About the Contributors

Victor C. X. Wang, Ed.D., an associate professor, joined the faculty at California State University, Long Beach (CSULB) in 2002 and has been the credential coordinator of Career and Technical Education and adult education since 2005. Dr. Wang’s research and writing activities have focused on workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, cultural issues in vocational and adult education, distance education, human performance technology and curriculum development. He has published well over 100 journal articles, book chapters and books during his seven years at CSULB and has been a reviewer for five national and international journals. Currently he serves as the editor in chief of the International Journal of Adult Vocational Education and Technology. He has won many academic achievement awards from universities in China and in the United States, including the Distinguished Faculty Scholarly & Creative Achievement Award in 2009. Dr. Wang taught extensively as a professor in Chinese universities prior to coming to study and work in the United States in 1997. He has taught adult learners English as a second language, Chinese, computer technology, vocational and adult education courses, research methods, administrative leadership, human resource management and curriculum development for the past 20 years in university settings. Two of the books he has written and edited have been adopted as required textbooks by major universities in the United States, and in China. In addition, numerous universities worldwide including Howard University, Princeton University, Yale University, University of Chicago, Cornell University, UC-Berkeley and Rice University have cataloged his books and journal articles.

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Manuel Ahedo, since 2006 he has been Associate Professor in Sociology in the University Rovira i Virgili (Catalonia – Spain), where he is a member of the Research Group in Social and Organizational Analysis, and a member of the GID (Group of Pedagogical Innovation) of the Faculty of Law Sciences of the same University. He is Bachelor (5 year- Licenciatura) in History in 1988 by the University of Deusto in Spain; Bachelor (5 year- Licenciatura) in Sociology in 1997 by the UNED (Spain’s National Distance University). He made an MSc in Science and Technology Studies by the University of Edinburg (Scotland, United Kingdom) in 1998. In 2002 he obtained his PhD degree in Sociology in the University of the Basque Country (Spain). His main areas of interest are comparative social sciences, with a major focus on comparative economic and educational sociology, mainly at the European Union level. Currently he is interested in the organizational and institutional factors in comparative socio-learning systems.
Royce Ann Collins, Ph.D. is an Assistant Professor of Adult Education in the Department of Educational Leadership at Kansas State University. She has 17 years experience in administration of higher education for adult learners with expertise in faculty development and adult learning.

Teresa Torres-Coronas has a bachelor’s degree in economics (Barcelona University) and a PhD in management (Rovira i Virgili University). She won first prize in the 2000 edition of EADA related management research. She is the author of the book Valuing Brands (Ediciones Gestión 2000, Spain), co-author of the book Retrieve Your Creativity (Septem Ediciones, Spain), and co-editor of the books Changing the way you teach: Creative tools for management education (Septem Ediciones, Spain), e-HRM: Managing knowledge people (Idea Group, USA), Higher creativity for virtual teams: Developing platforms for co-creation (Information Science Reference) and, The Encyclopedia of HRIS: Challenges in e-HRM (Information Science Reference). She is author of many articles and conference papers about intangible management, management education, and applied creativity and IT. She is management professor at the Universitat Rovira i Virgili. She is one of the researchers of the ELIS group: E-government for Local Integration with Sustainability (Hull University). She is an active member of the Management Education and Development Division (Academy of Management) and the Information Resources Management Association (IRMA).

Jeremy Dickerson is an assistant professor in the Department of Business and Information Technologies Education in the College of Education at East Carolina University. Jeremy received his doctoral degree in technology education with a minor in training and development from North Carolina State University and has over 10 years experience working in various higher education settings as a professor, private educational consultant, computing coordinator and information technology manager. Jeremy is a member of the National Business Education Association, the International Society for Business Education and the International Technology Education Association.

