About the Contributors

Holim Song is an assistant professor of Instructional Technology in the College of Education at Texas Southern University. Song’s primary research focus is in faculty’s technology use in the classroom, instructional design methods integrating instructional technology, and instructional strategies for web-based instruction. He recently published, “Handbook of Research on Instructional Systems and Technology” (1st edition, New York: Hershey, 2008). Song has also written many articles published in journals such as International Journal of Information and Communication Technology Education, and International Journal of Web-Based Learning and Teaching Technologies.

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Born in 1965, Hyacinth Eze Anomneze is the last of eight children; he grew up in Lagos Nigeria, and spent time in other countries of West Africa and Central Africa. Mr. Anomneze received his B.A. from Loyola University, New Orleans, U.S.A. 1993; M.A. from University of New Orleans, New Orleans, U.S.A. 1995; currently working on his Doctorial degree in Educational Administration and Supervision at Texas Southern University, Houston, U.S.A. Mr. Anomneze previously taught at St. Martin’s Episcopal School in the New Orleans area and at Xavier University Preparatory School, New Orleans, and he currently teaches English Language Arts at Aldine High School, Houston, U.S.A. Mr. Anomneze is married to Stephanie and they have two children: Adanna and Dylan.

Kate Carey joined the Ohio Board of Regents in November, 2008 to create a program sharing network and develop the state’s first distance learning plan. Previously Carey was the Executive Director of the Ohio Learning Network (OLN), a Regents initiative (www.ohn.org). Carey held communications positions at the campus and state level and teaching positions at The Ohio State University (1994-96) and Jackson State University (1991). Prior to founding OLN, she was director of external relations at the Ohio Supercomputer Center (1996-99). Dr. Carey holds an associate of applied science in natural resources from Muskingum Area Technical College (now Zane State), and bachelor’s and master’s degrees in journalism from The Ohio State University. Her doctorate in educational policy and leadership is from Ohio State. Carey is a recipient of the Outstanding Alumni Award from the Ohio Association of Community Colleges.

Carlos Vaz de Carvalho has a “Licenciatura” degree in Electrical Engineering and an MSc degree in Industrial Informatics by the Faculty of Engineering of the Porto University. He has a PhD degree in Information Systems and Technologies. Currently he leads the GILT R&D group (Graphics, Interaction
and Learning Technologies) and was e-Learning Director (2001-2005) of ISEP, Head of the Distance Learning Unit of the Porto Polytechnic (1997-2000) and Dean of the Computer Eng. Dep (2003-2005). He has published more than 75 references on the subject, including several books.

**Fabio J. Chacon** was born in Venezuela and is a resident in the USA. He is a researcher and practitioner of elearning. Dr. Chacon worked in the creation and development of elearning systems both in academic and corporate worlds. He is author of training materials and several online courses, and contributed to international publications. He teaches undergraduate and graduate courses, mostly online. His main research interests and publications are in cognitive learning, distance education and assessment. Currently works at Bowie State University, Maryland.

**Stephanie Cheney** is an Instructional Designer at Wentworth Institute of Technology in Boston, MA, USA. As part of the Training & Development team, she works with faculty to help them effectively integrate technology into curriculum to meet course goals. The unique 1-1 laptop initiative at Wentworth provides students and faculty with powerful tools to transform the educational experience. Stephanie worked in K12 education for a number of years, partnering with teachers across New England to develop and implement technology-rich curricula. She has delivered engaging presentations at state, regional, and national conferences including Association of Supervision and Curriculum National Conference and the National Educational Computing Conference. Stephanie was named an Apple Distinguished Educator in 2005 for her innovative work with iPods in the language learning process.

**Caroline M. Crawford**, Ed.D., is an Associate Professor of Instructional Technology at the University of Houston - Clear Lake, in Houston, Texas, USA. She earned her doctorate from the University of Houston in Houston, Texas, USA, where she focused her doctoral studies upon the areas of Instructional Technology and Curriculum Theory. At this point in Dr. Crawford’s professional career, her main areas of interest focus upon communities of learning and the appropriate and successful integration of technologies into the learning environment, no matter whether a face-to-face, hybrid, learning course management system-based or virtual world learning environment.

