About the Contributors

T. Volkan Yuzer, Ph.D. is an associate professor in applied communication at the Department of Distance Education, College of Open Education, Anadolu University, Turkey. He undertook graduate studies at Anadolu University, Turkey. His research interests are new communication technologies, synchronous, asynchronous and interactive communications and transformative learning milieus in distance and online education. He has over fifteen years experience in exploring additional distance learning media and providing communication and technological support for distance learning programs as well as develop online learning courses. He has participated in projects related to distance learning, online synchronous learning, virtual classroom. He has been teaching courses in distance learning, communication and information technologies.

Gulsun Kurubacak is an associate professor in applied communication at the College of Open Education of Anadolu University. She undertook graduate studies at Anadolu University, Turkey (MA. Educational Technology) and the University of Cincinnati, USA (Ed.D. Curriculum & Instruction), and also has worked a post-doctoral fellow at the College of Education at New Mexico State University, USA (2001-2002). She is currently a graduate student in the Department of Computer and Instructional Technologies, and also an undergraduate student in the Computer Engineering at the College of Informatics Technologies and Engineering of Hoca Ahmet Yesevi International Turk-Kazakhstani University. Dr. Kurubacak has over twenty-five years experience in focusing on the democratic and multicultural aspects of distance education; finding new answers, viewpoints and explanations to online communication problems through critical pedagogy; and improving learner critical thinking skills through project-based online learning. She continues to manage and provide pedagogical support for distance learning programs.

* * *

Olusegun Fatai Adebowale is an Assistant Lecturer in the Department of Educational Foundations and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife. Nigeria. He holds an M.A. Ed. in Tests and Measurement, Faculty of Education, Obafemi Awolowo University, Ile-Ife. Nigeria. He holds an M.A. Ed. in Tests and Measurement and has almost completed all the requirements for the award of M.Ed. in Guidance and Counselling with a special focus on Online Counselling. His research interest include bringing mental health support close to people in remote areas and busy individual via the internet particularly in developing areas of the world where poverty and corruption is very rife, hoping that their lifes could be transformed.
**Blessing Foluso Adeoye** is currently a lecturer in the Dept of Science and Technology, Faculty of Education, University of Lagos. He teaches and conducts research in Educational Technology. He obtained a Bachelor of Architecture, May 1990, Southern University, Baton Rouge, LA; Master of Science (Technology Education), June 1995, Eastern Illinois University, Charleston and Doctor of Philosophy (Technology for Learning), University of Illinois, USA. His areas of interests are: e-learning, usability of e-learning systems, pedagogical use of Information and Communication Technologies and relationships between technology and culture. He is currently an Associate Editor-in-Chief, Computer Science Journals (CSC Journals) Malaysia, Member, Editorial Advisory Board for Turkish Online Journal of Distance Education (TOJDE), Reviewer, International Journal of Education and Development using ICT, and a Reviewer, Higher Education Research and Policy Network. He also has several publications on e-learning, ICT, and other issues in educational technology.

**Murat Barkan** (1958) started his academic career as an assistant in educational communications, having completed his higher education in Communication Sciences at Anadolu University/TURKEY in 1981. His MA and PhD students led him to specialize in instructional design. He then chaired the Department of Educational Communications, from where he became a full professor in 1994. His specific areas of academic research have focused on instructional media design / distance education systems design, media design policies / strategies / tactics in distance and open learning. He has initiated and developed 12 graduate and 15 undergraduate courses, specific to his field of interest. Prof. Barkan has also conducted 8 MA and 5 PhD theses, published 10 international refereed articles, 9 books (comprised of 5 international English books and 4 books written in his native language), 3 chapters in international books, and 8 proceedings, which have appeared in 20 international conferences books. Prof. Barkan has also been recognized for his significant contribution to national and international project development, realizing a total of 16 academic and scientific projects. In the area of educational management, he was appointed Dean of the Faculty of Communication and Media Studies at the Eastern Mediterranean University (EMU), Gazimagusa/Turkish Republic of Northern Cyprus. He is now Rector of Yasar University located in Izmir/TURKEY since 2007.

