About the Contributors

**Junko Yamamoto** teaches Instructional Technology, World Language Teaching Methodology, and English Language Learners Teaching Methodology at Secondary Education/Foundation of Education Department, Slippery Rock University. She also supervises student teachers. She earned her doctorate degree in Instructional Technology from Duquesne University. She is a reviewer for the American Council on the Teaching of Foreign Languages/National Council for Accreditation of Teacher Education institutional accreditation for teacher education programs. She also reviews papers for multiple international conferences.

**Joseph C. Kush**, Ph.D. is an Associate Professor and Director of the Doctoral Program in Instructional Technology at Duquesne University in Pittsburgh, PA. His research interests include over 40 publications and 70 presentations on topics related to test bias and test fairness for children from minority backgrounds, with a current focus on technological tools that will assist in reducing test bias. He is also strongly committed to issues of social justice. He received his Ph.D. from Arizona State University.

**Ron Lombard** earned his BS degree in secondary education with a major in the social studies from California University of PA 1969, MA degree in History California University 1972, M. Ed in secondary administration California University 1979, Ed. D in educational leadership Nova University 1987, post graduate work West Virginia University for superintendence certification 1988-89. He has thirty years of educational experience in the public schools as a secondary classroom teacher, building principal, district assistant superintendent, and administrative certification at the elementary and secondary levels. He worked as a participant in New American Schools national group with CoNect Schools – dealing with integration of technology into the classroom environment, researched and created curricular materials for online work for Bell & Howell – in creation of online American history text / presented by Big Chalk. He has presented a number of papers at international education/technology Conferences and created materials and conducted research dealing with aspects of assessment and the classroom teacher for administrators and teachers. Dr. Lombard has been an Assistant Professor of Education for Chatham University since 2000. His has served as an instructor at both graduate and undergraduate levels and served as a student adviser for both levels. During his tenure at Chatham he has been involved in the development of online courses for the Education Department and Continuing Education.

**C. Jay Hertzog**, retired Dean of Education at Slippery Rock University of Pennsylvania, has spent 19 years as a public school teacher and administrator and 22 years in teacher/administrator preparation at higher education institutions in Georgia and Pennsylvania. During his 10 years as dean he also served as
the chair of the Pennsylvania Deans of Education Forum representing all 95 teacher preparation institutions in the Commonwealth. In 2009 he was elected as President-Elect of the Pennsylvania Association of Colleges and Teacher Education (PAC-TE). Through his involvement with teacher education he has worked closely with the Pennsylvania State Board of Education, Pennsylvania’s Secretaries of Education, the Pennsylvania House of Representatives Education Committee and several key legislators in crafting legislation regarding teacher certification. In 2006 he received the “Excellence in Education Award” for Distinguished Contributions in the Field of Education from the Pennsylvania State University College of Education Alumni Society and in 2007 received the “Teacher Educator of the Year Award” from PAC-TE. In 2006, he received an appointment from the Pennsylvania Department of Labor and Industry, Bureau of Mediation as a mediator/arbitrator for the Commonwealth in school-related cases. Hertzog and his research partner, Dr. P. Lená Morgan, are nationally recognized as leaders on the effects of student transition from middle school to high school. Together, they have presented at national and regional conferences, published numerous articles and have consulted with schools across the country on this topic. He also has co-authored two textbooks on Educational Leadership.

* * *

Nor Aziah Alias is an Associate Professor and currently the Deputy Dean at the Faculty of Education, Universiti Teknologi MARA, Malaysia. She holds a bachelor and Master’s degree in Physics from Indiana University, Bloomington and a doctoral degree in Instructional Design and Technology from the International Islamic University Malaysia (IIUM). She also has a Graduate Certificate in Open and Distance Learning (USQ, Australia). Her current research interest is mainly in educational design research and the use of ICT for development. She has also published in areas of online and distance learning, teacher education and technology supported learning environment. She can be contacted at this e-mail: noraz112@salam.uitm.edu.my

Nor Aiza Alias is the Vice Principal and Senior English Teacher at Kepong Secondary School, Malaysia. She is also a socio-psychologist whose research focus is in school engagement and the affective outcomes of teacher training. She can be contacted at this e-mail: noraiza.alias@gmail.com

Constantinos Bourletidis is project manager for the Special Account for Research Grants of the National and Kapodistrian University of Athens. He is a doctoral candidate in distance learning at the Aegean University. He earned his MA in Money Banking and Finance, London UK and also M.A. in Adults Education from Greek Open University. He has been teaching business, marketing, and advertising courses for almost a decade and he has co-authored articles on distance education. He is currently researching factors influencing the effectiveness of business school courses.

