doctoral research examines the impact of tradition and modernity on contemporary journalism practice in the South Pacific region, with a focus on Vanuatu, Samoa and New Caledonia. Marie's research interests are in the arts, media, communication, political and socio-cultural issues and in examining and understanding the social challenges of post-colonial and/or developing countries.

Susan Martin Meggs is an Associate Professor in the Department of Interior Design at East Carolina University where she is lead instructor for the foundations program. She has served as an instructor and mentor for the Honors College. Her degrees include an MS from Fordham University and an MFA from the University of Wisconsin. Meggs has published and presented internationally on service-learning, journal ranking, interdisciplinary/intraprofessional pedagogy and the use of virtual reality. Her creative work has been exhibited extensively and is included in various permanent collections.

Stephen T. Schrotth holds a PhD in Educational Psychology/Gifted Education from the University of Virginia, where he studied with Carolyn M. Callahan and Carol Ann Tomlinson. Past-Chair of the NAGC Arts Network, Dr. Schrotth is an associate professor of Early Childhood Education at Towson University. The author of multiple books, monographs, book chapters, articles, and other publications, he served as a classroom teacher, gifted coordinator, and arts prototype school coordinator for a decade in the Los Angeles Unified School District. His research interests include early childhood education, the development of artistically talented students, differentiated instruction, learning styles, creativity and problem solving, effective instructional and leadership practices, and working with English language learners.
About the Contributors

Samantha Tackett is an instructor in the Learning and Cognition program at Florida State University (USA). She teaches learning and motivation theory, classroom assessment and management techniques, and research methods in both traditional and online environments. Her areas of research include the students’ level of engagement, motivation, learning outcomes, persistence, and retention at the University level. Her previous publications include: Facilitating online collaboration and digital communities (2011), Facilitator tasks and duties in an online learning environment (2005), and Facilitator competencies in an integrated learning environment (2003). She has a professional background in business consulting, test development, and training design and delivery for academic, corporate, government, and military clients.

Kelly M. Torres is the Department Chair in the Educational Psychology and Technology program at The Chicago School of Professional Psychology. Torres holds a Ph.D. in Learning and Cognition, a M.S. in Curriculum and Instruction, and a Florida teaching certificate in ESOL. Her areas of research focuses on students’ levels of engaged in online learning environments and heritage language learners’ experiences of acquiring and maintaining their heritage language.

Ariella van Luyn works as lecturer in writing at James Cook University, Townsville, Australia. Her research interests include oral history, community narratives, historical fiction and practice-led research in creative writing. Her academic and creative writing has been widely published. She is the author of historical fiction novel, Treading Air (2016).

Carol M. Walker, Ph.D., is an assistant professor of instructional and digital technologies at East Stroudsburg University and teaches courses in theory, law, ethics, and instructional research and design. Her research interests focus on the use of technology in learning and cyberbullying.

Ocie Watson-Thompson is Professor and Chairperson for the Department of Early Childhood Education at Towson University. Her graduate degree and undergraduate degree were earned at the University of Alabama in the areas of Early Childhood Education, Elementary Education and Special Education with a concentration in Language, Culture and Literacy. She has over thirty years of experience as a teacher and teacher educator. Developmentally appropriate practices, cultural inclusive instruction for young children and quality preparation of teachers/practitioners have been the focus of her scholarly work. Dr. Watson-Thompson continues to teach, supervise and mentor undergraduate and graduate students as they deliver effective instruction and learning experiences in diverse and culturally inclusive environments.