**John Bracke** is the Martha McCall Egan Professor of Biblical Studies at Eden Theological Seminary in St. Louis, MO. He Joined Eden faculty in 1984 and teaches Old Testament and Studies in Ministry courses. He is an ordained minister in the United Church of Christ and a former chairperson of the Executive Council of the United Church of Christ. He has published commentaries on the books of Jeremiah and Lamentations in the Westminster Bible Companion Series (John Knox/Westminster, 2000) and co-published a book on teaching the Bible in the church with Karen Tye (Chalice, 2003).

**Liz Keeley-Browne** started her career in schools in Wiltshire and Somerset moving quickly to become a deputy head of a large comprehensive school before taking a career break to bring up her children. She returned to full time work as a lecturer in a Further Education College where she worked part time until becoming a Head of Department and later Head of School. In 1999 she was appointed to Oxford Brookes University as a lecturer in the Sociology of Education. She is Director of the Westminster Centre for Excellence in Teacher Training and the governor of a local Primary School. She is a strong advocate of the use of educational theory to enhance understanding of the practices associated with teaching and learning. Developing stronger links between knowledge transfer and consultancy is an important part
of her current and future ambition as educational institutions and educational professionals prepare for new models of learning required in the 21st century.

**Frederick C. Buskey** was born in San Francisco, California. He spent seventeen years as a teacher and administrator in K-12 education, including teaching at Robert College of Istanbul. Dr. Buskey first joined the academe in 2006 at Western Carolina University. His passion is improving school conditions for young people by empowering those who lead schools. Dr. Buskey is interested in developing hierarchical and non-hierarchical leaders in schools who act with a strong sense of moral agency. Dr. Buskey is active in redesigning principal preparation and designing assessment models to gauge the impact of innovative school leadership programs. He lives in Cullowhee, North Carolina with his wife and four children. he may be contacted at fbuskey@email.wcu.edu.

**Dana E. Christman** is an Associate Professor of Educational Administration at New Mexico State University in the United States. Currently she is serving as a Fulbright Scholar at Nanjing Normal University in Jiangsu Province, People's Republic of China. Her research interests include social justice issues, including gender, indigenous, and other diversity issues; comparative education; and processes of change in common and higher education. Prior to her faculty career, she served for 14 years as an administrator in higher education, specializing in Student Services. Dr. Christman has been at New Mexico State University since 2002.

**Kelly Clark/Keefe** is Associate Professor and Doctoral Faculty in the Leadership and Educational Studies Department at Appalachian State University, Boone, NC. Her teaching responsibilities include qualitative research methods, women's studies, educational leadership theory, and expressive arts in human development and counseling. Kelly’s research interests center on utilizing poststructural and material feminist theories to examine the role of bodies, subjectivity, intercorporeality and creativity during the social scientific process. Research areas also include studying the psychological experience of social class in United States schooling and higher education.

**Barbara Coppola** works with K-12 teachers, teaches courses, and conducts research on how to become a more effective teacher in one's classroom by using various kinds of teacher research (including teaching journals, documentation, and qualitative case studies). She also works with teachers and conducts research on the integration of technology into a teacher's classroom (including mind tools and online teaching and learning, along with student and content-centered pedagogies such as problem-based learning and other constructivist approaches). She has over twenty years experience working with teachers, both as a professional developer and as a university professor.