**Virginia Dickenson**, A.B.D. Ed.D., is an educational, training, and technology consultant. She has worked extensively in the corporate arena with major oil and chemical companies for over 19 years as a consultant, and with institutions of higher learning as a consultant and professor for 9 years. Her areas of specialization are Adult Learning, Organizational Development, Educational Research, and Instructional Systems Design. She is President of eLumenata, Inc. In April 2006, Virginia created the avatar Xenon Darrow. She now owns four sims – one of which is dedicated to educational development in Second Life and two sims focus upon the delivery of her Instructional Systems Design course, Designing Dynamic Learning Events (DDLE). Virginia is currently the global provider for ISD training for the Shell MATPC refineries. Virginia invites her corporate clients to explore her sims to investigate the virtual universe. The sims are eLumenata, DDLE 1 & DDLE 2, and ICS Connect.

**William Drummond** has taught at colleges and universities in Korea, notably Yonsei University and Hankuk University of Foreign Studies, served as the Associate Director of the Fulbright office in Korea, and held positions with U.S. Military Education including U.S. Forces Korea, 8th U.S. Army,
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Defense Activity for Non Traditional Education Support, and HQ U.S. Army. In Michigan he has served as Associate Dean, Distance Learning and Learning Support at Delta College, Multimedia/eLearning Specialist for the Veraldi Instructional Technology Resource Center, Lead Producer for LTU Online, and eLearning Architect and Online Program Producer for eLearning Services at Lawrence Technological University.

Jennifer Ehrhardt is an assistant professor of Communication at Pensacola Junior College (PJC), USA. She has been teaching online communication courses since 2002, including Public Speaking, Basic Speaking/Listening Skills, Survey of Mass Communication, and Interpersonal Communication. In teaching, she is particularly interested in developing cross-disciplinary and cross-generational online learning communities. Jennifer was awarded PJC’s Teaching Excellence Award in 2008. Her research interests include educational outcome differences between face-to-face and online students and knowledge construction through student-student interaction in online discussion forums. She has presented papers and workshops on online learning communities and professional development at regional, national and international conferences. Jennifer holds a B.A. degree in Public Relations/Advertising and a M.A. in Communication from the University of West Florida (UWF), USA, and is currently a graduate student in the IT-Supported Distance Education program of netuniversity.se, Sweden, and a doctoral student in Distance Education at UWF.

Monique Fuchs has nearly 15 years experience in international settings ranging from higher education to various industries. She has managed significant organizational development and change initiatives such as initiating and establishing educational innovations as new lines of business and building competence centers for performance improvement on all levels. Fostering overall organizational positioning and growth while paying close attention to the human condition has been at the core of her work. During her career she has taught a variety of courses in adult education and has presented at international conferences in North America and Europe. Topics ranged from change management, strategic planning, organizational and professional development to curriculum building, instructional design, and learning technology/e-learning integration. Currently she is an Associate Vice President at Wentworth Institute of Technology in Boston, MA, USA overseeing Learning Technologies, Training & Development, Web and User Services.

Joel Gardner is an Instructional Designer in the Department of Information Technology at Utah State University (USU) and has several years of experience teaching, training, and designing instruction. He is also a Ph.D. student in the Department of Instructional Technology and Learning Sciences at USU. His research interests include the effective implementation of First Principles of Instruction and the Systematic Design of Instruction.

Sue Gregory is a long term adult educator and currently a Lecturer in Information Communication Technology in the School of Education at the University of New England, Armidale, Australia. She teaches pre service and post graduate education students how to incorporate technology into their teaching. Sue uses Web 2.0 tools extensively and the focus of her PhD is on the use of virtual worlds to enhance (Adult) learning. Sue, through her avatar Jass Easterman, has been using Second Life by applying her virtual world knowledge to expose her students, both distance and internal, to the learn-
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ing opportunities in virtual worlds since 2007. She has been involved with many university projects on creating learning spaces in virtual worlds.

