About the Contributors

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.

Chris Penny teaches educational technology and curriculum assessment courses at West Chester University of Pennsylvania. He earned his doctor of philosophy in education at the Pennsylvania State University. He evaluates Classrooms for the Future Grants for the Pennsylvania Department of Education.

Joanne Leight teaches instructional technology to physical education majors at Slippery Rock University of Pennsylvania where she serves as Associate Professor. In addition, she teaches classes for the coaching minor (Psychological and Sociological Bases of Sport, Philosophy and Psychology of Coaching, Sports Officiating and Coaching Practicum). She also supervises student teachers and has supervised SRU student teachers in Mexico City, Mexico and Dublin, Ireland. She earned her doctorate degree in education from Duquesne University. She has successfully written numerous technology grants and serves as the technology editor of the Journal of Physical Education, Recreation and Dance.

Sally Winterton, Ed. D. is an associate professor at West Chester University of Pennsylvania. She served as Coordinator of Field Experiences in the Department of Elementary Education, a university supervisor, and as the Interim Director of the Teacher Education Center which is responsible for field placements for the teacher education program. She completed her doctoral work at the University of Pennsylvania in Organizational Leadership, Curriculum, and Instruction. She currently teaches courses, supervises pre-service teacher candidates, and provides professional development for WCU’s cooperating teachers and new supervisors on observation and conferencing skills. Prior to joining the university Dr. Winterton taught elementary school, served first as an assistant elementary school principal, a middle school assistant principal, an elementary school principal, and a Director of Personnel in public school districts. Her research interests are learning styles and teacher preparation.

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**Heejung An** is an Assistant Professor in the Department of Elementary and Early Childhood Education at the College of Education, William Paterson University, New Jersey, USA and teaches educational technology courses in-person, online, and in blended formats. Her research interests are in the areas of fostering metacognitive knowledge through online group learning, the impact of instructor facilitation approaches on students’ interactions in online learning environments, and technology integration in K-16 teaching and learning. She holds an Ed.D from Teachers College, Columbia University.

**Jill A. Ashbaugh Earman, Ed.D.** is an administrator in the Indiana Area School District in Indiana, PA, where she has served since 2000. Prior to that, she was a secondary mathematics teacher and a computer science instructor at the college level. She earned her doctorate in education at Duquesne University, with an emphasis in instructional technology. She is a Pennsylvania certified instructional technology specialist. She provides professional development and consultation in all areas of instructional technology and education, especially helping teachers to use technology as a tool for learning and increasing student achievement. Jill enjoys traveling, playing classical piano, and spending time with her family.

**Ronan S. Bernas** is a Professor at the Department of Psychology of Eastern Illinois University. He received his Ph.D. in Psychology (Committee on Human Development) from the University of Chicago in 1995. His research is on argumentative and explanatory discourse. He examines the learning and conceptual changes that occur during argumentative and explanatory discourse.

**Kevin Biesinger, Ph.D.** is a recent graduate of the Learning & Technology program from the University of Nevada, Las Vegas and currently working as a program evaluator in the Grants Department of the Clark County School District. His dissertation, “The effects of Feedback Protocol and Learning Environment Perceptions on Self-Regulated Learning” investigated the application and effects of worked examples and feedback types on goal orientation, self efficacy, and achievement in a virtual environment undergraduate chemistry assessment system. To date, Dr. Biesinger has had four papers accepted for publication and several additional topics selected for presentation. His professional career accomplishments include assisting the 5th largest K-12 school system in the nation to find, secure, monitor, and evaluate nearly $40M in State and Federal competitive grant funding since 2006.

**Christine Browning** has authored or co-authored many publications including papers, chapters, and books, along with providing numerous presentations and workshops, with most focusing on the use of technology in the mathematics classroom. She has been the Academic Coordinator for two national professional development workshop programs supporting the use of hand-held graphing technology in middle school classrooms as well as writing professional development materials supporting the use of graphing calculators for mathematics educators at the collegiate level. Her research interests center on hand-held technology use in the K-16 mathematics classrooms and the mathematical knowledge K-8 teachers need for teaching. Most recently, her work has focused on TPACK and assessment issues.