**Ugur Demiray** is Professor of Communication Teaching in the School of Communication Sciences of Anadolu University, Eskisehir, Turkey He holds Undergraduate B.A. is in the a media Studies at Anadolu University, Faculty of Communication Sciences, December 1977- June 1981. And also Ph.D. degree completed at Anadolu University, Social Sciences Graduate Institution, in May 1986 on “Leisure time of Distance Education Students in Turkey”. He is currently working for the Anadolu University. His researches are dealt with distance education application of Anadolu University, Ministry of Education and by other universities in Turkey. His researches on Communicationals gaps of distance education students with their institution, also interest also lies towards the profile of DE students, and relationship
of graduates and job market in Turkey. He is also interested about changing of ethical behaviors around the world by inserting technological developments to the educational field especially to the Distance education applications since 3 years and marketing of distance education programmes and e-learning. In addition, his studies are focused on Distance Education field and scholarly online journalism especially on DE. He has an extensive experience publishing e-journal on distance education internationally under the patronage Anadolu University since 10 years, named, TOJDE-Turkish Online Journal for Distance Education. TOJDE is a peer-reviewed quarterly e-journal and indexing in ERIC. He is also an editor, consultant editor, reviewer, or book reviewer for more than 15 international journals which are deal with distance education and educational technology. In addition, he has responsibilities on advisory boards and as referee for conferences, symposiums, and panels. He has co-authored and individually contributed chapters in some Turkish and international books. Up to now he has around 15 imprint or eBooks dealt with distance education and many articles, which has been published national and international journals.

Sisira Edirippulige is the coordination of undergraduate and graduate courses in e-Healthcare at the University of Queensland Centre for Online Health, Brisbane, Australia. He is also responsible for coordinating continuing professional development courses in telehealth at the Centre. His research interests include the development, promotion and integration of telehealth education and telemedicine applications into the healthcare sector. Before joining the University of Queensland, Sisira Edirippulige held teaching positions at Kobe Gakuin University in Japan and at the University of Auckland in New Zealand. He has extensive experience in higher education and development studies working in number of countries including Russia, Sri Lanka, South Africa, Japan and New Zealand.

Suresh Garg has been Professor of Physics at Indira Gandhi National Open University (IGNOU), New Delhi, since 1993. He served as Commonwealth Distance Science Expert at the University of the South Pacific, Suva, Fiji Islands from 1996 to 1998. He was appointed Director, School of Sciences, in 1999 and Pro-Vice Chancellor in the University in 2002. He served as Acting Vice Chancellor in 2006. Since 2008, he is Commonwealth Expert and Founder Director, Centre for Learning and Teaching, The National University of Lesotho, Roma, Lesotho, Southern Africa. Prof. Garg is member of several national and international professional bodies. He was Secretary, Global Mega Universities Network (GMUNET) and SAARC Consortium for Open and Distance Learning (SACODiL). He is serving on academic, research and management boards of several universities in India and abroad. He has co-authored three books in Physics and two in Education and five books on different aspects of Distance Education. He has also contributed 18 Chapters in Books published by reputed international publishers in India and abroad. Prof. Garg has researched widely and published more than 70 research papers in national and international refereed journals. He has also executed several projects sponsored by national and international funding agencies. Prof. Garg has visited several foreign universities and presented papers in international conferences, seminars and workshops. He was Guest Editor of Staff and Educational Development International in the period 1998-2006. In the period 2001-2004, he was one of the Editors of Global E-Journal of Open, Flexible and Distance Education. Since 2005, he has been one of the Editors of AAOU Journal on Open Learning. He was Chief Editor of the Indian Journal of Open Learning published by IGNOU in 2003-2006. Currently, he is on the Editorial Committee of Journal of Science and Technology Education Research.
About the Contributors

**Jason Goulah** is Assistant Professor of Bilingual-Bicultural Education and Director of World Language Education in the Department of Leadership, Language and Curriculum at DePaul University. He is a former high school teacher of Japanese, Russian and English as a Second Language and former Dean of Japanese Credit Abroad with Concordia Language Villages, Concordia College. His research interests include transformative world language learning, Makiguchi and Ikeda studies in education, and language, culture, identity and multiple literacies. His research has appeared in such journals as Asia-Pacific Journal of Education, Critical Inquiry in Language Studies, Educational Studies, Foreign Language Annals, Journal of Language and Literacy Education, Journal of Language, Identity and Education, and Journal of Transformative Education. His article, “Village Voices, Global Visions: Digital Video as a Transformative Foreign Language Learning Tool” was awarded the 2009 Stephen A Freeman Award from the Northeast Conference of Teachers of Foreign Languages.

