About the Contributors

Victor C. X. Wang, Ed.D., an Associate Professor, joined the faculty at California State University, Long Beach (CSULB) in 2002 and has been the credential coordinator of CTE and adult education from 2005 to 2010. Dr. Wang’s research and writing activities have focused on workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, cultural issues in vocational and adult education, distance education, human performance technology and curriculum development. He has published well over 100 journal articles, book chapters and books during his eight years at CSULB and has been a reviewer for five national and international journals. Currently he serves as the editor in chief of the International Journal of Adult Vocational Education and Technology. He has won many academic achievement awards from the universities in China and the United States, including the Distinguished Faculty Scholarly & Creative Achievement Award in 2009. Dr. Wang taught extensively as a professor in Chinese universities prior to coming to study and work in the United States in 1997. He has taught adult learners English as a second language, Chinese, computer technology, vocational and adult education courses, research methods, administrative leadership, human resource management and curriculum development for the past 21 years in university settings. Two of the books he has written and edited have been adopted as required textbooks by major universities in the United States, and in China. In addition, numerous universities worldwide including Howard University, Princeton University, Yale University, University of Chicago, Cornell University, UC-Berkeley and Rice University have cataloged his books and journal articles.

Bridget D. Arend, Ph.D., is the Research and Assessment Analyst at the Center for Teaching and Learning at the University of Denver. She teaches in the Morgridge College of Education and the University College Communication Department at the University of Denver. Her background includes teaching, evaluation, and faculty development work within both higher education and corporate environments. Her current research interests are centered on assessment and teaching strategies in distance and technology-enhanced environments.

Jim Berger, Ph.D., is an associate professor in the Department of Education Administration, Leadership, and Research at Western Kentucky University. He received his master’s degree and doctorate in Adult Education from the University of Georgia in Athens, Georgia. He is the program coordinator of the Master of Arts in Education in Adult Education program and currently serves on four editorial boards of national and international journals. He has published several articles and three book chapters and presents
regularly at national conferences. He is currently serving on two national boards for organizations related to adult education and has been elected as president for the 2010-2012 term of his state association. His current research interests are methodologies for effective instruction and the use of technology as a means to enhance learning within the classroom. His has received funding from local and state agencies to provide access to adult literacy services and General Education Diploma training for Hispanic individuals. He has served as a private tutor for thousands of undergraduate students in facilitating learning in over 40 classes.

Ernest W. Brewer, Ed.D., is a Professor of Educational Administration and Policy Studies and Principal Investigator/Director of Federal Programs at the University of Tennessee. Dr. Brewer has authored/co-authored over 100 books, book chapters, articles, monographs, and technical reports. He has received such awards as the Excellence in Teaching Award, the Outstanding Service Award from the IVETA, and the Outstanding Faculty Counselor Award from Kappa Delta Pi. His current research interests, that are frequently intertwined, include job satisfaction, occupational stress, and job burnout.

Royce Ann Collins, Ph.D., is an Assistant Professor of Adult Education in the Department of Educational Leadership at Kansas State University. She has 17 years’ experience in administration of higher education for adult learners with expertise in faculty development and adult learning.

Patricia Cranton, Ph.D., her primary research interests are in the areas of teaching and learning in higher education, transformative learning, and most recently, authenticity and individuation. She is currently a Visiting Professor of Adult Education at Penn State University in Harrisburg, Pennsylvania. Patricia Cranton’s most recent books include a second edition of Planning Instruction for Adult Learners (2000), Becoming an Authentic Teacher (2001), Finding our Way: A Guide for Adult Educators (2003), and the second edition of Understanding and Promoting Transformative Learning (2006).

Lesley Farmer, Ed.D., currently is a Professor at California State University Long Beach. Dr. Lesley Farmer has been coordinating their Librarianship program since 1999. She also taught and served as the external examiner for the University of Hong Kong’s library science program, as well as worked as a library professional in K-12 school, public, special and academic libraries. Dr. Farmer earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. She serves as the International Association for School Librarianship Vice President for Association Relations, helped edit their newsletter, and was selected for their research award. She edits the International Association of Library Association School Libraries Section Newsletter, and chaired the Education Division of Special Library Association. She has chaired the International Education SIG and the Gender Studies SIG for the Association of Library and Information Science Educators, and serves as treasurer for the Alpha Chapter of Phi Beta Delta (honor society for international scholars). Dr. Farmer presents regularly at national and international professional conferences. She has edited library journals, written twenty-four books and over a hundred articles and chapters; the most current books are titled Teen Girls and Technology (Teachers College Press, 2008) and Your School Library (Libraries Unlimited, 2009). Her research interests include information literacy, collaboration, assessment, and gendered educational technology.

John A. Henschke, Ed.D., is an Associate Professor of Adult Education at the University of Missouri-St. Louis, and Continuing Education Specialist at University of Missouri Extension. He is the Leader of
About the Contributors

Dr. James Henschke teaches graduate courses in AE and HRD in the face-to-face classroom, and in the online, virtual classroom. He is author of articles in national and international journals and books on the topics of adult learning, andragogy, corporate education, international and comparative adult education, higher education, and lifelong learning. He has chaired 40 completed doctoral dissertations, and has been a committee member of 35 other completed doctoral dissertations. Dr. Henschke has been President of the American Association for Adult and Continuing Education (AAACE). He is a member of the International Adult and Continuing Education Hall of Fame (IACEHOF) and serves on its Board of Directors. Dr. Henschke has been testing his adult education (andragogical) ideas around the globe since 1970, and has worked in AE and HRD in 16 countries. He has an Andragogy Website http://www.umsl.edu/~henschke/ and he may be reached at henschkej@missouri.edu.

E. Paulette Isaac, Ed.D., obtained her B.S.B.A. in Personnel Management from the University of Missouri-Columbia. She received an M.S. in Education with an emphasis in human resource development and an Ed.D. in Adult Education from Georgia State University and the University of Georgia, respectively. Dr. Isaac currently serves as the Chair of the Division of Educational Leadership and Policy Studies in the College of Education at the University of Missouri-St. Louis. She is an Associate Professor of Adult Education.

Kathleen P. King, Ed.D., is a Professor of Adult Education and Human Resource Development at Fordham University in New York City. Her research includes transformative learning, professional development, distance learning, new media, and diversity issues. Internationally recognized for her research, service, and contribution to the fields of adult learning, she is an award winning author, popular keynote and conference speaker, mentor, and private consultant (www.transformationed.com).


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

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

Mary C. Ware, Ph.D., is a Professor of Education in the Department of Foundations and Social Advocacy at State University of New York—College at Cortland. A native of Virginia, she has degrees from Westhampton College, University of Richmond (VA) (B.S.) and Syracuse University (M.S. and Ph.D.). Her terminal degree is in Instructional Design, Development and Evaluation. In the last ten years, she has been active in developing hybrid courses and teaching online. She has collaborated with her colleague, Dr. M. Stuck on many presentations and publications regarding instructional design and improvement of instruction.