**Howard V. Coleman** is an Assistant Professor and Graduate Coordinator for the Doctoral Program in Educational Leadership at University of North Carolina at Wilmington. He received his doctorate in educational administration from University of North Carolina at Chapel Hill. Coleman has served as a public school superintendent, a director of research, and a consultant for public schools, state agencies and
corporations. He teaches graduate level courses in leadership, research, program evaluation, curriculum assessment, school law and educational policy. Coleman has published several articles on technology and leadership, co-authored book chapters on professional teaching standards, e-portfolio assessment and organizational health in middle schools. He currently serves as the Executive Director for Consortium for Research on Educational Accountability and Teacher Evaluation, a board member for the National Evaluation Institute and a board member for the North Carolina Association for Research in Education.

Kent Crippen, Ph.D. is an Associate Professor of Science Education and Technology and serves as Associate Director of the Center for Science and Mathematics Education at the University of Nevada Las Vegas. His leadership at UNLV has produced multiple collaborative grant proposals, research projects, and graduate programs between the colleges of science and education. He is an editorial review board member for numerous journals in the field and serves as Associate Editor of the Journal of Science Education and Technology. Dr. Crippen's research involves the design and implementation of Web-based learning systems with a focus on cognitive scaffolds to support self-regulated learning. His interests include the improvement of teaching and learning strategies for general chemistry and in-service science teacher professional development. Dr. Crippen has been recognized by Apple Computer as an Apple Distinguished Educator and as a recipient of the UNLV College of Education's Outstanding Faculty Research Award.

Pru Cuper is an Associate Professor in the Keene State College Education Department. Dr. Cuper earned her doctorate in Curriculum and Instruction from North Carolina State University in 2003 where she started a middle grades literacy-support website, Literacy Junction. Dr. Cuper's current research focuses on literacy instruction and the use of technology in teacher education. Dr. Cuper and Dr. Gong’s video work was funded by an internal technology grant that has allowed them the resources and time to develop their video-based supervision model. Dr. Cuper and Dr. Gong have also developed a hybrid model for delivering instruction at the student teaching level.

Jeremy Dickerson is an Assistant Professor in the Department of Business and Information Technologies Education in the College of Education at East Carolina University. He holds a Doctoral Degree in Technology Education with a concentration in Training and Development from North Carolina State University and has over ten years experience as an information technology manager, consultant and educator. Dickerson teaches information technology-related courses to undergraduate and graduate students and focuses his research on the integration of emerging technologies in education, business and industry settings. He has presented at national and international conferences and professional meetings across the United States and in countries abroad.

Shannon O. Driskell, Shannon.Driskell@notes.udayton.edu, is an associate professor of mathematics education at the University of Dayton in Dayton, Ohio. Her research interests include the appropriate use of technology to teach K–12 mathematics, the content knowledge of prospective mathematics teachers, and the teaching and learning of geometry.

Julie Faulkner is a Senior Lecturer in Literacy in the School of Education at RMIT University. Her research and publications focus on questions of engagement and poplar culture in relation to teenage learning, as well as the increasingly popular text forms associated with information and multimedia.
about the Contributors


Heather Flynn is a senior undergraduate student at Morehead State University. She is an English linguistics major, graduating in spring 2010. She has worked as an undergraduate fellow for the university for two and a half years: in the Business Marketing and Management department with Dr. Michelle Kunz, then with Curriculum and Instruction, Dr. Lesia Lennex, and Brianna Swetnam. Ms. Flynn was recently published for research in Web site development of public school teachers. She hopes to pursue a Masters degree in Library Science after finishing her bachelor’s degree. She is interested in learning about diverse cultures, especially their languages, history, and literature. In her free time, she enjoys reading classical novels, writing, hiking, and traveling.

William J. Gibbs is an Associate Professor in the Journalism and Multimedia Arts Department at Duquesne University where he teaches courses in multimedia, instructional design, e-Learning, and human computer interaction. He received his Ph.D. in Instructional Systems from The Pennsylvania State University. His research interests include knowledge acquisition, technology-based learning environments, computer-mediated communication, and human-technology interaction.

Yi Gong is an Assistant Professor in the Keene State College Education Department. Dr. Gong earned his doctorate in Curriculum and Instruction from Indiana University of Pennsylvania in 2005. Dr. Gong’s research focuses on assessment, program evaluation, quantitative data analysis, electronic portfolio, and database development. Additionally, Dr. Gong has developed courses and curricular experiences related to technology in teacher education which he has delivered to both pre-service and in-service teacher audiences. Dr. Cuper and Dr. Gong have also developed a hybrid model for delivering instruction at the student teaching level.