**Shalin Hai-Jew** has taught at college level for over two decades. She works as an instructional designer at Kansas State University and teaches for WashingtonOnline (WAOL). She has BAs in English and psychology, an MA in English—from the University of Washington, and an Ed.D. (2005) from Seattle University in Educational Leadership (with a focus on Public Administration). She was a Morford Scholar at Seattle University. She has published widely in e-learning. She writes for the Instructional Design Open Studio blog (which she originated) and ELATEwiki (E-Learning and Teaching Exchange), which was created by a team that she led. She was born in Huntsville, Alabama. She has worked on a range of national-level projects dealing with biosecurity, public health, anti-suicide protective measures for college students, and other projects.

**Amani Hamdan** has obtained her PhD at the Faculty of Education at the University of Western Ontario in 2006. The PhD dissertation is entitled Quilted narratives of Arab Muslim women’s tapestry: Intersecting educational experiences and gender perceptions. Amani won the first Canadian Society for the Study of Women in Education (CASWE) award on her PhD dissertation in 2006. Her award winning dissertation was published in 2009 under the title: Muslim women speak: a tapestry of lives and dreams, Toronto, Women’s Press. In 2002 Amani obtained her M.A. of education from Mount Saint Vincent University in Halifax. Her master’s thesis is titled: Bringing a global education perspective to understand “The Other”: A case study of Western myths of Muslim women. Dr. Hamdan is an adjunct professor at Ottawa University in Canada and can be reached at amanihamdan2004@yahoo.ca

**Barbara B. Howard** is an Assistant Professor in the Department of Leadership and Educational Studies at Appalachian State University. She teaches in the Masters of School Administration Program and serves as the Program Coordinator for the Masters and Educational Specialist School Administration Programs. Currently, Dr. Howard is the President of the Consortium for Research in Accountability and Teacher Evaluation. She is an Associate Member of the Joint Committee on Standards for Educational Evaluation, which supported her work as Task Force Chair in the revision of the Personnel Evaluation Standards (2008). Dr. Howard’s current research interests include leadership development, educational personnel evaluation, and scholarship of teaching and learning in higher education.

**Greg Kearsley** is currently the Director of Online Graduate Programs in the Department of Education at the University of New England. Dr. Kearsley has been involved in the design, development, implementation and evaluation of online programs for over 25 years. He is author of many books and techni-
cal articles about technology and education. He has taught online courses for a number of universities including the George Washington University, the University of Maryland, the University of Wisconsin, Nova Southeastern University, and Walden University. He can be contacted at gkearsley@une.edu

**Aviva Klieger** holds a B.Sc. in Biology, M.Sc. in Biochemistry and a Ph.D in Science Education. She is the Head of the Secondary Education Department at the School of Education at Beit Berl College Israel. She is also a faculty member of the Natural Sciences Department. She is a Consultant to the Ministry of Education in the field of science teaching; and advised for the program of integrating laptop computers in classrooms. In the last 15 years she has been active also in the area of CPD (Continuing Teacher Development).

**Jiayong Li** is Vice Dean and associate professor of education at Beijing Normal University’ School of Education. He received his Ph.D. from Beijing Normal University. Dr. Li teaches education philosophy and comparative education. He recently published a translation in Chinese of Edward Shil’s “The Calling of Education.” Dean Li has been a Fulbright Scholar at Michigan State University.

