About the Contributors

**Carl Moore** is currently the Acting Director of the Research Academy for Integrated Learning (RAIL) at University of DC. Prior to his current role he served as an adjunct assistant professor in the College of Ed as well as the Assistant Director of the Teaching and Learning Center at Temple University. He has a Doctorate of Education in Urban Education from Temple University and a Masters of Arts from The Ohio State University in Higher Ed Administration. His dissertation investigated how exemplary college faculty employ Universal Design for Learning principles in their teaching practices. Carl has been teaching for over 12 years and has created and instructed a variety of courses in education at Temple, Cabrini College, and Arcadia University in both face-to-face and online formats. Prior to his career in faculty development, Carl served in a number of student services roles that focused on providing individual and institutional support to retain and advance the success of college students. As a self-described social justice advocate and “techie,” the sum Carl’s passion lies in the development of programs on teaching with technology and inclusion in higher education.

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**Noha Altowairiki** is a PhD Candidate in Educational Technology in the Werklund School of Education at the University of Calgary. Her PhD research focuses on developing online teaching capacity to implement the Universal Design for Learning principles in the design and facilitation of online graduate programs. Also, she is interested in online collaborative learning, and educational development for online instruction.

**Albena Antonova**, is lecturer at Sofia University, Faculty of Economics and Business Administration in the field of ICT implementation in business and economics. She works on a number of research projects, related to technology implementation, serious games, knowledge management and others. Her main research interests include knowledge management, emerging technologies, serious games, business and management education, service science, e-learning and TEL models and methods, e-Business, technology entrepreneurship, open innovations and innovations management and living labs and she has more than 30 publications in the field.

**Handan Atun** is an Informational Technology teacher at Turkish Ministry of Education. She is graduated from the Middle East Technical University with bachelor’s degree in Computer Education and Instructional Technology in 2013. After graduation, she started her career in Konya where she is still working. Since 2015, she has attended Necmettin Erbakan University, Department of Computer Education and Instructional Technology post-graduate program, in which she continues her research.
Daisyane Barreto is an Assistant Professor at University of North Carolina Wilmington (UNCW). Before coming to U.S. to pursue her graduate degree, Dr. Barreto was as a middle school teacher/media specialist in a private school in Brazil. In addition to teaching experiences, Dr. Barreto had opportunities to collaborate in innovative projects such as coordinating an exchange program between Brazil and USA to integrate technology and promote multicultural awareness in K-12 environments. Dr. Barreto also worked as multimedia developer for UGA Center for Teaching and Learning as well as UGA J.W. Fanning Institute. Her interests involve game-based learning, distance education, technology integration, multimedia design and production.

Imed Bouchrika received his BSc and PhD degrees in Electronics and Computer Science from the University of Southampton (United Kingdom) in 2004 and 2008 respectively. Since 2008, he has worked as a research fellow at the Information: Signals, Images, Systems Research Group of the University of Southampton. He is now a lecturer of Computer Science at the University of Souk Ahras. His research areas are human computer interaction, image processing and biometrics.

Regina Brautlacht is a Senior Lecturer in English and Business Communication at Bonn-Rhein-Sieg University of Applied Sciences. She heads the English Language and Business Communication Programme for the Management Sciences Department and is responsible for curriculum design. She has recently started publishing about her international online projects that raise issues in competencies (intercultural, collaboration, EFL). She holds a MA in Educational Media from University Duisburg-Essen. She is an appointed member of university teaching and learning commission and a member of the e-learning task force.

Sheri Anderson Conklin graduated from UNC Wilmington with a BA in Art History. While completing her undergraduate degree she worked as a substitute teacher. She then pursued a certification as a special education teacher concentrating in the areas of Learning Disabilities and Mental Retardation. As a special education teacher she was able to identify and adopt various assistive technology tools. In May 2008 she graduated with a Master of Science degree in Instructional Technology from UNCW. In January 2009, Sheri began assisting faculty with online development as an Instructional Designer with Office of e-Learning in the Academic Affairs Division. Currently, Sheri is a doctoral candidate at Boise State University.

Luciano da Rosa dos Santos, PhD Candidate at the Werklund School of Education – University of Calgary, supporting the development of strategies and initiatives aimed at enhancing the quality of teaching and learning. He is also working towards his PhD in Educational Technology at the University of Calgary, where he is conducting research on how Universities and Faculties interact for the support and development of online teaching capacity among academic staff.