Terry L. Herman is an Assistant Professor and Graduate Coordinator in the Visual Communication and Technology Education Department in Bowling Green State University’s College of Technology. Her research interests have focused on cloud computing, Web 2.0, virtual and synthetic learning environments, online learning, adaptive educational hypermedia, learning design, digital mashups, and interactive multimedia. She has presented at national and international conferences. Recent articles include Collaboration beyond the Virtual Classroom through Wikis for the Journal of Industrial Technology and Face-to-Face versus Online Coursework: A Comparison of Learning Outcomes and Costs for Contemporary Issues in Technology and Teacher Education - Current Practices.

Natalie A. Johnson-Leslie (PhD), a Jamaican native, is an assistant professor of teacher education at Arkansas State University (ASU) since fall 2004. She received double doctoral degrees from Iowa State University in the areas of Educational Leadership and Policy Studies (ELPS) as well as Curriculum and Instructional Technology (CIT). She has been involved with training faculty and students to use College LiveText (CLT™). Her main research interests lie in the field of educational leadership, technology integration in the curriculum as well as assessing and evaluating student behavior. In her research she
poses difficult questions and solves complex problems using insightful research techniques. Her work has been published in the Journal of Educational Technology (JET), International Journal of Reflection (IJR), Journal of the European Teacher Education Network (JETEN), and the International Journal of Learning (IJL). She served as a reviewer for the Journal of College Student Development for four years.

**Elizabeth Juelich-Velotta, M.A.,** is Director of the Office of Service Learning at Walsh University in North Canton, Ohio. She has been engaged in the service arena for more than a decade and continues to be passionate about the transformational power of service endeavors. Prior to working in higher education, Juelich-Velotta worked in the non-profit sector working in the areas of domestic violence prevention, immigrant civil rights, and women’s leadership. She earned her B.A. degree (2003) in English from the College of St. Benedict and her M.A. degree (2007) in college student personnel from Bowling Green State University.

**Kioh Kim** is an Assistant Professor of Educational Technology at Northwestern State University (NSU) of Louisiana. His teaching and research interests include examining and developing potential applications of emerging technologies in the classroom, improving training which results in teachers’ increased use of computer-based technology in their classroom, and developing effective online learning environments. Dr. Kim uses a variety of forms of subtle and obvious positive feedback in hopes that students not only learn better, but adopt similar modeling techniques in their own classrooms. Dr. Kim has considerable teaching experience with technology in South Korea and the United States. Dr Kim’s teaching experiences include teaching English at the middle and high school levels, teaching at a college in South Korea, and teaching undergraduate and graduate educational technology courses at the University of Wyoming and NSU. Dr. Kim has written extensively including a book titled *Appreciating Computer-Based Technology Use in Teacher Education Programs: A Case-Study Monograph* (Chicago, IL: Discovery Association Publishing House). He enjoys living in Northwest Louisiana with his wife and two children.

**Dennis S. Kubasko, Jr.** is an Associate Professor of Secondary Science Education at the University of North Carolina at Wilmington. He received his PhD from the College of Education at the University of North Carolina at Chapel Hill. Kubasko serves as Program Coordinator for the International Field Experience in San Pedro, Belize and as Director of the Wilmington Regional Science Olympiad. He teaches undergraduate and graduate courses in secondary education, curriculum, programs and practices. Kubasko has published widely in the field of secondary education, digital instruction and information technologies. He has presented at international, national and regional conferences on science education, effective instructional practices and digital enhancement in classroom environments.

**Gloria Latham** is a Senior Lecturer in Literacy in the School of Education at RMIT University. Gloria teaches students in undergraduate and graduate programs and along with Julie Faulkner she created and maintains Lathner Primary (the Virtual School) as part of a Teacher Education text: *Learning to teach: New times, New Practices*. Currently Gloria is working on a research project concerning student feedback. In 2009 Gloria was recognised in the Australian Learning and Teaching Council Citations for Outstanding Contributions to Student Learning for inspiring face-to-face teaching that supports and challenges knowledge creation while using sustained innovative design and application of educational technologies.
Lesia Lennex received her doctorate in curriculum and instruction from the University of Tennessee, Knoxville, in 1995. 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.