**David Long** is a doctoral student in the Management program at the University of Florida. He holds a Bachelor's degree in Business Administration (BS) from Presbyterian College, and a Master's degree in Business Administration (MBA) from The University of Florida. David served for 8 years in the US Navy as a Naval Flight Officer, and worked for 4 years in management at The Home Depot. He is currently a Navy Reservist and he serves as a navigator on the P-3 airplane. His research interests include justice, leadership, work motivation, and overall job attitudes. David lives in Gainesville, Florida with his wife and two daughters.

**Rohana B. Marasinghe** is a Senior Lecturer at the Department of Medical Education and Health Sciences, Faculty of Medical Sciences, University of Sri Jayewardenepura (USJP) Sri Lanka. He has obtained his MBBS (Colombo) and MPhil degrees in Medical Education from USJP. Roahan Marasinghe is currently undertaking his PhD research at the Centre for Online Health. His PhD study investigates the potential of telemedicine applications for the prevention of self-harm and suicide. He is also interested in Medical Education as well as ICT/Innovative technology use in education and teaching.

**Terry McClannon** is an Assistant Professor in the Department of Leadership and Educational Studies at Appalachian State University, where he teaches in the Instructional Technology program. Prior to this position, Dr. McClannon worked professionally as a Director of Technology and Facilities, administrator, and instructional technology consultant. He is currently a Fellow with the Carolinas Virtual World Consortium, a collaborative research and development effort between Appalachian State University and Clemson University focused 3D immersive learning environments for teaching and learning. Dr. McClannon’s current research is focused on the use of Universal Design for Learning, instructional technology integration, and 3D immersive learning environments in educational environments.

**Vachel Miller** is an Assistant Professor in the Doctoral Program in Educational Leadership at Appalachian State University in Boone, North Carolina. He teaches courses in research methodology, leadership, and globalization in education. Prior to joining the faculty at Appalachian in 2008, Dr. Miller worked as a regional monitoring and evaluation, policy and research specialist for the Academy
Adesoji Oni graduated from Obafemi Awolowo University, Ile-Ife, Nigeria, where he got his BA.Ed degree in English Studies and later moved to the University of Ibadan, Nigeria in the Department of Teacher Education, where he got his M.Ed and Ph.D in Sociology of Education. He was a Visiting Scholar to Southern Illinois University, Carbondale, U.S.A between 2003 -2004. He is currently an Associate Editor of National Association of Sociologists of Education Journal in Nigeria and Managing Editor of Journal of Educational Review, (JER) of the Higher Education Research and Policy Network (HERPNET) and also as the National Secretary. His area of research focus includes; social problems in education, social change in education, social deviances/ social disorganizations in Education with particular focus on students’ secret cult in Nigeria. He has published widely in these areas. He presently lectures in the Department of Educational Foundations, University of Lagos, Nigeria, where he teaches, Sociology of Education and Foundational studies in Education both at the undergraduate and graduate levels.

Anat Oster-Levinz holds a B.Sc. in Mathematics and Computer Science, M.A in Teaching Science and a PhD in Computers in Education. She is a lecturer and the Head of the Computer Science Department at Beit Berl Academic College in Israel. She is also a member of development groups at Mofet Institute for research. She serves as an academic consultant in the integration of computers into education and teaching in Professional Developments Centers (PDC) for teacher education.

Radha Parikh is affiliated to Dhirubhai Ambani Institute of Information of Communication Technology, Gandhinagar, India. She teaches courses on Communication and Multicultural Education & Human Diversity. She has a doctorate in Special Education from the University of Missouri-Columbia and a Specialist in Education and Master’s degrees from the University of Florida. When she is not teaching, she loves to travel (Canada, China, Europe, India, Israel, Thailand, UK, US) or go trekking in the Himalayan glaciers and mountains. She subscribes to the belief that distance learning is an emerging trend all over the world, and has the power to transform both the way students learn and the attitudes and teaching styles of faculty.

