About the Contributors

**Michael Mills**, Assistant Professor of Teaching and Learning at the University of Central Arkansas, is a leading expert on the practical uses of educational technology, particularly on using collaborative tools to better engage students and to design strategies for effectively integrating mobile devices in the classroom. He is an SXSWedu, ISTE, and SITE presenter and has been recognized as an Apple Distinguished Educator and Google Education Trainer and serves on the advisory boards for SXSWedu and the Apple Distinguished Educator Program for the Americas. Feel free to follow him on Twitter (@MichaelSMills).

**Donna Wake** is the Associate Dean in the University of Central Arkansas College of Education and an Associate Professor in the Department of Teaching and Learning. Her doctorate is from Temple University in *Curriculum, Instruction, and Technology* with an emphasis on K-12 Literacy. She has earned an MA in Education from La Salle University in Philadelphia; an MA in Art History from the University of Arkansas Little Rock, and a BA in English from Hendrix College in Conway, Arkansas. Her research interests include teacher education, teacher education reform, multiliteracies, and educational technology.

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**Eric Abbott** has worked as a reporter, technical editor and communication strategist, and in the field of communication campaign design and implementation. His current research looks at role of communication in diffusion of innovations theory and uses of new information technologies in Africa.

**Tutaleni Asino** is an assistant professor of educational technology in the school of educational studies at Oklahoma State University. His research interests include: Open Access, diffusion of innovation, adoption and use of emerging technologies and learning environments, Mobile Learning, Learners as Designers, Using mobile devices for teaching and learning, indigenous knowledges and the role of culture.
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in the development and evaluation of learning technologies, contextually appropriate learning technologies, STEAM, Comparative International Education, and the role of culture in the development and evaluation of learning technologies. He is an active member of the Comparative International Education Society (CIES), Association for Educational Communications and Technology (AECT) and Society for Information Technology and Teacher Education (SITE).

Alesha Baker earned her Bachelor of Science in Special Education and her Master of Science in Library Media and Information Technology degrees from Northeastern State University. Alesha is currently pursuing her PhD in Education; Educational Technology at Oklahoma State University. She taught 10 years as a special education teacher at both the elementary and middle school levels. Alesha has also worked as a library media specialist for 3 years. During her time as a graduate student she has worked as a graduate research/teaching assistant in the Educational Technology department and as an Open Access graduate research assistant at the Edmon Low Library at Oklahoma State University.

Ana Balula is a lecturer and researcher at Águeda School of Technology and Management, University of Aveiro, Portugal. She holds a PhD in Multimedia in Education and is an integrated member of the Research Centre “Didactics and Technology in Education of Trainers” and a team member of the research Project “Use of Communication Technologies in the Portuguese Higher Education” granted by the Portuguese Foundation for Science and Technology. Her research interests are in the areas of e-learning, b-learning, e-assessment, evaluation of e-teaching, online interaction strategies, ICT use in Higher Education, educational technology, and teaching languages for specific purposes.

Julia Bello-Bravo (J.D., M.B.A., M.A., and Ph.D.), Assistant Director at the Center for African Studies at the University of Illinois at Urbana-Champaign. She is one of the co-founders of the program called “Scientific Animations Without Borders” (SAWBO). SAWBO creates high-quality 2-D and 3-D animations for educational purposes and then makes them easily and freely accessible to people and organizational groups in a great diversity of languages in many different formats, ranging from DVDs, to computers, email attachments and cell phone Apps. Julia specializes in educational content appropriate for low literate learners in developing countries with an emphasis on strategic partnerships, bringing together experts from around the world, engaging local communities to share their knowledge and languages and coordinating with student’s animators during the process of creation. As part of SAWBO, she has help in the development of over a dozen ongoing collaborative working relationships with African institutions and NGOs.
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**Jacquelyn Chappel** is PhD candidate in Curriculum & Instruction at the College of Education at the University of Hawaii at Manoa where she serves as a Lecturer in Composition. Her research interests include issues of multiculturalism and diversity particularly in the contexts of language arts and literacy.

**Yara N. Farah**, Ph.D., is a postdoctoral research fellow at the Center for Gifted Education (CFGE), William & Mary, where she provides research support for gifted and talented curriculum effectiveness studies. She also is the chair of the membership committee for The Association for the Gifted (TAG) - Council for Exceptional Children (CEC). She received her doctorate in educational psychology from Baylor University. Her emphasis areas of study are gifted and talented education and measurement. Her research interest relate to gifted education, mathematics enrichment and instructional practices in inclusive classroom, and twice exceptional students. Previously, she worked for a year as a special education teacher for students in grade 3 and 4. She also worked for one year as a paraprofessional in a fully inclusive classroom. She has a master’s degree in special education, mild to moderate, from California State University Northridge (CSUN) and a bachelor degree in Elementary Education, with a minor in psychology and a minor in philosophy, as well as a Diploma in Special Education from the American University of Beirut (AUB).