Nouzha Harrati received her bachelor degree in computer science from the University of Annaba, Algeria and she obtained a Magister’s Degree in Computer Science from the University of Souk Ahras. Harrati is now working towards her PhD degree at the Image Processing Research Group at the University of Bejaia. She is an assistant lecturer of Computer Science. Her research includes usability analysis, e-Learning, affective computing and automated classification of facial expressions.
Rachelle Harris’ professional experience includes teaching graduate writing courses, English Literature, and facilitating secondary online instruction. Her academic interests include online learning and instructional design and gender dynamics in online and face-to-face learning environments.

S. Laurie Hill, PhD, is an Assistant Professor, Education at St. Mary’s University. Her research interests include pre-service teacher education and specifically the connections between on campus coursework and field practicum experiences. She is also interested in pre-service teacher professional identity, student transitions, and the variety of learning environments that support undergraduate student success.

Barbi Honeycutt is a speaker, scholar, and author. She facilitates workshops, shares strategies, and develops resources to support educators who want to involve students, increase engagement, and improve learning. She provides ideas, insights, and inspiration for educators on topics including teaching, active learning, student engagement, instructional design, faculty development, and professional development for graduate students and postdoctoral scholars. Over the past 16 years, Dr. Honeycutt has facilitated more than 3,000 workshops, presentations, and professional-development events for more than 10,000 graduate students, postgraduate scholars, faculty members, and leaders representing nearly every profession within industry, education, government, and nonprofit settings. In 2011, she created FLIP It Consulting where she supports educators in creating engaging learning environments using the FLIP, or “Focus on your Learners by Involving them in the Process.” The FLIP means reversing how learning environments are designed so learners focus on higher-level learning outcomes to increase engagement and enhance learning during in-class time. Dr. Honeycutt “practices what she teaches”: she FLIPs her own events so you can see and feel how the inverted-instruction model works from the learner’s point of view.

Plama Hristova is a Chief Assistant Professor in Organizational Behaviour at Sofia University. Hristova reads lectures and leads seminar classes at the VUZF University as well. Dr. Hristova is a psychodrama therapist and a CBT therapist at the International Medical Center, Sofia. She is an international coordinator of 3 bilingual scientific journals: Journal of Education, Child Development and Counselling; Journal of Management, Consulting and Organizational Development; Journal of Innovative Behavior, Entrepreneurship and Sustainable Development. Dr. Hristova is an observer member of the Bulgarian Academy of Sciences and Arts, and a member of the Bulgarian Association of Psychodrama and Group Therapy, the Institute for Psychodrama Practice “Chiron” and the Bulgarian Association of Cognitive-Behavioral Psychotherapies. Her research interests are: immigration, humanitarian action, professional stress, organizational behavior, leadership, entrepreneurship and innovations.

Carol Johnson holds a PhD in Educational Technology from the Werklund School of Education (Calgary, Alberta, Canada) and was the 2014-2015 Werklund Doctoral Fellow. Her doctoral research focused on the development of an online music education model for effective teaching and learning. Linked to her dissertation research, Carol is also involved in researching the development of online faculty professional development to assist the understanding of how to effectively deploy the resulting online teaching framework. An established curriculum writer, Carol has published numerous music book series for elementary through professional music students. Additionally, she mentors higher education administrators and professors in their transitioning to teaching in the online environment.
**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.

**Arlene King-Berry** is Professor of Special Education at University of the District of Columbia, where she also serves as Chair of the Faculty Senate and of the Institutional Review Board. She is a dynamic educator, lawyer, writer, Principal Investigator for federal and local grants, with 25+ years of organizational, instructional, business management experience. A seasoned conference presenter, King-Berry has made national and international presentations in venues such as the Oxford Roundtable, Oxford England; the Howard University Scientific Symposium, Bahia, Brazil; and the USDOE Special Education Conference, Washington DC. She is actively engaged in scholarly publication: Allyn & Bacon published her Special Education Law Manual and she has published in peer-reviewed journals (e.g., Journal of Negro Education and Black History Bulletin).

**Agah Korucu** is a computer engineer and instructional technologists works as an Assistant Professor Doctor at Necmettin Erbakan University. Also he serves academic consultant for various companies. He has many studies about student and educator engagement, dynamic web technologies, academic achievement, collaborative technologies, ICT integration, augmented reality, fuzzy logic and their impacts on teaching. Dr. Agah Tuuh T KORUCU has published widely in his research areas (book chapter, paper, study report, etc.). He has also attended many international conferences and organised many of them.