Brenda M. Capobianco is an Associate Professor of Science Education in the Departments of Curriculum and Instruction and Engineering Education (courtesy) and Affiliated Faculty in Women’s Studies at Purdue University. She is one of the coordinators of Purdue’s elementary science teacher education program. Before entering academia, she was an award-winning middle science teacher for over ten years in Connecticut and an adjunct instructor of university science elementary and secondary methods courses. Brenda writes and teaches in the field of science and engineering education with interests in teacher action research and issues of gender and culture in science education. Her research and
publications focus on teachers’ development of practice through collaborative action research; teachers’ attempts at integrating inclusive pedagogies using action research; and the construct of identity among young women in science and engineering. She currently serves as an associate editor of the Journal of Science Teacher Education.

Judith Cramer is the Educational Technology Specialist at Teachers College, Columbia University (TC), where she helps faculty members integrate new media into their research and pedagogy. Cramer spent five years developing projects across the curriculum for middle and high school students at Trinity School and The United Nations International School in New York City, where she also taught journalism and advised the award winning school paper. In 2006, with a seed grant from TC, Cramer developed We Media, a new MA level course focused on citizen journalism as a curriculum model. She led the Media Literacy team on TC’s award winning “Teaching the Levees” project (www.teachingthelevees.org). Cramer’s research interests include technology and gender, citizen media and democratic education, and, most recently, digital comics and graphic novels in the curriculum.

Margaret Smith Crocco is Professor and Coordinator of the Program in Social Studies at Teachers College, Columbia University and Chair of the Department of Arts and Humanities. She taught high school social studies for eight years as well as American Studies, Women’s Studies, and American history at the college level. At Teachers College, where she has worked since 1993, she teaches doctoral and master’s courses. Her research interests include gender, technology, and urban education as they relate to social studies. She has recently been involved in several award winning curriculum development projects including “Teaching The Levees,” based on Spike Lee’s When the Levees Broke about Hurricane Katrina in 2007. The project’s Web site can be seen at http://www.teachingthelevees.org

Adam M. Friedman is an Assistant Professor and Director of Social Studies Education at Wake Forest University. He teaches undergraduate and graduate secondary social studies methods, undergraduate elementary social studies methods, a course in descriptive research in social studies, and conducts student teaching supervision. His research interests include the effect and impact of technology use in social studies teacher education and on student learning in secondary social studies. Dr. Friedman has published his research in various social studies and technology journals and book chapters, and was formerly the co-chair of the technology committee of the National Council for the Social Studies.

Sara Winstead Fry is an assistant professor of education in the department of Curriculum, Instruction, and Foundational Studies at Boise State University in Boise, Idaho. She earned her Ph.D. in curriculum and instruction at the University of Wyoming. Her research interests include beginning teacher induction, social studies education, and enhancing preservice teacher and K-12 student learning through educational technology. Sara teaches courses in social studies methods and qualitative research, and also serves as a liaison to local elementary schools that host student teachers. Prior to her university career, Sara taught middle school social studies and language arts in Colorado and Trinidad & Tobago.

Begoña Gros hold a Ph.D. in Education from the University of Barcelona (Spain). She has taught courses about the use of technology to enhanced learning as a Professor at the University of Barcelona. Currently, she is the Vice-Rector of Innovation and the Director of the eLearn Center at the Universitat Oberta de Catalunya (Spain). She has spent more than twenty years doing research about the use of
ICT in education with especial focus in the use of video games, collaborative learning and e-learning in higher education. She has published ten books and many articles about these topics and she has participated in a number of research and innovation projects at national level (R+D Programme of the Ministry for Education and Science) and at international level (Fifth Framework Programme, E-learning Programme, etc). She sits on a number of scientific committees of national and international journals (Human Computer Behaviour, International Journal of Web Based Communities, Educational Research and Development, etc).