Ronald Lombard is an assistant professor of education at Chatham University in Pittsburgh, PA. He has eighteen years experience as a secondary social studies teacher and served as both a building level and district level administrator for the remainder of his tenure in the public schools. His interest in the implementation of technology into the classroom grew during his years as an administrator with the realization of the impact technology would have on changing both the teaching and learning processes in schools. This interest led to Dr. Lombard to leaving public education and working with Co-Nect, an organization funded by New American Schools aimed at the effective expansion and implementation of technology in American schools. His work in the Pittsburgh Public Schools led to his current position with Chatham, an adjunct position with Gannon University, both with continued emphasis in technology integration.

Susann M. Mathews is a professor at Wright State University, where she has a joint appointment in the departments of Mathematics and Statistics and Teacher Education. During her career, she has participated in the evolution of technology in the classroom—from scientific calculators and Logo to graphing calculators and Fathom and Mathematica. Her interests lie in helping students learn mathematical modeling, both for applying mathematics to the world and to develop a deeper understanding of the mathematics. Technology has helped her make complicated mathematical modeling accessible to her students and has helped her students explore the mathematics and the models.

Jacqueline S. McLaughlin is an Associate Professor of Biology at Penn State Lehigh Valley. She has spent much of her academic career transforming the textbook method of teaching biology into dynamic pedagogical methods of learning that immerse students in biological concepts and real-world issues by engaging them directly in research. Whether in her “physical classroom/lab” or in her “field classrooms” around the world, she works to build and assess programs and pedagogical tools that connect skilled educators and research scientists with teachers for professional development, and with students for high-impact learning. She is grounded on the belief that in 21st century science classrooms, the power of experiential teaching and learning, in which the use of technology replaces in-class lectures or readings and color-coded diagrams from a textbook as the medium of experience, will prevail. Because of this, science education will be more rigorous, relevant, and based on relationships with stakeholders beyond the confines of academic walls. The flagship element of this teaching method is a professional development program she founded and directs, called CHANCE, for Connecting Humans and Nature through Conservation Experiences. She is currently developing a new multimedia-based product in conjunction with W. H. Freeman Publishers that is specifically geared toward bringing research scientists, their methodologies and published data, directly into our nation’s undergraduate biology classrooms.
Jacqueline M. Mumford, Ph.D., is an Assistant Professor in the Division of Education at Walsh University in North Canton, Ohio. Jacqueline teaches undergraduate courses in instructional technology, middle childhood and adolescent to young adult assessment, and pre-clinical teaching methods. Her research interests include educational technology, eLearning, ePortfolios, service learning, assessment, and language learning. She holds a B.A. degree (1993) in Liberal Arts: German and Political Science from Purdue University in West Lafayette, Indiana; a M.S. degree (1995) in Education: Instructional Design and Development from Purdue Calumet in Hammond, Indiana; and, a Ph.D. degree (2005) in Education: Curriculum and Instruction from Purdue University in West Lafayette, Indiana.

Margaret (Maggie) L. Niess is a Professor Emeritus of Mathematics Education at Oregon State University (OSU). At OSU she was Department Chair of the Department of Science and Mathematics Education and Director of Science and Mathematics Teacher Preparation and is currently PI of an Oregon MSP Title IIB grant. Her research efforts focus on the integration of technology in teaching science and mathematics with specific attention to the knowledge teachers need to teach with technology – a technology pedagogical and content knowledge (TPACK). Her research has lead to recognition of teachers’ levels of TPACK as they learn more about teaching with technology as well as framing professional development and other educational experiences that support teachers in developing TPACK. She is Vice-President for the Mathematics Teacher Education Committee for the Society of Information Technology and Teacher Education (SITE) and active member of the Association of Mathematics Teacher Educators (AMTE).

Stella Porto is currently the director of the Master of Distance Education and E-Learning program in the Graduate School of Management & Technology at University of Maryland University College. Dr. Porto has BS in Electrical Engineering (1986), a Master’s (1991) and Doctoral (1995) degrees in Informatics from the Pontifical Catholic University of Rio de Janeiro (PUC-Rio). She has also a second master’s degree in Distance Education (2008) from UMUC. Since 2001, Dr. Porto has worked in the field of distance education. She has published in different conferences, including EDEN Workshop, ALN, DLA, ICDE and UCEA conferences in the past 8 years. Combining her knowledge in information technology and her more recent experience and study in the field of distance education, her research interests include topics related to learning objects, new technologies, multimedia and course development models, as well as education of Information Technology.

