About the Contributors

Süleyman Nihat Şad is an associate professor at Curriculum and Instruction department at Inonu University in Malatya, Turkey. His main research interests include curriculum and instruction, technology integration into education, material design, language teaching, measurement and evaluation, qualitative research methods. He has authored several articles, conference papers, and projects on technology integration in education, teacher training, mobile learning, parental involvement, teaching foreign languages.

Martin Ebner is currently head of the Department for Educational Technology at Graz University of Technology and therefore responsible for all university wide e-learning activities. He holds an Assoc. Prof. on media informatics and works also at the Institute for Information System Computer Media as senior researcher. His research focuses strongly on e-learning, mobile learning, learning analytics, social media and Open Educational Resources. Martin has given a number of lectures in this area as well as workshops and keynotes at international conferences. For publications as well as further research activities, please visit his website: http://martinebner.at.

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Pelin Yuksel Arslan (Ph.D) received her PhD in the Department of Computer Education and Instructional Technology at Middle East Technical University in Ankara, Turkey. She is currently assistant professor at the same department at Inonu University in Malatya, Turkey. Her research interests include digital storytelling, teacher education, and technology integration in K-12 settings, adaptive learning environment, personalized learning and distance education.

Betül Aydin graduated from Computer Education and Instructional Technology (CEIT) departmant of Eskişehir Osmangazi University. She is working as a research assistant in Faculty of Education, Department of CEIT, Sülleyman Demirel University. She is interested in flipped classroom, educational technologies, active and interactive course design, graphic design.

Reinhard Bauer graduated in Romance Studies and German. After a one-year period as a foreign language assistant in Spain, he worked as a language teacher in secondary vocational education, contributed to various Spanish textbooks and lectured on the Didactics of Spanish as a Foreign Language at the University of Vienna. He completed a postgraduate Master’s degree in eEducation at Danube University Krems, where he worked as a staff member researching e-portfolios and educational patterns. He received his PhD from Alpen-Adria Universität Klagenfurt in 2014. Currently he is professor and researcher at the University of Teacher Education Vienna.
**About the Contributors**

**Farah Bennani** is a microbiology faculty and the Associate Dean of Math and Science at CCCOnline. She holds a patent for her doctoral research in microbiology, an advanced studies certification in nutrition, and an analyst-programmer computer sciences degree. She served as the Allied Health Curriculum Expert at the North American Network of Science Labs Online (NANSLO) developing remote web-based science labs (RWSLB) and currently serving on the board of the Colorado Distance Learning Association. She is the recipient of the Immersive Learning and Game-based Learning grant for her microbiology project, Outbreak. She teaches across the biology curriculum with face-to-face, hybrid, flipped, and fully online courses using adaptive, project-based, game-based, and augmented reality learning and apps. She was recognized by Who’s Who Among America’s Best Teachers in 2007, and Marquis Who’s Who and Cambridge Who’s Who for Excellence in Higher Education in 2008.

**Aras Bozkurt** received his MA and PhD degrees in Distance Education from Anadolu University. Bozkurt has experience in teaching to adult learners and K12 students. He also serves as a reviewer for several journals in distance education field and an editorial board member for eLearn Magazine. His current research interests are topics related to digital books, interactive e-books, gamification, game-based learning, research trends in distance education, social networks, online interaction, online learning spaces, online learning communities, online community formation and online learning. He is also interested in critical theories such as connectivism, rhizomatic learning, heutagogy and emerging research paradigms such as social network analysis, sentiment analysis, and data mining.

**Martha Burkle** holds a PhD on Technology Innovation Policies from the University of Sussex, in the UK. She currently works as the Director, Centre of Learning and Innovation, at Assiniboine College in Bandon, Manitoba, Canada. Her research work has been dedicated to advancing the development and implementation of Information and Communication Technologies and the use of virtual environments to innovate curriculum and promote social and economic development. A pioneer on research work to analyze the impact of technologies in society among Latin America countries, Martha has done research on the use of technologies for poverty alleviation in Canada, Chile, Ghana, Jamaica, Mexico, and South Africa.

**Şeyma Betül Çelik** graduated from CEIT department of Yıldız Technical University. She has been working as a teacher in the field of information technology. Also she is a master of science student in department of Computer Education & Instructional Technology, Süleyman Demirel University. She is interested in internet of things (IoT), big data, and data mining.

**Elif Buğra Kuzu Demir** is a Research Assistant at the Department of Computer Education and Instructional Technology (CEIT) at Anadolu University where she has been a faculty member since 2007. She received her Ph.D. in CEIT from Anadolu University in 2014. Her research areas include social networking sites, use and adoption of emerging technologies, computer ethics, wearable technologies, qualitative and mixed method approaches.