Tina L. Heafner is an Associate Professor in the Department of Middle, Secondary, and K-12 Education in the College of Education at the University of North Carolina at Charlotte. Dr. Heafner is the program coordinator for the social studies graduate and undergraduate programs in addition to the Minor in Secondary Education. She teaches undergraduate courses in social studies methods, instructional technology, content area literacy, graduate courses in advanced social studies content, and doctoral courses exploring the history of urbanization and its impacts on schooling. Her research interests include pedagogical and policy issues in social studies education, effective strategies for integrating technology in social studies teaching and learning, and strategic reading in social studies. Dr. Heafner has served on the Board of Directors for National Council for the Social Studies and for the North Carolina Council for the Social Studies.

Chinwe H. Ikpeze is an Assistant Professor of Literacy at St John Fisher College in Rochester, New York. She teaches undergraduate and graduate courses in literacy assessment and instruction, literacy methods, literacy acquisition and capstone project (research in education). Her research interests include use of new literacies and technologies across spaces, online and distance learning, teacher learning and self-study research. She has published articles in The Reading Teacher, Journal of Literacy Research, Journal of Technology and Teacher Education, Journal of literacy and Technology, the Language and Literacy Spectrum, among others.

Karen Johnson teaches elementary education majors at West Chester University in West Chester, Pennsylvania. Her main focus at West Chester has been supervising student teachers and teaching social studies methods courses. Her research interests center around technology and teacher education. Prior to teaching at the college level in PA and NY, Dr. Johnson taught elementary school for ten years in NJ and NY. She obtained her B.S. in elementary education from The College of New Jersey, her M. Ed. from Rutgers University, and her Ph.D. from the University at Albany. Her doctorate was in Curriculum and Instruction with a focus on Instructional Design and Technology.

Christopher J. Johnston is Assistant Professor of Mathematics Education at George Mason University, Fairfax, VA. He earned his Ph.D. in Mathematics Education Leadership at George Mason University in 2009. Christopher earned a Bachelor of Arts in Elementary Education with a specialization in Mathematics at Concordia University, River Forest, IL and a Master of Arts in Computer Science and Mathematics Education at Concordia University. For eight years, Christopher taught middle school math at two different private schools in Chicago, IL and Falls Church, VA. In addition to his teaching and research, Christopher has served as the lead consultant for Illuminations, a project of the National Council of Teachers of Mathematics. He is an active member of the Technology Committee of the
About the Contributors

Christopher has also served as the Managing Editor of the Journal of Technology and Teacher Education.

**Gladis Kersaint**, an Associate Professor of Mathematics Education K-12 at the University of South Florida, has taught in various levels including public school, community college and university and has provided professional development for teachers at all levels, K-12, both locally and nationally. Her interests include factors that the influence mathematic teacher education, teacher practices, access and opportunities for at-risk children, and technology for learning and teaching mathematics. She has authored over 30 manuscripts that include books, book chapters, and journal articles related to her areas of interests. She is active in several mathematics professional organizations, including the National Council of Teachers of Mathematics and the Association of Mathematics Teacher Educators.

**Ann D. Klaus** is the Associate Director for the European Union Center, International Programs Office at Texas A&M University. Previously, she worked for the Integrated Ocean Drilling Program (IODP) and Ocean Drilling Program (ODP) for 16 years where she held the positions of IODP Deputy Director of Data Services (2003-2009), ODP Publication Services Manager (1995-2003), ODP Chief Editor (2003-1995), and ODP Assistant Public Information Coordinator (1993). Ann has an MA in Marine Biology. Before working for the drilling program, Ann's career focused on marine science education. She held exciting jobs at an aquarium in Tokyo, Japan; served as Education Director at Bishop Museum, Hawaii; started the outreach education program for the Monterey Bay Aquarium, California; and worked as a naturalist on marine mammal observing cruises in the western Pacific.

**Swapna Kumar** is currently a Clinical Assistant Professor in the Educational Technology Program at the School of Teaching and Learning, University of Florida, USA. She has 15 years of experience in teaching, technology integration, professional development, and training evaluation. Prior to her current appointment, Dr. Kumar was an Instructor and Coordinator of Online Education at the School of Education, Boston University, MA, where her responsibilities included faculty development in the use of new technologies. Her teaching and research interests include the use of Web 2.0 technologies to supplement classroom teaching and learning, professional development for teachers and faculty, blended learning, online course design and facilitation, collaborative learning, and learning communities.