**Jose Fulgencio** is a Chicago native with a B.A. in Political Science from Northeastern Illinois University, M.A. in Political Science and M.S. in Entrepreneurship from Oklahoma State University. He is currently working on his Ph.D in Higher Education with a focus on Educational Technology. You can visit www.josefulgencio.com to learn more about Jose.

**Nancy P. Gallavan**, Ph.D., is Professor of Teacher Education at the University of Central Arkansas where she specializes in classroom assessments and cultural competence in the Department of Teaching and Learning MAT Program, which she helped to start in 2006 and recognized as the Distinguished Program in Teacher Education by the Association of Teacher Educators in 2010. Dr. Gallavan also serves as the UCA Academic Liaison to Institutional Diversity. With more than 120 peer-reviewed publications in journals, as chapters in books, and as books, Nancy is active in AERA, ATE, KDP, NAME, NCSS and several regional and state professional associations.
Jessica Herring is a high school English teacher at Benton High School in Benton, Arkansas and is an Apple Distinguished Educator. She has earned a Masters in Teacher Leadership and Instructional Facilitation and was recognized as Kappa Delta Pi student teacher of the semester, UCA Dept. of Teaching and Learning Student of the Year, and UCA College of Education Student of the Year in 2010-11. Jessica was also named a Watts Scholar award recipient for outstanding work in a Masters Program by the Southern Regional Association of Teacher Educators, and she was named Teacher of the Year for Benton Middle School in 2014. She was named the 2016 ISTE Technology in Action Award recipient for her work with coding in the literature classroom. As an ISTE, NCTE, AMLE, and SXSWedu presenter, Jessica’s primary focus is on creating meaningful relationships between technology integration and pedagogy.

Stephanie Huffman is a Professor at the University of Central Arkansas (UCA). She serves as an instructor and program coordinator for two graduate programs for the College of Education: (1) Library Media and Information Technologies and (2) Instructional Technology. With P-12 experience--as classroom teacher, library media specialist, technology coordinator, and assistant principal--and higher education experience, Stephanie frequently is contacted by state and regional agencies for assistance based on her expertise in educational technology and library science. She has published over 20 peer reviewed articles in the field of library science and instructional technology, including edited books titled Technology Tools for the Literacy Classroom and Cases for Building Quality Distance Delivery Programs (IGI Global). Stephanie received the 2009 Technology Leader of the Year Award and the 2012 Pat McDonald Outstanding Individual Achievement Award from the Arkansas Association of Instructional Media (AAIM) in addition to the 2012 Retta Patrick Leadership Award from the Arkansas Library Association.

Nykela Jackson earned both her Ph.D. (Higher Education Administration) and M.Ed. (Gifted Education) from the University of Southern Mississippi. Dr. Jackson has worked in public schools (elementary/middle levels, gifted education, and instructional technology) and education administration (curriculum and assessment). Her research interests include culturally responsive teaching, differentiated instruction, and STEM education.
About the Contributors

Anne Namatsi Lutomia is a doctoral candidate in Human Resource Development at the University of Illinois at Urbana-Champaign. She holds a Bachelor of Education degree in Administration and French from Kenyatta University, Kenya, and a master’s degree in Nonprofit Management from Hamline University in Minnesota, the United States, with a minor in Gender and Women Studies. Her research interests span organizational network collaborations, leadership, adult learning, labor mobility, and nonprofit organizations. Among other publications, she published an article and two book chapters on women’s organizations and leadership.

Tiffany MacKay earned her Ph.D. (Curriculum and Teacher Education) from the Ontario Institute for Studies in Education at the University of Toronto. Dr. MacKay has worked in the field of early childhood education and in public schools at the elementary level. She is currently an Instructional Coach for the Peel District School Board. Her research interests include literacy education, early childhood education, and technology use in classrooms.

Robert Mazur is a Professor of Sociology with specialization in international development. His primary research interests are innovation and diversification in rural livelihood strategies, and linkages among livelihood activities, food security, and health. He currently serves as Principal Investigator in a 5-year USAID-funded Feed the Future Legume Innovation Lab project, leading a multidisciplinary team of researchers to understand and strengthen farmer decision making strategies for improved soil fertility management in maize-bean production systems in Africa. He has supervised the dissertation research project of several Ph.D. student recipients of a Norman E. Borlaug Leadership Enhancement in Agriculture Program grant.

Monica McGlynn-Stewart (Ph.D.) is a professor in the School of Early Childhood at George Brown College, Toronto, Ontario. She is a former elementary teacher and principal, and consultant for social service and educational organizations. Currently, she is the Principal Investigator on the federally funded research project, Toys or Tools? Using Tablet Applications for Open-Ended Literacy Learning. Her research interests include teacher action research, student engagement, literacy in the early years, and digital technology mediated teaching and learning.