**Kristin Koskey** is an Associate Professor in the LeBron James Family Foundation College of Education at The University of Akron where she co-developed the fully online graduate program in Assessment and Evaluation. She teaches courses in evaluation, assessment, and statistics. Two of her courses are Quality Matters in online learning recognized. Her work is published in leading journals such as Studies in Educational Evaluation, Journal of Applied Measurement, Journal of Mixed Methods Research, Journal of Experimental Education, and International Journal of Qualitative Methods. Further, she has authored book chapters on Norming and Scaling for Automated Essay Scoring and Data-driven STEM Assessment. Finally, Dr. Koskey has secured grant funding from the Ohio Department of Education and National Science Foundation, as well as contributed to the evaluations on grants funded by the ODE, the Ohio Board of Regents, U.S. Department of State, NSF, and local foundations.
About the Contributors

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Ammar Ladjialia is a research fellow at the Image Processing research group at the University of Souk Ahras where he works as a computer science lecturer. His research interest includes gestural interaction for human computer interaction.

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Walter Nuninger (Senior Lecturer) is a Chartered Engineer (1993) with a PhD in Automatic Control awarded in 1997. He further worked as a research engineer at ALSTOM where he developed his skill on friction and traction for trains. Since 1999, he has been an Associate Professor at the University of Lille. He works in the Engineering School of Polytech’Lille where he directed the Production Department dedicated to Life Long Learning with Work Integrated Learning (2008-2011). Then, he has been commissioned for the management and financial control at the CUEEP until 2014, in charge of Continuing Education. He teaches automatic control, computer science, data mining and mathematics... and is involved in learner-centred pedagogy with hybrid courses, using digital support. He is a tutor of learners in Formative Work Situations in the industry, guiding their reflexive attitude. Through the years he has had several experiences in management, leadership and financial control in a quality framework. He is interested in organization, inter-culturalism and excellence. Since 2014, he is a member of the Harassment Prevention Unit, offering advice and guidance to university students and staff.
Lori Ogden is a Teaching Assistant Professor at West Virginia University and a Faculty Associate with the WVU Teaching and Learning Commons. She is the course coordinator for Precalculus and has taught a variety of undergraduate mathematics courses including College Algebra and Applied Calculus. Her research interests include course design and development, online and blended learning environments, and teacher education.

Larisa Olesova, Ph.D., is an instructional designer and adjunct professor specializing in distance education at George Mason University. Her research focuses on the effectiveness of instructional strategies in online learning environments.

Christopher P. Ostrowski is a PhD student of Learning Sciences in the Werklund School of Education. His recent research focused on understanding the lived experiences of university students with visual impairments and their use technology to support learning. He is also interested in educational development approaches for implementing universal design for learning to improve teaching and learning experiences in higher education.

Beth Allred Oyarzun earned a PhD in Instructional Design and Technology from Old Dominion University in May 2016. Beth works as an Instructional Designer in the Office of e-learning at the University of North Carolina Wilmington, in addition being an adjunct lecturer for the University of North Carolina at Charlotte. She has worked in the higher education environment and taught online courses for more than ten years. Beth was previously a high school mathematics teacher.

Franca Poppi is an Associate Professor of English Languages and Translation at University of Modena and Reggio Emilia, where she is also Director of the Master Degree Programme in Languages for Communication in International Enterprises and Organizations. She has published on various aspects of teacher-learner interaction, learner autonomy and advising in self-instruction. Her current research centres on English as an international Lingua Franca.

Yufeng Qian is a faculty member in the Doctor of Education program at Northeastern University. She teaches courses in quantitative research design and data analysis and advises doctoral research studies. Her fields of research include emerging technologies, online education, and teaching effectiveness. Dr. Qian is the author of a number of book chapters and journal articles on 3D virtual learning environments, game-based learning, and digital media literacy. Prior to joining Northeastern University, Dr. Qian worked as an Associate Professor of Education at St. Thomas University. Her prior experiences in higher education include Dartmouth College, Grand Valley State University, Lehigh University, SUNY at Buffalo, and Beijing Capital University of Economics and Business.

Cristiane Rocha Vicentini holds master degrees in TESOL and Instructional Design and Technology. She has focused her career on English language instruction, with experience teaching English language learners as well as K-12 pre-service teachers.

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 web and computer-based instruction and learning. Her research interests include: multimedia
Instruction, human-computer interaction, social media in teaching and learning, and distance/online education. Dr. Romero-Hall obtained her Ph.D. in Education with a concentration in Instructional Design & Technology from Old Dominion University. As part of her doctoral studies, Dr. Romero-Hall completed a Certificate in Modeling & Simulation in Education and Training. Dr. Romero-Hall is a past Link Foundation Fellow.