Robert Hogan is associate professor in the School of Education at the University of the South Pacific. His areas of research and teaching are science education and online learning. Ideally suited for eLearning, USP is one of two regional universities in the world. With a service area of 33 million km² and five time zones, USP has campuses in 12 member countries. Bob’s research focuses on developing eLearning within developing countries subject to cultural differences and work technological limitations. Previously, Bob received a FIPSE grant to develop online partnerships among eight colleges in France, Germany, Spain, the United States, and England. He received his M.S. from New York University and his doctorate from the University of Central Florida. Bob has also worked as a systems engineer and as a science editor for Harcourt Brace. He has taught online for 10 years.

Hyo-Jeong So is an assistant professor in the Learning Sciences & Technologies Academic Group and the Learning Sciences Lab at the National Institute of Education, Nanyang Technological University (NTU). She obtained a Ph.D. in Instructional Systems Technology at Indiana University, Bloomington. Her current research focuses on teachers’ epistemological beliefs about learning and technology, video technology for teacher learning, and students’ knowledge building through collaborative knowledge building in technology-mediated learning environments. Dr. So has published and presented in the fields of distance education, teacher education, learning sciences, and computer-supported collaborative learning (CSCL).

Tae Keun Jeon is an Instructional Designer at the FACT Center with 10 years of multimedia design and development experience. He earned B.S. degree in ART with Computer 3-D and 2-D graphic design emphasis and a M.S. degree in Instructional Technology department at Utah State University with emphases in simulation, multimedia learning, augmentative learning-environment, and cognitive information processing. He is currently progressing Ph.D. degree in Instructional Technology department at Utah State University. He likes reading, programming, and writing. He also has professional career in teaching speed skating and skiing. He is always waiting for winter season.

George Joeckel is an Instructional Designer at Utah State University’s Faculty Assistance Center for Technology (FACT). He earned his M.S. in Instructional Psychology and Technology from Brigham Young University with an emphasis in evaluation. He enjoys attending and presenting at conferences. His interests include reading, cooking and gardening.

Jennifer Lee is the Assistant Director of Academic Services for the College of Education at the University of North Texas. She is working on her PhD in Learning Technologies through the College of Information, Library Science, and Technologies. Her research interests are new media and technologies, distributed learning, and the scholarship of teaching and learning.

Pamela Lowry is currently Associate Professor, Department of Math and Computer Science and Co-Director, Master of Educational Technology Program at Lawrence Technological University. She held the position Director of Veraldi Instructional Technology Resource Center from June 2001 – January 2009. Pam holds a Ph.D. in Instructional Technology from Wayne State University and has been teach-
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ing full-time at the university level since 1980. Full-time positions were held at Lawrence Technological University and Oakland University. Prior to 1980 she taught part time at Schoolcraft College, Oakland Community College, and Eastern Michigan University. From 1971-1976 she taught full time at Brighton High School. She also holds a M.A. and B.S. degree in Mathematics from Eastern Michigan University along with a secondary teaching certificate.

José Magano holds a “licenciatura” in Electrical Engineering and Computer Science and a Master in Business Administration, both from University of Porto. He lectures Project Management at the Department of Economics, Management and Industrial Engineering at University of Aveiro, and he’s the Marketing coordinator at the Institute of Management Sciences and Tourism (ISCET). At ISCET he has been the coordinator of e-Learning activities, and he’s been engaged in several research initiatives related to e-Learning platforms and courses, namely aimed at supporting advanced studies and companies’ training. Other research interests include innovation management and entrepreneurship. Since 2000 he’s been working as a consultant at INESC Porto – Institute for Systems and Computer Engineering of Porto, where he’s been involved with the formulation of new business projects, aimed at creating market value out of research and development university efforts. He has, himself, become an entrepreneur, having created several service and technology based start-up companies.