**Kadir Demir** holds a Master of Computer Education and Instructional Technology (CEIT) from Dokuz Eylül University in 2014. He is a Ph.D. student in CEIT at Anadolu University. He works as a Research Assistant at the same department. His research areas include mobile learning, graphic and animation, wearable technologies, computational thinking and digital literacies.
Ugur Demiray holds Undergraduate (B.A.) in the area media Studies at Anadolu University, Faculty of Communication Sciences, Department of Cinema and Television, Eskisehir-Turkey, December 1977- June 1982 and also Doctorate (Ph.D.) degree at Anadolu University, Social Sciences Graduate Institution, Department of Educational Communication Eskisehir-Turkey, September 1982- May 1986. He is currently working for the Anadolu University. His researches are dealt with distance education application of Anadolu University, Ministry of Education, and by other universities in Turkey. He is interested in changing ethical behaviors around the world by inserting technological developments to the educational field, especially to the Distance education applications, for 3 years. His interest also lies towards the profile of DE students, and relationship of graduates and job market. He has an extensive experience publishing e-journal on distance education internationally under the patronage Anadolu University since 9 years, named, “TOJDE-Turkish Online Journal for Distance Education.” The Turkish Online Journal of Distance Education (TOJDE) is a peer-reviewed quarterly e-journal. International in scope, this scholarly e-journal publishes refereed articles focusing on the issues and challenges of providing theory, research, and information services to global learners in any kind of distance education or open learning applications. TOJDE particularly strives to meet the continuing education needs of practitioners and educators by providing a forum for the discussion of extended learning strategies, policies and practices, and trends in Information Technology as they impact the delivery of student support services for distance learners and faculties.

Veysel Demirer has a PhD degree in Curriculum and Instruction. He is a an assistant professor in Faculty of Education, Department of Computer Education and Instructional Technologies, Suleyman Demirel University where he lectures on educational science, educational technology, technology integration and teacher education. He specializes in educational technology, psycho-social aspects of technology use and Internet addiction.

Birgit Gaiser has over twenty years working experience in the field of e-learning and human resource development. Among her didactical, technical and organizational knowledge, she gained sound experience in the practical application of new teaching and learning methods as a lecturer as well. A reference for her skills in train-the-trainer approaches is the German speaking e-learning portal www.e-teaching.org which aims to support academic teachers to adopt new teaching methods. In respect of her academic background she received her doctor’s degree (Dr. phil.) in Educational Science in 2002 from the University of the Bundeswehr Hamburg after having studied economics at the Technical University of Berlin. During her professional life Birgit Gaiser worked as a research fellow at the University of Applied Sciences in Brandenburg in the department of Business Informatics and the Knowledge Media Research Center in Tuebingen. In 2009 she joined the Helmholtz Association and is responsible for the Mentoring Programmes and the E-Learning component within the Helmholtz academy.

Gerald Geier received his Magister der Naturwissenschaften degree in Teacher Training Programme (Mathematics, Computer Science and Computer Science Management) from the Graz University of Technology in 2015. He teaches Mathematics and Computer Science at a secondary school in Austria and is employed at the department for Educational Technologies from the Graz University of Technology. E-learning, eBooks and web development in the educational environment are his fields of interest.
Klaus Himpsl-Gutermann used to be a teacher of Mathematics, Physics and IT in secondary education and has been working in the field of teacher training for more than 15 years (general didactics, innovative educational methods, e-learning). He completed a Master’s degree in Educational Technology at Danube University Krems in 2006, where he worked from 2007 to 2013 as a scientific staff member. He was in charge of postgraduate Master programs focusing on educational technologies and received several e-learning awards. His main focus of research being the electronic portfolio, he completed his interdisciplinary PhD in Philosophy in the field of “lifelong learning” in 2012 with a three-year action research project. Since September 2013 he has been an academic staff member at the University of Teacher Education Vienna, working for the Department for Interdisciplinary Education. He serves as the coordinator of the department and is in charge of the Center for Learning Technologies and Innovation.

Sherry Jones received her MH in Philosophy and Writing from the University of Colorado, Denver in 2011. In 2013, she obtained a CCCS Immersive and Game-Based Learning Initiative Grant to create “Rhetoric and Composition: The Persuasive Power of Video Games as Paratext,” the first gMOOC type ever created. In 2015, she was honored as the 2015 Educator of the Year by eLearning Consortium of Colorado, and was recognized as a 2015 Educator Innovator by the National Writing Project and MacArthur Foundation. She is currently the Subject Matter Expert on Educational Games, and Game Design and Psychology for Rocky Mountain College of Art and Design, and the Co-Founding Facilitator of The Metagame Book Club, a professional development institution for games in education. She writes and presents widely on issues regarding technology driven pedagogy, and is the co-author of “Composition on a New Scale: Game Studies and Massive Open Online Composition” (2014).