**Leena Laurinen** (PhD, professor in Education, special field: Research on learning and development) has been working at the Department of Educational Sciences in the University of Jyväskylä since year 1989. She started her research activity in 1976 in the University of Helsinki concerning psycholinguistic research on sentence elaboration (i.e. verbal inferences) and text understanding. On the basis of her results she developed teaching methods for schools concerning reading strategies in mother tongue (Finnish) and foreign language learning. Thereafter she has concentrated on collaborative learning and writing as well as argumentative interaction both in secondary school classrooms and in university lecture rooms.

**R. Mark Leckie** has been Professor of Geology, University of Massachusetts since 1985. He co-led the scientific instruction of the JOI/IODP School of Rock expedition in 2005. Since 2006, he has taught numerous workshops about teaching with authentic scientific ocean drilling data for both teachers and students, including the Urbino (Italy) Summer School for Paleoclimatology. Leckie is a marine micro-paleontologist and specializes in paleoceanography, particularly reconstructing ocean-climate history.
of the past 120 million years, and has published >40 peer-reviewed papers. He has participated in 7 DSDP/ODP scientific expeditions. Leckie has served on the Education Subcommittee of US Advisory Committee, as well as other service panels of the Ocean Drilling Program. He has served as an associate editor of the Geology, Paleoceanography, and the Journal of Foraminiferal Research. Leckie is co-author of a classroom activity book: Investigating the Oceans, an Interactive Guide to the Science of Oceanography (Leckie and Yuretich, 2003).

James D. Lehman is Professor of Educational Technology and Head of the Department of Curriculum and Instruction at Purdue University. He teaches and does research on educational technology integration in the classroom, interactive multimedia design, and distance learning. He is a co-author of the book Educational Technology for Teaching and Learning, published by Pearson Education, and he has written numerous articles about the uses of technology in education. He has previously served as an associate editor of the Journal of Research in Science Teaching and the Journal of Computers and Mathematics in Science Teaching. He was the Project Director of P3T3: Purdue Program for Preparing Tomorrow’s Teachers to use Technology, a PT3 implementation project funded by the U. S. Department of Education designed to enhance the preparation of future teachers to use technology.

Lesia Lennex received her doctorate in curriculum and instruction from the University of Tennessee, Knoxville. She is currently an Associate Professor of Education in the department of Middle and Secondary Education at Morehead State University, Morehead Kentucky. Dr. Lennex holds degrees in biology, anthropology, and education. She researches, presents, and publishes in technology issues and integration for P-16 schools, NCATE accreditation Web sites, biology curriculum, and ethnobotany. Dr. Lennex is a former high school science teacher in biology, chemistry, physics, and ecology. She is the Chair of Information Technology Education SIG for the Society for Information Technology and Teacher Education (SITE) 2008-2011.

Irina Lyublinskaya received Ph.D. in Theoretical and Mathematical Physics in 1991 from the Leningrad State University and has published substantially in that field. She has over 20 years of teaching experience in secondary and higher education. In recent years she has directed her professional endeavors to the curriculum development and research in the area of integrating technology into mathematics and science education and to the professional development of mathematics and science teachers, conducting grant-funded workshops to help teachers learn to use educational technology. She has received grants for these projects from such agencies as the Geraldine R. Dodge Foundation, the Bell Telephone Company, the Federal Eisenhower Professional Development program, The Clay Mathematics Institute, New York State Department of Education, US Department of Education, and National Science Foundation. Lyublinskaya is a recipient of Radioshack/Tandy Prize for Teaching Excellence Mathematics, Science, and Computer Science, NSTA Distinguished Science Teaching Award and citation, Education's Unsung Heroes Award for innovation in the classroom, and NSTA Vernier Technology Award. She has published multiple articles and 10 books about teaching of mathematics and science.

Ronald J. MacDonald teaches science methods, technology integration and research methods at the University of Prince Edward Island, Prince Edward Island, Canada. He has been a junior and senior high school science teacher in Nova Scotia and Ontario, Canada, for 15 years. He has also been an information technology integration specialist and professional development facilitator. His PhD dissertation addressed
the intersections between teacher attitudes toward technology, leadership and professional development for technology integration. His current research focuses on the development of communities of practice of science teachers who want to increase student inquiry through the integration of technologies, such as data logging technologies. Other current research being investigate includes: gender differences in attitudes toward science brought about when technologies are integrated in the classroom/laboratory; how New Learners (first year university students) learn with new technologies; and how to improve teacher education through building stronger links between university coursework and schools.