Lesley Farmer, Currently a Professor at California State University Long Beach, Dr. Lesley Farmer been coordinating their Librarianship program since 1999. She also taught and served as the external examiner for the University of Hong Kong’s library science program, as well as worked as a library professional in K-12 school, as well public, special and academic libraries. Dr. Farmer earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. She serves as the International Association for School Librarianship Vice President for Association Relations, helped edit their newsletter, and was selected for their research award. She edits the International Association of Library Association School Libraries Section Newsletter, and chaired the Education Division of Special Library Association. She has chaired the International Education SIG and the Gender Studies SIG for the Association of Library and Information Science Educators, and serves as treasurer for the Alpha Chapter of Phi Beta Delta (honor society for international scholars). Dr. Farmer presents regularly at national and international professional conferences. She has edited library journals, written twenty-four books and over a hundred articles and chapters; the most current books are titled Teen Girls and Technology (Teachers College Press, 2008) and Your School Library (Libraries Unlimited, 2009). Her research interests include information literacy, collaboration, assessment, and gendered educational technology.
Annette Greer, Ph.D. is Co-Director of the Office of Interdisciplinary Health Sciences Education, Assistant Clinical Professor for Public Health, and Visiting Instructor for Adult Education and the Honors Program at East Carolina University. She has been a presenter for several years for the Think In: A Teaching With Technology Showcase, UNC-CAUSE, and UNC-TLT conferences focusing on learner-centered use of technology in teaching. She has also presented at the Technologic Innovations in Nursing Education conference. Dr. Greer’s research interests include learner-centered education, use of technology in education, inter-professional education, faculty development for online environments, technology as caring, and art as reflection in end of life care. Dr. Greer has additional degrees in agriculture and also has particular interest in women’s health as it relates to pesticide use, rural health, and adolescent risk behaviors. She is investigator or co-investigator of service-learning and community services grants funded from K.B. Reynolds, Golden Leaf Foundation, Duke Endowment, and NC Humanities Council. Her publications focus on inter-professional education, service-learning, learner-centered pedagogy, innovation in pedagogy, and the use of technology.

John A. Henschke, Ed.D. studied with Malcolm S. Knowles at Boston University (BU). He wrote his doctoral dissertation at BU on Malcolm’s contribution to the theory and practice of adult education up through 1972. John recently retired after 39 years with University of Missouri – Associate Professor of Adult Education in the College of Education at the University of Missouri-St. Louis; and, Continuing Education Specialist in the East Central Region of the University of Missouri Extension. He is now a Faculty Member of the Doctoral Program and Graduate Research, Lindenwood University, School of Education, St. Charles, MO 63301; E-Mail: JHenschke@lindenwood.edu; Phone: 636-949-4590 [Work]; Phone: 314-651-9897 [Cell]. Andragogy Website: http://www.umsl.edu/~henschke

Victor M. Hernandez-Gantes received an M.S. in Agricultural Education with concentration in International Agricultural Development, and a Ph.D. in Educational Research and Evaluation from Virginia Tech. He has served as Associate Researcher at the Center on Education and Work, University of Wisconsin-Madison, as Associate Professor at Florida State, and as Senior Educational Researcher in the Center for Educational Technologies (CET)—a center sponsored by NASA—at Wheeling Jesuit University. He currently leads the doctoral program in Career and Workforce Education at the University of South Florida. Over the years he has collaborated with organizations and faculty at a number of universities nationally and internationally. This synergistic collaboration has resulted in a number of research and demonstration projects in the areas of professional development, vocational and technical education, and the integration of mathematics and career education supported by the U.S. Department of Education, National Center for Research in Vocational Education, and NASA. He has published numerous articles on the impact of programs designed to connect school- and work-based learning on student learning and career development. His most recent publication is a book entitled Teaching ELLs in CTE Programs (with B. Blank), published by Routledge.

John Hope, Ph.D., his background is teaching in New Zealand primary, intermediate and secondary schools. He left school teaching after some years as the principal of New Zealand’s largest primary school, a school featuring nationally recognised programmes for gifted students and an international reputation for use of ICT. Later in his career John became a school inspector and curriculum writer and was seconded to the University of Auckland as Director Primary Teacher Education to establish initial teacher education programmes. Following successful establishment of teacher education programmes,
other University of Auckland appointments followed, including Director of the University of Auckland Principals Centre, and Associate Dean (International) positions in two faculties. He currently directs several overseas twinning degree programmes, coordinates all international activity within the Faculty of Education and has university-wide international responsibilities. Teaching and supervision interest include pedagogical applications of ICT in learning, educational leadership and gifted education. Research activity includes the same topics, but also includes research into education for international settings.