JoAnne Dalton Scott is an Instructional Design Practitioner and Researcher with research interests that include topics related to aging learners such as the normal developmental progression of the aging brain; cognitive aptitude of the aging; and needs of the aging learner. She is currently exploring how these topics intersect so as to promote optimally designed learning experiences for aging learners. JoAnne is a graduate of the University of Tampa, where she earned her Master’s Degree in Instructional Design & Technology in 2014. She was awarded the Nova Southeastern University Award for Outstanding Practice by a Graduate Student in Instructional Design for her design and development of a course titled, “Principles of Learner Motivation.” As a presenter at AECT International Conventions JoAnne has spoken on topics which include increasing motivation through the use of andragogical principles and maximizing learning experiences for geriatric learners. In 2016 she will serve AECT as the Communications Officer for the Research and Theory Division.

Neal Shambaugh is a Professor of Learning Sciences and Human Development. He is a former Associate Dean of Academic Affairs and a Graduate Programs Coordinator of Instructional Design and Technology (IDT) in the College of Education and Human Services at West Virginia University. The master’s IDT program has been 100% online delivered since 2010, and he teaches courses in IDT and Educational Psychology. He has been a university liaison to an elementary/middle public school for a dual-degree, five-year teacher education program. Prior to academia, his work experiences included radio station ownership, engineering, announcing, and sales; training program consultant, and an audio and video producer.

Geraldine Stitz, MA.Ed. Director, Office for Service-Learning, serves as Senior Lecturer at the University of Nebraska at Kearney (UNK). Her interest and involvement is in the field of academic service-learning. Based in the College of Education, she has worked exclusively in the area of service-learning for the past 25 years with teacher candidates completing a required community based, service-learning experience. She has published journal articles and presented nationally and regionally, and mentors individuals on other campuses in service-learning pedagogy. She serves as UNK representative to the Great Plains Regional Campus Compact. Her interest is focused on training and promoting service-learning pedagogy by engaging Higher Education and K-12 faculty and administrators in training experiences.

Morris Thomas, PhD has a background in Instructional Technology Management, Higher Education Administration & Student Affairs, Accessibility & Disability Services, as well as Teaching & Learning. He serves as an Associate Professor at the University of the District of Columbia in the Research Academy for Integrated Learning. His professional/academic experience include service in the following areas: training & development, consultant, instructor, administrator, researcher, and speaker. Morris is also the Founder and Executive Director of Excellence Enterprise, a consulting firm. He is the author of Focus: The Missing Factor; A Practical Guide To Accomplishing Your Goals. Morris’ research interests include institutional/learning environments, teaching & learning, and diversity.
**Thomas J. Tobin** is an instructional designer at the Pennsylvania State University in State College, PA. In the field of online-course and -program quality, he is best known for his work on administrative-evaluation techniques; his article on “Best Practices for Administrative Evaluation of Online Faculty” (2004) is considered a seminal work in the field, and has been cited in more than 150 publications. His latest work is Evaluating Online Teaching: Implementing Best Practices (Wiley, 2015) with B. Jean Mandernach and Ann H. Taylor. He is currently writing Reach Everyone, Teach Everyone: A Practitioner’s Guide to Universal Design for Learning in Higher Education, expected from West Virginia University Press in 2017. Since the advent of online courses in higher education in the late 1990s, Tom’s work has focused on using technology to extend the reach of higher education beyond its traditional audience. He advocates for the educational rights of people with disabilities and people from disadvantaged backgrounds. Tom serves on the editorial boards of InSight: A Journal of Scholarly Teaching, the Online Journal of Distance Learning Administration and the Journal of Interactive Online Learning, and he is an internationally-recognized speaker and author on topics related to quality in distance education, especially copyright, evaluation of teaching practice, academic integrity, and accessibility/universal design for learning.

**Nikolina Tsvetkova,** PhD has long years of experience in teacher training, material design and teaching English in a variety of contexts and levels. She has defended a PhD thesis in the sphere of developing intercultural competence and continues working in this field. Currently, she teaches EU terminology to European Studies BA and MA students at Sofia University. She has been and is currently involved in teacher training for the British Council and the EI Centre (Sofia, Bulgaria). She has done research and has published on issues of intercultural education and intercultural dialogue, implementing ICT solutions in different educational settings, the EU-dimensions of teacher training and has delivered talks and workshops at various academic events on these topics. Nikolina Tsvetkova has also acted as a manager and a team member on a number of EU-funded and national projects. She is a member of the editorial board of the Foreign Language Education journal issued by the Bulgarian Ministry of Education.

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