**Miika Marttunen** (D.Ed.) is working as a professor at the Department of Educational Sciences in the University of Jyväskylä, Finland. Previously he has been working as a senior researcher of the Academy of Finland. He started his research activity in 1990, and completed his dissertation in 1997 on the use of e-mail in teaching argumentation skills in higher education. Currently his main research interests include collaborative learning, argumentation, and network interaction both in secondary and higher education studies.

**Virginia McCormack** is an Associate Professor of Education. She is a certified/licensed P-12 classroom teacher and administrator, has served as chair of Ohio Dominican University’s Education Division and Director of the M.Ed. program and is currently teaching undergraduate and graduate students. Some of her publications and presentations include “Content Area Literacy for Diverse Learners,” “Guiding Truth Seekers in Examining Technological Innovations that Promote Ethical Values and Decision Making” and “Free Web 2.0 Tools for Easily Created Course Activities.” She holds a Bachelor of Science in Education from St. Bonaventure University; a Master of Science in Educational Administration from the University of Dayton; and a Doctor of Education from Nova Southeastern University. She is a member of organizations devoted to education and curriculum development such as the Association for Supervision and Curriculum Development, International Technology Education Association, Teachers of English to Speakers of Other Languages, and the National Middle School Association.

**Charalampos Mouzakis** is a part-time lecturer in the Department of Primary Education at National and Kapodistrian University of Athens. After the undergraduate studies, he earned his M.Ed. in the field of Informatics and Communication Technologies from the University of Athens. He received his Ph.D. in educational use of synchronous learning technologies from the University of Athens. His main interest is the study of the applications of Information and Communication Technologies in distance education and the evaluation of blended learning environments. He has been involved in a number of European and National research projects and he has carried out extensive research on a range of topics in e-learning and blended learning.

**Kimberely Fletcher Nettleton** has taught at both the middle and elementary school level and loved every minute in the classroom. She was a principal at a K-8 school before becoming an instructor at Morehead State University, where she teaches Classroom Management and Assessment. She is a firm believer in the healing power of chocolate. She is the Co-Director of the Professional Development School at Morehead. She received her BA from the University of Kentucky, an MA in elementary education from Georgetown College, and a second MA in School Administration from Morehead State University. She is finishing her doctoral work in Instructional Design and Technology at the University of Kentucky.
Matthew Niemitz is the Curriculum Manager on the Worldwide Education team at Adobe Systems, Inc. in San Francisco. In this position, he creates instructional resources that help K-12 and Higher Education faculty use Adobe software in classrooms, schools, and universities. Niemitz has a dual background in earth science and educational technology, earning a Bachelor’s degree in geology from the College of William and Mary and a Master’s of Education from the Technology, Innovation, and Education program at the Harvard Graduate School of Education. His research interests in geology have focused on the paleoceanography of the equatorial Atlantic during the early Pliocene, utilizing ODP samples and data. Niemitz directed the School of Rock expedition website and ship to shore communications activities and his subsequent research interests in educational technology have focused on using communication technologies to establish real-time links between practicing scientists and students in the classroom.

Leslie Peart became director of the Deep Earth Academy (I-DEA), a program of the Consortium for Ocean Leadership, in 2004 after 21 years in South Texas classrooms and public aquaria including the Texas State Aquarium, Alaska SeaLife Center, and John G. Shedd Aquarium. I-DEA facilitates and develops activities and materials based on authentic data from shipboard research expeditions to strengthen students’ mathematics, science, and analytical skills for a lifetime of learning. As director, Peart oversees I-DEA’s immersive School of Rock professional development program, curriculum design and dissemination through a searchable database on the I-DEA website (<http://www.deepearthacademy.org>), and education planning for IODP expeditions, including the creation of a new website (<http://www.joidesresolution.org>), ship-to-shore broadcasts, educators-at-sea, and the use of social networking tools.

Kevin J. Reins is an associate professor of mathematics education in the Department of Curriculum and Instruction at The University of South Dakota, teaching courses in elementary, middle and secondary mathematics methods at the graduate and undergraduate levels. He reviews manuscripts and related works for Mathematics Teacher, Mathematics Teaching in the Middle School, and Allyn & Bacon. Currently he serves as a liaison for the partnership between the South Dakota Discovery Center and USD and is the State of South Dakota’s team leader for the Association of State Supervisors of Mathematics (ASSM). His research and service foci are digital inking practices and pen-based computing, the use of Lesson Study with preservice and inservice mathematics teachers, instructional strategies and technology-mediated teaching and learning in mathematics.