Christian Kohls is a professor for computer science and sociotechnical systems at the TH Köln (University of Applied Sciences). He has worked as a researcher in the project e-teaching.org at the Knowledge Media Research Center, Tuebingen. He has mined patterns in several fields, including e-learning, online training, and creativity methods. His PhD theses covered e-learning patterns as well as psychological and epistemological views on pattern theory. He has also used the pattern approach when he was working in the industry. He has collected best practices as patterns for the use of interactive whiteboards, enabling a seamless integration of digital and non-digital learning materials.

Elke Höfler is head of the department „Instructional Design“ at the Academy of New Media and Knowledge Transfer at the University of Graz. Her main research focus lies in instructional design, learning theories and learning settings focusing digital media (e.g. MOOCs, Flipped Classroom), learning resources (e.g. e-books, podcasts), language teaching and learning, language acquisition and literary fiction. She teaches at the University of Graz, the Carinthia University of Applied Sciences (Feldkirchen) and gives workshops and trainings at the University of Teacher Education Styria. She holds a teaching degree in Italian and French. Her doctoral thesis was about “The brigand in European literature. A popular character as a fictionalized, fictitious, and literarized phenomenon in 18th- and 19th-century literature”.

Wolfram Lothar Laaser is coordinator of the didactic sections and Academic Director (Akademischer Direktor) at the Centre for Distance Study Development of FernUniversität Hagen, Germany (09/2005 called Centre for Media and IT) until 10/2008. PhD. in Economics at Technical University Berlin (1974). Temporary Lecturer at Universities of Paderborn and Frankfurt (Germany); Virtual Teaching at UNED (Spain), University of Joensuu (Finland), PROED University of Cordoba (Argentina), Master Program
Christopher Luchs is the Associate Dean for Career and Technical Education at CCCOnline.org serving the Colorado Community College System (CCCS). He has over 30 years as a game player and teaches business and multimedia graphic design. He was co lead on the CCCS Hackathon Project, which was part of an immersive and game based learning grant where computer science students created applications and games across several 24, 12, and 8 hour Hackathon sessions. Chris also served as the State of Colorado’s Technology Counselor for the Colorado Small Business Development Centers working with local entrepreneurs and technology start ups to help them grow and obtain funding.

Michael Magee completed his PhD on Digital Media and Education at the University of Calgary, AB, Canada. His areas of expertise include media, business, education, risk and management systems. He is currently working as a consultant, developing analytics that model how beliefs metrics in game and digital environments affect propensity towards personally meaningful behaviours.

Stephanie Moser studied Pedagogics at the Ludwig-Maximilians-University in Munich, Germany from 2005-2010. Afterwards she was PhD student at the School of Education at the Paris Lodron University of Salzburg and graduated in 2014. The focus of her dissertation is on measurement and evaluation of different learning styles during multimedia learning. Dr. Stephanie Moser was Senior Scientist at the department of E-Learning and Media Research in Science Education at the School of Education at the Paris Lodron University of Salzburg from 2014-2016. She is research assistant at the Technical University of Munich since February 2016. Her research areas include multimedia and social media for learning purposes and university didactics.

Edgar Neuherz is a teacher of mathematics at the secondary level and PhD student at the Technical University of Graz in the field of teaching and learning technologies. Before that he worked for many years as a software developer in the industry. He also worked at the Institute for Applied Information Processing and Communications of the Graz University of Technology in the field of eGovernment. He is the founder and Managing Director of the learning platform neo-Lernhilfen.

Kae Novak is an instructional designer for student engagement and assessment at a community college in Colorado. She is an officer for ISTE Games and Simulations Network. She designed and taught the Games MOOC as an Colorado Community College System (CCCS) grant. She has conducted Game Camps for instructors which were 4-6 hour event where teachers in groups rapidly prototype games in their content area. She was the assessment specialist for the CCCS Hackathon Project. She has created several Alternate Reality Games (ARG) for courses in science, art history, Eastern religions and writing. She is currently one of the organizers of the Metagame Book Club https://sites.google.com/site/metagamebookclub/ which regularly provides professional development on games based learning and game design for educators.
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**Stefanie Panke** is an Instructional Analyst at the University of North Carolina at Chapel Hill. In her current position she conducts instructional design projects that center on assessment and emerging technologies, in particular online publishing, e-books, conceptual web development, portfolios and rubrics. Prior to her current position she worked as Director of E-Learning at Ulm University, Germany. Stefanie holds a PhD in Applied Linguistics from the University of Bielefeld. In 2009, she completed her thesis on the information design of educational websites. During her PhD, Stefanie was a researcher at the Knowledge Media Research Center in Tübingen, Germany, where her team developed an award-winning portal on e-learning in higher education. Stefanie serves as a member of several program committees (ED-MEDIA, E-LEARN, SITE), as a reviewer for e-journals (i.e. MERLOT Journal of Online Learning and Teaching, International Review of Research in Open and Distance Learning), as Social Media Coordinator for AACE (Association for the Advancement of Computing in Education) and as editor for social software at the Educational Technology and Change Journal. Together with Prof. Curtis Ho, Stefanie chairs the AACE Special Interest Group on Assessing, Designing and Developing E-Learning.