**Eric Kisling** has his B.S. in Commerce & Business Administration from the University of Alabama, Tuscaloosa, Alabama. He earned his M.S. and Ph.D. in Instructional Systems Technology from Indiana University, Bloomington, Indiana. Dr. Kisling is an Assistant Professor in the Business and Information Technologies Education Department at East Carolina University, Greenville, NC. Dr. Kisling teaches face-to-face and online undergraduate courses in Information Technology and Business Education. His research explores the implementation of socio-technical systems methodologies in online courses, understanding the quality of work life (QWL) of both students and teachers in face-to-face and online courses in traditional, undergraduate education, the use of andragogy in information technology classrooms, virtual environments in education, freeware and open source solutions, e-waste, and Web 2.0 technologies.

**Geraint Lang** is a principal lecturer in the Faculty of Education at Anglia Ruskin University in the United Kingdom. He first worked for the university’s learning technology research centre, Ultralab from 2000 until 2006. He was part of the team that developed and ran the then DfES (the UK government’s Education Department) pilot online community for head teachers, *Talking Heads*. Between 2002 and 2003 Geraint, a fluent Welsh speaker, was seconded to the Welsh Assembly Government to assist in setting up a similar bilingual online project (called *Pen-i-Ben*) for newly qualified head teachers and their mentors throughout Wales. In 2005 he joined the Ultraversity learning facilitation team, tutoring on Anglia Ruskin’s wholly online BA (Hons) Learning, Technology Research degree course. Mature students from a variety of workplace backgrounds utilise technology for learning in order to study collaboratively online from locations throughout the world. Geraint’s involvement in the application of technology for learning has focused his research interests in the area of continuous professional development through facilitated online communities. In recent years he has also been able to draw upon his previous experience developing video records of achievement for young people with special educational needs by working on two educational animation developments with the BBC.

**James B. Martin**, Ph.D. is the Associate Dean of Academics for the Army’s Command and General Staff College at Ft. Leavenworth, Kansas. His career educating adults began 17 years ago and has encompassed work at adult-focused programs at small liberal arts colleges and working with the Army and other services in educating senior officers. His areas of research currently include faculty development and assessment.

**George R. Maughan**, Ed.D., is currently Professor and Director of the PhD in Technology Management Program at Indiana State University. He received his doctorate from West Virginia University. He has taught and conducted research on the topics of technology studies, technology transfer and management, training, and communication systems in higher education for more than 26 years at West Virginia University and Indiana University before joining the faculty at Indiana State University in 2003. For
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Vivian W. Mott, Ph.D. is Professor and Chair of the Counselor and Adult Education Department in the College of Education at East Carolina University in Greenville, North Carolina. She earned her Ph.D. from the University of Georgia and her B.S. and M.S. in Education from the University of Tennessee. She also holds graduate certificates in Gerontology, Women’s Studies, and Ethnic Studies. She is a Cyril O. Houle/Kellogg Research Scholar, Salzburg Fellow, recipient of ACHE Exemplary Professional Contributions Award, the NCAEA Gruman Award for Lifelong Service to Adult and Continuing Education, East Carolina University’s Women of Distinction Award, and other teaching and research awards. Dr. Mott’s research interests focus on the development of professional expertise, multicultural issues, and ethics in education and business. In particular, her research and program development in areas of mentoring and professional development have included Native American women, higher education faculty, multinational corporations, public school teachers, and retired women. Her publications include numerous journal articles and 15 book chapters; she is co-editor of two books, Organization of Adult and Continuing Education (1995), and Charting a Course for Continuing Professional Education: Reframing Professional Practice (New Directions, No. 86, 2000). Her work has been published in Adult Education Quarterly, Continuing Studies in Education, Journal of Transformative Education, and the New Directions on Adult and Continuing Education series. Dr. Mott is founder and owner of Wilson Mott & Associates, a consulting and management firm specializing in human resource management and organizational culture, with business/industry and governmental clients throughout North America.