Sostino Mocumbe completed his Masters of Science in Journalism and Mass Communication student at Iowa State University. His research includes understanding how Mozambican farmers learn using animations. Findings have been presented at various international conferences in the United States and abroad.
Margaret W. Njeru is a Senior Lecturer in the School of Education at Riara University, Nairobi, Kenya, where she teaches English and Communication Skills. She holds a Ph.D in Elementary Education from the University of Illinois at Urbana-Champaign, Illinois, U.S.A., and two Masters Degrees in Linguistics, one from the University of Nairobi and a second one from the University of Illinois, Urbana-Champaign. Her research interests include the role of language and culture in literacy development, the role of technology in learning as well as the role of parents in their children’s academic development. She recently published the chapter “Teach Our Children in their Mother Tongue” in “Kenya after 50: Reconfiguring Education, Gender, and Policy (African Histories and Modernities) (2016, Palgrave Macmillan) and an article titled “Parents as Participants in their Children’s Learning: A Tall Order for Parents in Rural Kenya” in the Journal of Adolescent and Adult Literacy, 58(5) (2015).

Grace Onodipe is an Assistant Professor of Economics at Georgia Gwinnett College where she teaches economics and business statistics. Her teaching experience spans well over a decade in face-to-face and online delivery formats.

Luis Pérez is an inclusive learning consultant based in St. Petersburg, Florida. He has more than a decade of experience working with educators to help them integrate technology in ways that empower all learners. Luis holds a doctorate in special education and a master’s degree in instructional technology from the University of South Florida, and he is the author of Mobile Learning for All: Supporting Accessibility with the iPad, from Corwin Press. Luis was selected as an Apple Distinguished Educator (ADE) in 2009, as a Google in Education Certified Innovator (formerly Google Certified Teacher) in 2014, and currently serves as the Professional Learning Chair of the Inclusive Learning Network of the International Society for Technology in Education (ISTE). His work has appeared in publications such Teaching Exceptional Children, Closing the Gap Solutions, THE Journal, and The Loop Magazine. In addition to his work in educational technology, Luis is an avid photographer whose work has been featured on Better Photography magazine, Business Insider, the New York Times Bits Blog and the Sydney Morning Herald. Luis has presented at national and international conferences such as South by Southwest EDU, ISTE, CSUN and Closing the Gap.
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Barry Pittendrigh is a MSU Foundations Professor at Michigan State University (2016-Present). From 2008-2016 he held the C.W. Kerns, C.L. Metcalf and W.P. Flint Endowed Chair position at the University of Illinois at Urbana Champaign. Dr. Pittendrigh has worked in West Africa for over a decade and a half on issues associated with cropping systems and over the past five years on how to deliver those solutions to low-literate learners within the developing nation context. He has published over 130 papers and book chapters.

Erin C. Shaw is an ABD doctoral candidate at the University of Memphis; Adjunct Instructor of Library Media and Information Technology at the University of Central Arkansas; and Library Media Specialist at Greenbrier Middle School, Greenbrier, AR. She has served as Past President and President of the Arkansas Association of Instructional Media (AAIM), receiving the Technology Leader of the Year Award and the Outstanding School Library School Program from AAIM. Her doctoral research focuses on the utilization of instructional technology for the improvement of school library programs.

David A. Slykhuis is a Professor of Science Education at James Madison University where he teaches the secondary science methods and educational technology courses. Dr. Slykhuis is also the Director of the Content Teaching Academy at James Madison University. Dr. Slykhuis has recently been elected as the President for the Society of Information Technology and Teacher Education and is serving a three-year term as President ending in 2017. His research interest lie at the intersection of science, technology, and student learning.

Shaunna Smith is an Assistant Professor of Educational Technology in the Department of Curriculum and Instruction at Texas State University. Her research interests focus on technology integration strategies within K–12 and post-secondary learning environments. As a former secondary art teacher, she is particularly interested in exploring how the hands-on use of design-based technologies (e.g. digital fabrication, 3D modeling and printing, computer programming, and robotics) can impact multidisciplinary learning that transcends traditional content contexts. At her mobile makerspace, The MAKE Lab, she is currently researching how recurring experiences with these design-based technologies impact self-efficacy and positive attitudes toward failure (e.g. grit and persistence in the face of obstacles; reconceptualization of failure as a paradigm for creative learning) with teachers and K–12 students. See more of Dr. Smith’s work at http://shaunnasmith.wp.txstate.edu.
About the Contributors

Jason Trumble is an Assistant Professor of Education at the University of Central Arkansas with over a decade of experience teaching students in high needs schools in both California and Texas. He earned his Ph.D. from Baylor University in Curriculum and Teaching with a special emphasis on instructional technologies in teacher preparation. Dr. Trumble currently researches teacher education, the integration of technology and teaching, emerging technologies for student learning, and innovation in the k-12 classroom through STEM education.

Sandra Vasconcelos, PhD, is a Guest Lecturer at the Polytechnic Institute of Viana do Castelo, Portugal. Currently teaching English, German and Intercultural Communication to Tourism graduate and postgraduate students, her Doctoral Research focused on blended learning. Her research interests include blended learning, Tourism Education, the use of ICT (and more specifically podcasts) in foreign language teaching/learning and informal learning.

Ying Xiu has a B.S. in Educational Technology from Qingdao University and a M.A. in TESOL from Arkansas Tech University. She is currently pursuing her Ph.D in Educational Technology.