**Ruth Petz** has held a leadership position in the fields of school management and school organisation for more than 15 years. She has gained more than 20 years of experience as a lecturer in teacher education, teacher training and continuing professional development. She occupied the position of the Vice Principal of Teacher Training at the University of Teacher Education Vienna from 2009-2012 where she was responsible for curricular development, administration and economic issues. Since October 2012 she has been the Principal of the University of Teacher Education Vienna responsible for pre-service teacher education, in-service teacher education and continuing professional development, research and innovation combining knowledge acquisition with human sciences, scientific disciplines and subject didactics and accompanied by processes of personality development in order to establish curricular scenarios of professionalization. Ruth Petz has successfully participated in numerous academic courses (e.g. university course “Organizational Consultant in Education” at University Klagenfurt).

**Stefan Piascck** is a professor of Practical Social Work and Media Studies and also an advisor for the German movie and television age-rating boards at FSK (Wiesbaden) and FSF (Berlin). His research focus is on interactive media, politics and religion. He has published in various fields, and has held public lectures in various countries. In his state doctorate he researched religious content in video games and the worldviews of young game developers. He spent 12 years of his professional life as a producer in the international computer-games business followed by another 6 years within the public social administration. Forms of gamification and public nudging and its implications for civil rights are currently his main fields of interest.

**Enilda Romero-Hall** is an Assistant Professor of Instructional Design & Technology in the Department of Education at The University of Tampa. In her research, Dr. Romero-Hall is currently exploring different topics in the instructional design and technology field related to web- and computer-based instruction and learning. Her research interests include: multimedia design and development, human-computer interaction, social media in teaching and learning, and the design of distance/online education.
**About the Contributors**

**Martin Sankofi** received an MSc degree in educational technology from the University of Krems (Austria) and holds a graduate teaching degree in English and Spanish from the University of Vienna. He is currently employed at the center for educational technology at the University of Teacher Education Vienna, where he is involved in various mobile teaching and research projects. He also works as a high school teacher at a vocational school in Vienna. His research interests lie in the fields of blended learning scenarios and mobile teaching as well as integrating the internet into learning environments for K12 students.

**Petra Szucsich** graduated with a degree in languages at the University of Vienna and received her postgraduate Master’s degree in Educational Technology from Danube University Krems in 2007. She is currently an academic staff member at the University of Teacher Education Vienna, Center for Educational Technologies and Innovation and writes and presents widely on issues of blended learning scenarios, Web2.0 tools and electronic portfolios.

**Eduardo Adrián Toloza** is a Professor at the Universidad Nacional de Catamarca, Argentina.

**Tuğba Yanpar Yelken** received his PhD and Doctorate of Sciences in Curriculum Development and Instruction from Hacettepe University. Prof. Dr. Tuğba Yanpar Yelken teaches educational courses at undergraduate and graduate level at Mersin University. She is the Professor of the Curriculum Development and Instruction Department. She has authored many publications including international and national books, book chapters, papers in journals and conference proceedings.

**Soner Yildirim** is currently a Professor of Instructional Technology at the Department of Computer Education and Instructional Technology at Middle East Technical University in Ankara, Turkey. His research interests include web based training & instructional design; instructional & performance technologies; electronic performance support systems; online social networks & warranty theory.

**Gurol Yokus** is a research assistant in Curriculum Development and Instruction Department of Education Faculty, Mersin University, Mersin, Turkey. He was born in Uşak. He received his Bachelor’s degree in field of Foreign Language Education Department in Boğaziçi University. He finished his master education in Curriculum and Instruction Department in Mersin University in 2016. He continues his doctorate education in Mersin University.

**Claudia Zimmermann** is currently working as a research assistant at the Academy of New Media and Knowledge Transfer as well as the Department of Business Education, University of Graz. She is also associated with the Department of Sociology, where she is employed as an external lecturer. Her research areas of interest are public health, evidence-based social intervention as well as statistical analysis and research methods in general.