Kamna Malik’s teaching and research focus lies in enabling better use of information technology for improved business value. Her current research areas are Software Quality, Strategic Information Systems and Online Education. She has authored / edited several books and published research articles in refereed journals and conferences. Her experience spans practice, teaching, research and academic administration. She has handled key roles in IT management and software projects across different stages of life-cycle and worked very closely with end-users. She has headed various academic offices such as research, MBA Programme, IT Infrastructure and has held positions of conference chair, session chair and member of program committee in multiple refereed conferences. She also conducts management development programmes for middle- and senior-level management in the area of Strategic Information Systems, Software Quality and Testing, Knowledge management and contemporary technologies.

Alan McCord teaches doctoral and master’s level courses in Lawrence Technological University’s College of Management and leads the University’s eLearning and online program efforts. He previously served in senior IT roles at the University of Michigan (UM) and Eastern Michigan University. McCord holds a bachelor’s degree from UM as well as master’s and doctorate degrees in instructional technology from Wayne State University. He is active in the Higher Learning Commission, the Sloan Consortium, and EDUCAUSE. He is an editorial board member for the Innovate journal or online education. He has authored many professional papers and book chapters on IT infrastructure, IT outsourcing, virtual work technologies, plagiarism in online learning environments, and the use of technology to support organization development. He has consulted for businesses and higher education institutions and has served on nonprofit boards and advisory groups for regional technology initiatives.

Matthew E. Mooney is a Lecturer of Instructional Technology in the Department of Secondary Education and Foundations of Education of the School of Education at Indiana University South Bend. He earned his Ph.D. in Curriculum and Instruction with an emphasis in Educational Technology from Purdue University. He has worked as a university administrator, private consultant, web developer, and application analyst.
Anjum Najmi is a Teaching Fellow in the Learning Technologies Department at the University of North Texas. She is working on her PhD. in Educational Computing through the College of Information, Library Science and Technologies. Her research interests are emerging technologies, games and simulations, and distance learning.

Joanna Ochelska-Mierzejewska received the PhD, Eng. degree in computer science from Polish Academy of Sciences in 2006 and M.Sc., Eng. degree from the Institute of Computer Science from Technical University of Lodz, Poland, in 2001 where she currently works as an assistant professor. Her research interests are in soft computing, machine learning, fuzzy data, data mining, distance learning. She is authored or coauthored more than 15 papers in these areas.

Gail Peters joined the Ohio Learning Network in September, 2000 to provide distance learning support to Ohio’s colleges and universities and manage one of six regional distance learning outreach programs. She has provided coordination and leadership for the E 4 ME Program since 2006. Previously, Peters led customer technical education programs across The Ohio State University (OSU) campus, including the University Technology Services, for 20 years. Peters also taught part-time for the Office of Continuing Education (1987-1999) at OSU and for Columbus State Community College - Business and Industry (1990-1993). Peters holds a bachelor’s degree in interpersonal/organizational communication and a master’s degree in adult education from The Ohio State University. Peters has three certifications: in instructional design/development, in training management, and as a master trainer. She is an award recipient of the International Who’s Who of Professional and Business Women.

Drew Polly is an Assistant Professor in Mathematics Education and Instructional Technology at the University of North Carolina at Charlotte. His research agenda focuses on examining how to best prepare teachers to implement learner-centered instruction in mathematics and across the curriculum with educational technologies.

Torsten Reiners is a postdoctoral researcher at the University of Hamburg, Germany, and University Associate with the Curtin University of Technology in Perth, Australia. His research and teaching experiences are in the areas of clustering and mining large data sets, online-algorithms and the incorporation of bio-analogous meta-heuristics in simulations models (applied to container terminals), fleet logistics, information systems as well as several topics in eLearning and software development. Within his PhD-thesis “Simulation and OR with SmartFrame” he demonstrated concepts for didactical models. Besides scientific publications, he is currently doing research in semantic networks to improve cross-border communication and (e)learning as well as machine translation. Another interest is about (virtual) worlds and their interconnectivity and exchange without barriers. This research includes the development of highly adaptive systems, automatic processing of documents and their analysis as well as evaluation, the usage for educational purposes in a multicultural setting, the usage of innovative platforms like virtual worlds integrating emerging technologies like mobile devices. Torsten Reiners is co-founder of the Second Life Island University of Hamburg and Students@work, an initiative to promote education in Web 3D as well as the value of students’ work.