Davison Mupinga, Ph.D. completed his doctoral work in career and technical education from Louisiana State University and is currently an Associate Professor in Career and Technical Education in the department of Teaching, Learning and Curriculum Studies at Kent State University. Dr. Mupinga has taught a variety of courses in career and technical education, human resource development, technology education, and instructional technology. Over the years, he has conducted new teacher certification workshops, train-the-trainer programs, and occupational safety training programs. His research focuses on career and technical teacher education and international vocational education. He has published numerous research articles in a number of refereed and practitioner journals and presented at national and international conferences on career and technical education, human resource development and instructional technology. Dr. Mupinga’s most recent research is on integrating technology into instruction, specifically, examining the impact of internet tools on learning. Dr. Mupinga is a member of the Association of Career and Technical Education, and the International Vocational Education and Training Association; and currently, he is the Editor of the International Journal of Vocational Education and Training.
Mario Arias Oliva, has a PhD in Management from Rovira Rovira i Virgili University. His PhD research was about Virtual Organizations. He took courses at Erasmus Universiteit Rötterdam as well as MBA courses at Rotterdam School of Management (Holland). He is professor at Rovira i Virgili University in the management area. Dr. Arias also collaborates with the Center for Computing and Social Responsibility, De Montfort University (UK) where he is an international research associate since (2002). He has conducted several research projects, including “Self-employment analysis in Spain” (Edited by the Spanish Economic Ministry) and The Relationship between Training Consultancy Organizational Design and Strategy: The Effects on Quality and Performance of Training Services (Edited by the Spanish Union “Unión General de Trabajadores, UGT”). Mario Arias has been invited speaker to several MBA programs, seminars, courses and international conferences.

Judith Parker has earned a doctorate, Ed.D. degree, and an M.S. degree in Adult and Continuing Education from Teachers College/Columbia University in New York, an M.S. degree in physics from Purdue University in Indiana, and a B.S. degree in physics and mathematics from Notre Dame College in Ohio. Dr. Parker has over 20 years experience in leadership positions within business organizations emerging into the global market and has been instrumental in leading them toward becoming global learning organizations. She has worked extensively with technical managers and technical employees in Asia and Europe in leadership education and training and technical employee skill development. Dr. Parker’s academic experience includes teaching adult learning and leadership theory and practice, staff development and training, and organizational development, in graduate programs at Teachers College/ Columbia University and St. Mary’s University of Minnesota using totally on-line format, totally classroom format and blended delivery. She also teaches college physics and astronomy at Muhlenberg College in Pennsylvania. She has presented numerous papers at conferences globally including the Academy of Management, American Association of Physics Teachers, American Society of Training and Development, College Industry Education Conference, Quality and Productivity Management Association, Business and Multimedia Conference in Ireland, Lisbon 2000 European Conference on ODL Networking for Quality Learning, and World Open Learning for Business Conferences in the UK. She has authored numerous articles in publications including the “Compendium on Uses of Distance Learning Technologies in Engineering Education” and the “Journal of the International Association for Continuing Engineering Education” and book chapters including “Cyber Action Learning and Virtual Project Teams for Leadership and Management Development” with L. Yiu in the book Workplace Training and Learning: A Cross-Cultural Perspective and the chapter “The Online Adult Learner: Profiles and Practices” in Handbook of Research on E-Learning Applications for Career and Technical Education by edited by Victor Wang. She has been elected a Fellow of the American Association for the Advancement of Science, and has received the American Association of Physics Teachers Innovative Teaching Award and the Park College Educational Partnership Award.

Steven W. Schmidt is Assistant Professor of Adult Education at East Carolina University in Greenville, North Carolina. He holds PhD and M.S. degrees in Adult Education from the University of Wisconsin – Milwaukee, and a Bachelor of Business Administration degree from the University of Wisconsin – Whitewater. Prior to joining the faculty of East Carolina University, Schmidt spent 18 years working in the Fortune 500, primarily in the areas of employee training and development. His research interests include workplace learning, cultural competence in the workplace, and online learning.
About the Contributors

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