Patrick Parrish is a Senior Project Manager with The COMET Program, producing online education and training products in the geosciences for professionals, students, and the public, which are offered through the MetEd Website (http://www.meted.ucar.edu). He has been a practicing instructional designer for more than 20 years. Patrick is particularly interested the common processes of design across disciplines, instructional design practice in particular, art and aesthetics theory, and interface between these. He has published articles and chapters on these topics in a variety of journals and books over the past seven years.

Geng Qian is a professor in the Information Management Department, of the School of Management at Beijing Normal University. His Ph.D. is from Peking University. Dr.Geng has nearly 20 years of experience as an educator and a researcher in information management area. He publishes regularly in library and information science journals, mostly in Chinese journals. His research focuses on information retrieval, digital library and library service. In 2002, he received a National Teaching Prize for his textbook “The Exploration and Practice of Educational Mechanisms for Information Management.
About the Contributors

Professionals.” He is the committee man of Digital Library Professional Committee of the Library Society of China, and the committee man of Library Science Teaching Steering Committee for the Chinese Ministry of Education.

David Sable, M.A., is a part-time faculty member teaching and conducting research in the Religious Studies Department and Continuing Education Division of Saint Mary’s University in Halifax, Nova Scotia, Canada. He is currently completing an Interdisciplinary PhD at Dalhousie University where he is studying the impacts of reflective practices on critical thinking in classroom and online modes. As a graduate of Columbia University Teachers College, David began his career in educational technology in New York working for Educational Design, Inc. and Responsive Environments Corporation. Later, David led a consulting team to develop an online performance evaluation and learning support system for supervisory training at Citibank International. David conducts workshops and serves as a consultant specializing in reflective management for business leaders and government agencies. His previous work appears in the published proceedings of the Association of Atlantic University Teaching Showcase (2004, 2008).

Robert Sanders is an Associate Professor in the Department of Leadership and Educational Studies at Appalachian State University, where he teaches in and serves as the program director for the library science program. Prior to this position, Dr. Sanders worked professionally as a teacher, media specialist, administrator, and instructional technologist. He is the past president of the Ohio Distance Learning Association and the League of Worlds, an international virtual world collaborative, and is currently a Fellow with the Carolinas Virtual World Consortium, a collaborative research and development effort between Appalachian State University and Clemson University focused 3D immersive learning environments for teaching and learning. Dr. Sanders’ current research is focused on the use of Action Learning pedagogy in these 3D virtual worlds and the symbiotic relationship that exists in the convergence of these two phenomena as it relates to our understanding of teaching and learning in these virtual environments.

Anne Scott is a senior lecturer in the School of Education at ACU National who is passionate about teaching. Anne commenced her career as a primary teacher and continues to seek ways to engage learners in authentic tasks to enhance learning. Her research interests involve the effective uses of Information Communication Technologies (ICT) for teaching and learning. For some time, Anne has been investigating ways of monitoring and promoting critical thinking with students in both primary and tertiary settings.

Ramesh C Sharma holds a PhD in Education in the area of Educational Technology. Currently he is working as Director (Distance Education) of Institute of Distance and Continuing Education, University of Guyana, South America. He has been a teacher trainer and has taught Educational Technology, Educational Research and Statistics, Educational Measurement and Evaluation, Special Education, Psychodynamics of Mental Health Courses. He specializes in Web 2.0 technologies and on-line learning. He is the co-Editor of ’Asian Journal of Distance Education‘ ISSN 1347-9008, (www.ASIANJDE.org). He has co-authored a book on Distance Education Research, co-edited a book entitled "Interactive Multimedia in Education and Training" and “Cases on Global E-Learning Practices: Successes and Pitfalls” (Co-Editor Dr Sanjaya Mishra, both from Idea Group, USA). He is also an Advisory Board
Member and author for the "Encyclopedia of Distance Learning" (four-volume set) released by Idea Group Publishing. He has also co-edited "Ethical Practices and Implications in Distance Learning" (2008) published from IGI-Global, USA.