Julia Penn Shaw has integrated a systems view of elearning through prior practice in software development and process management at IBM; through education in a doctorate in developmental learning
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from the Harvard Graduate School of Education and an MS in system science/computer science; and through current application of an online learning program at the SUNY-Empire State College Center for Distance Learning requiring curriculum and course development and coordination of academic delivery. Her research, teaching and publication interests focus on elearning, the construction of meaning, and adolescent and adult learning.

Marion S. Smith earned her doctorate in business from the University of Houston. She obtained her MBA and undergraduate degree in mathematics from Rensselaer Polytechnic Institute. Dr. Smith is an Associate Professor of Management Science at Texas Southern University. Her areas of research interests are in evaluation and distance learning. Dr. Smith has taught the following graduate courses: Management Information Systems, C++ Programming, Java Programming, C# Programming, Database Management Systems, System Analysis and Design, Business Statistics, Special Topics in Quantitative Methods. Additionally, Dr. Smith has taught the following undergraduate courses in courses: Business Statistics I and II, Production Management, Introduction to Business Government and Society Information Technology, C# Programming, College Algebra, Trigonometry, Finite Mathematics and Introduction to Business Statistics and Symbolic Logic.

Bruce Spitzer is Assistant Professor of Instructional Technology and Head of the Department of Secondary Education and Foundations of Education of the School of Education at Indiana University South Bend. He earned his Ed.D. in Curriculum and Instruction with an emphasis in Educational Technology from Oklahoma State University. His career history includes stints as a high school drama coach, English teacher, and journalism advisor; a community college English instructor; and a corporate vice president.

Belinda Tynan is the Academic Director of the Faculty of The Professions at the University of New England. She develops and aligns academic activities in the Faculty to achieve outcomes, in relation to learning and teaching, specified in the university’s Strategic Plan and the Teaching and Learning Plan. Belinda contributes to the development of academic strategy and policy at Faculty and University level, including fostering strategic change and development in coursework programs, teaching and learning and student affairs. She has worked internationally and received a range of internal and competitive funds. Her research background is in the area of academic development, distance education, new technologies and models of research collaboration. She has more than 30 refereed research publications. She is also the treasurer of the Open and Distance Learning Association of Australia and has extensive project management experience and is currently involved in supporting a range of projects.

Wei-Ying Lim is a lecturer at the National Institute of Education, Singapore. She has research interests in socio cultural notions of learning, teacher learning and identities and communities of practice. She is currently pursuing a Ph.D. in the area of teacher identities, using concepts from discourse/conversation analysis and ethnomethodology.

Robert Wright is a doctoral candidate in Educational Computing at the University of North Texas. He received his MA in Instructional Technology and his BA in Information & Communication Studies from California State University, Chico. His career in technology and training has included work as an Instructional Television Producer/Director, Community College Instructor, Media Director, Textbook
Production Manager, and Quality Development Manager. His research and academic interests include memory and cognition, technology adoption and implementation, distributive learning, mobile technologies, and the use of technology in medical education. He currently serves as Director of Biomedical Communications at the University of North Texas Health Science Center at Fort Worth.

Jennifer Yeo is a lecturer in the Natural Sciences and Science Education Academic Group at National Institute of Education, Singapore. She has recently obtained a Ph.D. in Learning Sciences. Her current research focuses on students’ meaning making process in collaborative inquiry-based learning environments such as Problem-based Learning and Knowledge Building. Her interest in this area extends to the use of computer-supported collaborative learning systems in supporting science meaning making.

Danuta Zakrzewska is Assistant Professor at the Institute of Computer Science, Technical University of Lodz. She received her Ph.D. in Mathematics in 1987. Her current research interests focus on intelligent e-learning systems especially considering personalization and applications of such techniques as data warehousing and data mining. She has been also involved in organizing international students’ collaborative activities, with emphasis on peer review and discussions. She has published more than 40 articles in conferences, journals, and books.