Manuel Santos-Trigo is a professor of mathematics education at the Center for Research and Advanced Studies (Cinvestav-IPN) in Mexico City. He completed his doctorate in mathematics education at the University of British Columbia, Canada. He teaches graduate courses and does research in mathematical problem solving. He is interested in analyzing and documenting mathematical processes, resources, strategies, and conceptualizations that teachers and students develop as a result of using various computational tools in problem solving activities. He has coordinated several research projects that involve the use of computational tools in problem solving approaches.

Scott Slough, EdD, is an Associate Professor of Science Education in the Department of Teaching, Learning, and Culture at Texas A&M University. His research interests include technology-enhanced instructional design in science and mathematics; Project-Based Learning (PBL); program evaluation; geoscience education; integration of graphics and text; and change in schools, especially as it relates to technology. He is author/co-author of over 45 peer-reviewed articles, including articles in journals such

**Kristen St. John** is Associate Professor of Geology and Environmental Science at James Madison University. She co-led the scientific instruction of the JOI/IODP School of Rock expedition and is the lead on an NSF-funded project “Building Core Knowledge” which aims to develop active-learning exercises using scientific ocean drilling data for the undergraduate classroom. St. John is a marine sedimentologist, specializing in high latitude paleoclimate records, particularly reconstructing ice-rafting histories, and has published >15 peer reviewed papers in this field. She has participated in 4 ODP/IODP scientific expeditions, most recently as a sedimentologist with the Arctic Coring Expedition. St. John is the former chair of the Education Subcommittee of the U.S. Science Advisory Committee on Scientific Ocean Drilling (USAC), the executive associate editor of the Journal of Geoscience Education, and past-president of the Geoscience Education Division of GSA. Her teaching responsibilities include: Introductory Oceanography; Earth Systems and Climate Change; Earth Science for Teachers, and Physical Geology.

**Hasan Tinmaz** is a doctoral student in the “Computer Education and Instructional Technology” program at Middle East Technical University, Turkey. His dissertation topic is “utilization of social network web sites in education; a case of Facebook.com”. His research interests include educational technologies, instructional design, instructional technology planning, social networks, adult education and e-learning environments. He received his B.S. degree (2001) in Computer Education from Middle East Technical University, Faculty of Education, and his M.Sc. degree (2004) in Curriculum and Instruction Program of Department of Educational Sciences from Middle East Technical University. His master thesis is entitled as “An Assessment of Preservice Teachers’ Technology Perception in Relation to Their Subject Area.”

**Nelly Tournaki** has a Ph.D. in educational psychology from New York University and is currently an associate professor at the Department of Education at the College of Staten Island, the City University of New York. Her two longstanding areas of inquiry include first, the examination of issues of teacher efficacy and effectiveness and second, the effectiveness of a variety of teaching strategies in the classroom (most notably in mathematics).

**Kati Vapalahti** (M.Ed.) is preparing her doctoral thesis on argumentation in collaborative learning. She has been working as a researcher in the Department of Educational Sciences at the University of Jyväskylä, Finland. Her doctoral thesis deals with methods for supporting argumentative problem-solving skills in social work education. In addition to her research work, she works as a teacher at Mikkeli University of Applied Sciences, Finland. Her main teaching subjects are education and social pedagogy.

**Junko Yamamoto** teaches Instructional Technology, World Language Teaching Methodology, and English Language Learners Teaching Methodology at Secondary Education/Foundations of Education Department, Slippery Rock University. She also supervises student teachers. She earned her doctorate degree in Instructional Technology from Duquesne University. She is a reviewer for the American
Council on the Teaching of Foreign Languages / National Council for Accreditation of Teacher Education institutional accreditation for teacher education programs. She also reviews papers for multiple international conferences.

**Ilker Yakin** was graduated from Gazi University, Faculty of Education, department of Secondary Science and Mathematics Education in 2003. He is now a Ph.D. candidate in Middle East Technical University, department of Computer Education and Instructional Technology. He is a research assistant of Computer Education and Instructional Technology at Middle East Technical University. His dissertation is about design and evaluation of EPSS for forensic personnel. His research interests include human performance technology, electronic performance support systems (EPSS), technology training of preservice teacher education, technology planning and case-based learning.