Melanie Shaw has over ten years of educational experience ranging from classroom and graduate level teaching to counseling and administration. She is currently an Associate Professor and Lead Mentor of Instructional Leadership, Research, and Dissertation Courses at Northcentral University. She mentors graduate and post graduate learners in the School of Education, and serves as a dissertation committee member and chair. In addition, Melanie is an Education Consultant for the national healthcare staffing organization, Temps Inc. Melanie’s primary research interests include online teaching and learning, alternative teacher certification, curriculum, and traditional instructional practices. She is the author of the book, Alternative Teacher Certification: A Remedy for Teacher Shortages. She has also written numerous articles including, Instructional Strategies for Multiage Classrooms; Violence Prevention Group; Where in the World is Mr. Maraca?; Categorizing Music Using the Information Processing Model; and Baroque Composition Discovery.

Jane Spiro is currently Principal Lecturer running International and TESOL MA programmes at Oxford Brookes University. Her previous posts include: leading a BPhil TESOL programme for Mexican University teachers, an MA programme with Tilburg University, Netherlands and a British Council project in Poland; Assistant Director of Studies at Pecs University, Hungary; co-ordinator of the English Language Centre at Nottingham University; course manager of teacher training programmes in Switzerland. She has been consultant worldwide on projects in materials writing, test writing, curriculum development and creative writing and co-edited the journal Reading in a Foreign Language. She is the author of Creative Poetry Writing (2004) and Storybuilding (2007) with Oxford University Press and is a published poet and novelist with a research/teaching commitment to the connections between creative practitioner and educator. Her PhD on this subject was completed in 2008 and published in full online by the University of Bath.

Kim H. Song is Associate Professor of Division of Teaching and Learning at the University of Missouri-St. Louis (UMSL) in the United States of America. Kim has developed the Teaching English to Speakers of Other Languages (TESOL) program at UMSL, and has been teaching social studies methods and TESOL methods courses. She has made numerous presentations in national and international conferences. Major focus of her research includes content and language teaching for English language learners, reflective assessment using videotaping analysis, urban teachers’ beliefs, improving proficiency and instructional strategies for non-native speaking English language teachers, international language, academic literacy development and technology in teacher preparation program.

Charles T. Townley is professor of educational management and development at New Mexico State University. He is a visiting professor at Beijing Normal University where he served as a Senior Fulbright Lecturer in 1999 and 2006. Professor Townley has 40 years of experience in higher education administration and instruction. Dr. Townley teaches courses in leadership and educational leadership. He publishes regularly in educational management, comparative pedagogy, and library and information science. Dr. Townley received a Ph.D. in library and information science from the University of
Michigan, a masters’ degree in history from the University of California at Santa Barbara, and a masters’
degree in library science from the University of Oklahoma. He has served as Chair of the International
Federation of Library Associations Multicultural Section and on the accreditation board for library and
information science in North America. Recently, Professor Townley was named a distinguished alumnus
of the University of Oklahoma.

**Gwendolyn Y. Turner** is Associate Professor of Education at the University of Missouri-St. Louis
in the United States of America. Gwen has made numerous presentations and has conducted workshops
on literacy and teacher preparation at international conferences in Latin America, Europe, Africa, and
the Middle East. She has served as a literacy consultant for schools throughout the United States. Her
research and writings have focused on advancing literacy for learners, upgrading the knowledge and
skills of literacy teachers, preparing teachers for urban communities, motivating reluctant learners,
Scholar identities in teenage males, and adolescent literacy.

**Kelley Walters** has more than 20 years in the field of education. She has served as a teacher, el-
ementary principal, and language arts consultant and now teaches online courses while operating a
consulting company. She is currently an Associate Professor and Lead Mentor of Instructional Leader-
ship at Northcentral University. In addition to serving as dissertation chair and dissertation committee
member, she teaches courses in classroom management, school leadership, literacy, and research in
the School of Education. Her research interests include early literacy, word study, online teaching and
learning, and teacher leadership.