David Pugalee is Professor of Education at the University of North Carolina at Charlotte where he is Research Associate in the Center for Mathematics, Science, & Technology Education. He earned his Ph.D. in mathematics education from the University of North Carolina at Chapel Hill. He has taught at the elementary, middle, and secondary levels before moving into higher education. His list of publications includes research articles in *Educational Studies in Mathematics* and *School Science and Mathematics*. His works include several books and book chapters published by the National Council of Teachers of Mathematics. His research interest is the relationship between language and mathematics teaching and learning.

Christopher R. Rakes is a doctoral candidate at the University of Louisville, where he is studying Curriculum and Instruction in Secondary Mathematics Education. Over the last eight years, he has taught secondary mathematics in both urban and rural settings. His research interests center on teacher
knowledge, instructional improvement in algebra and geometry, and addressing misconceptions in mathematics. Currently, he is preparing his dissertation proposal, *Misconceptions in rational numbers, probability, algebra, and geometry* under the directorship of Dr. Robert N. Ronau. He expects to complete his degree in May 2010.

Robert N. Ronau is a Professor of Mathematics Education and Associate Dean for Research at the University of Louisville whose research interests and publications include the implementation of instructional technology, teacher knowledge, teacher preparation and assessment. Over the last fifteen years, he has played a critical role in numerous state-wide and local grant efforts including development of State Wide Mathematics Core-Content and Assessments, LATTICE (Learning Algebra Through Technology, Investigation, and Cooperative Experience), the Secondary Mathematics Initiative (SMI) of PRISM (Partnership for Reform Initiatives in Science and Mathematics), Kentucky’s state-wide systemic reform initiative, Technology Alliance, Teaching K-4 Mathematics in Kentucky, the Park City/IAS Geometry Project, and U2MAST. He currently serves as a Co-PI on the NSF Funded project, Geometry Assessments for Secondary Teachers (GAST), an initiative to determine critical geometry knowledge for secondary teachers and to design assessments to measure levels of teacher knowledge.

Shari L. Stockero received her Ph.D. from Western Michigan University in 2006 and is an Assistant Professor of Mathematics Education at Michigan Technological University. Her research focuses on understanding how to best support teacher learning and help teachers become reflective practitioners, both during initial teacher preparation and in professional development contexts. A former rural high school mathematics teacher herself, Dr. Stockero recognized a need to make high-quality professional development available to teachers who do not typically have access to such opportunities, and has made providing such opportunities an integral part of her work. Her interest in online teacher education has developed through her work on professional development projects focused on providing such opportunities to rural secondary mathematics teachers.

Brianna Swetnam was born in 1985 in the small town of Morehead, Kentucky, where she still lives with her husband and two dogs. After completing high school, she enrolled in Morehead State University, where she majored in biology. Upon graduating in 2007, she took a summer off to work as a Cave Guide at Carter Caves State Resort Park, in Olive Hill, Kentucky. It was there that she realized her passion for education. The epiphany prompted her to enter the MAT (Masters in the Art of Teaching) program at Morehead State University. After graduating in May of 2009, she hopes to begin teaching biology at one of the many wonderful high schools in Eastern Kentucky.

Lauren Wagener is a doctoral candidate in Theory and Practice in Teacher Education with a focus in Mathematics Education at the University of Tennessee – Knoxville. In addition to exploring the knowledge for teaching mathematics, her research examines the roles of gender, adaptive expertise, socialization, and transitions on student persistence and attrition from the study of mathematics in higher education. Over the past ten years, she has completed advanced degrees in Mathematics and Mathematics Education and taught mathematics at the high school and university levels. She is currently an instructor in the Mathematics Department at Mars Hill College in Mars Hill, North Carolina.
Hilary Wilder is an Associate Professor in the Department of Educational Leadership and Professional Studies at the College of Education, William Paterson University, New Jersey, USA and teaches educational technology courses there. She also worked for many years as an instructional technologist designing and developing multimedia and web-based corporate training. Her research interests include the use of technology to promote the expression of student ideas, in addition to ways of using technology for collaborative teaching and learning. She is also interested in digital equity and technology possibilities which connect people globally. She holds an Ed.D from Teachers College, Columbia University.