About the Contributors

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.

T. Volkan Yuzer 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.

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 MA Ed. in Tests and M.Ed. in Guidance and Counselling with a special focus on Online Counselling. He is a PhD student in Guidance and Counselling in the same department. 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.
Grace Modupe Adebo is a female lecturer of the Department of Agricultural Economics and Extension Services, Faculty of Agricultural Sciences of the University of Ado - Ekiti, Nigeria. She obtained a Bachelor of Science and Education in August 1990, in the then Bendel State University, Ekpoma and now Ambrose Ali University, Ekpoma, Masters of Technology (Agricultural Extension) in February 1997, and Doctor of Philosophy (Agricultural Extension) in September, 2004 at the Federal University of Technology, Akure respectively. She is involved in Teaching, Research and Training of students in her department. She is a Rural Sociologist and Gender Specialist. She is a member of various Associations among which are; Society for International Development (SID), Third World Organization of Women in Science, (TWOS). She is the current Treasurer of the Nigeria Rural Sociological Association, and Secretary of the Children and Youth in Agriculture programme in Nigeria. She is an associate editor of a Multidisciplinary Journal of the National Research and Development Network of Children and Youth in Agricultural Programme, Nigeria.

Blessing F. 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.

H. Prentice Baptiste, Jr. is a Professor in the College of Education at New Mexico State University, in Las Cruces, New Mexico, USA. His research interests include the conceptualization of multicultural education, the process of multiculturalizing educational entities, and culturally diversifying science and mathematics instruction. His most recent research interest is centered on the U.S. Presidents and social justice and the role of instructional technology and its effect on scientific literacy among students of color. He has authored or edited six books, as well as numerous articles, papers, and chapters on multicultural education and science education. He works extensively with urban and rural schools and school districts in designing and implementing comprehensive diversified and multicultural plans. He has presented papers and conducted workshops in Nigeria, Egypt, Germany, Jamaica, Morocco, and the Netherlands.

Warren J. Blumenfeld is an Associate Professor in the Department of Curriculum and Instruction at Iowa State University in Ames, Iowa, USA. He specializes in the fields of Multicultural and International Curriculum Studies and Queer Studies. His authored and edited books include: Investigating Christian Privilege and Religious Oppression in the United States; Readings for Diversity and Social Justice; Homophobia: How We All Pay the Price; and Looking at Gay and Lesbian Life.

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
About the Contributors

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.

Rudolfo Chávez Chávez is a New Mexico State University Regents Professor within the Department of C & I where he has worked for 20 years. He teaches curriculum, foundations, and critical multicultural education courses at the graduate and undergraduate levels. He has edited books, written chapters and articles in the areas of bilingual education; critical multicultural teacher education; and narrative theory/critical pedagogy. He has given presentations, papers, and keynotes within many diverse venues. Currently he continues to focus in teacher education, critical theory and pedagogy, and more recently critical race, Lat/Crit, and Neo-Marxist scholarship within critical multicultural curriculum and border pedagogy.

Amelia W. Cheney is an assistant professor in and program coordinator of the Instructional Technology program at Appalachian State University. Her experience includes more than thirteen years in K-12 education, including work as a high school teacher and CTO for two school districts in North Carolina. She received her Bachelor of Arts and Master of Arts in Education from Wake Forest University, and her EdD from Appalachian State University. She is part of a group which provides teaching and learning experiences in AET Zone, an award-winning 3D virtual world in use for almost ten years. Her current research interests include constructivist teaching and learning in immersive worlds, along with the affordances of these environments for collaboration and the building of communities of practice. She can be contacted at cheneyal@appstate.edu.

Lee Christopher is the eLearning Director at Arapahoe Community College and also an Arapahoe Community College instructor. Lee has a BA in Philosophy from Loretto Heights College, an M.Ed from Tulane University, and a M.F.A in Writing and Poetics from Naropa University. Lee is currently completing her doctoral studies at Capella University. Lee’s latest publication is a chapter with Brent Wilson, “Hype versus Reality on Campus: Why eLearning Isn’t Likely to Replace a Professor Any Time Soon.” In The E-Learning Handbook, Carliner and Shank, eds. Pfeiffer, 2008. Lee enjoys teaching writing and training faculty and students. Her research interests include instructional design in distance education, digital storytelling, and transformative learning.

Christine Clark is Professor of Curriculum and Instruction, Senior Scholar for Multicultural Education, and Founding Vice President for Diversity and Inclusion at the University of Nevada, Las Vegas. Clark was a Fulbright Senior Scholar at La Universidad Autónoma de Ciudad Juárez in México, and at La Universidad Rafael Landívar in Quetzaltenango, Guatemala, where she conducted research with graduate students on the theme "Violencia en Espacios Escolares" (Violence in Schools). Clark has a three-tiered research agenda that focuses on: (1) white antiracist identity development and multicultural teacher education preparation; (2) the prison industrial complex and implications for urban educational leadership; and, (3) multicultural curriculum transformation in P-12 and higher education across disci-
About the Contributors

plines. Clark is on the Editorial Board of Multicultural Perspectives, the journal of the National Association for Multicultural Education (NAME). Clark is also the Associate Editor for the Higher Education section of Multicultural Education.

Teresa Coffman is an associate professor of education at the University of Mary Washington in Fredericksburg, Virginia, USA. She teaches graduate courses in curriculum and instruction, foundations of education, and instructional technology. Her research interests revolve around enhancing education through the use of technology and the effective design of instruction to engage students in the process of learning. Her background includes experience in K-12 education and administration as well as corporate training and consulting. She holds a Ph.D. in education with a concentration in instructional design. Her book, Engaging Students through Inquiry-Oriented Learning and Technology, encourages practicing teachers to integrate technology into their curriculum using inquiry learning.

Ruth Gannon-Cook is an Assistant Professor at DePaul University, School for New Learning in Chicago, Illinois, United States. She received her Ed.D. from the University of Houston, College of Education, Curriculum and Instruction with an Emphasis in Instructional Technology (2003). She also received a Certificate for Advanced Studies from Queens College, Cambridge University, United Kingdom with an emphasis in Change Diffusion and Technology Integration. Her master's and undergraduate degrees are both from Loyola University, New Orleans, Louisiana. She currently serves on the Board of Trustees for the Cordell Hull Foundation for International Education, New York, and has served as discussion panel chair at international conferences, such as CELDA in Rome, Italy (2009), and the American Educational Research Association. She can be reached at rgannonc@depaul.edu

Mustafa Yunus Eryaman is the vice president of Turkish Educational Research Association and Assistant Professor in the Department of Elementary Education, Canakkale Onsekiz Mart University. He has been serving as a council member in the European Educational Research Association and World Education Research Association. He received his M.Ed. from University of Missouri-Columbia and his Ph.D. from the University of Illinois at Urbana-Champaign. He is the author of Teaching as practical philosophy, VDM Verlag Dr. Müller 2008, and editor of Peter McLaren, education, and the struggle for liberation, Cresskill, NJ: Hampton Press., 2009.

Maria Fragaki is an educator and pedagogical expert in educational technology projects at the Research Academic Computer Technology Institute (RACTI). She received her BSc in Elementary Education, her MSc in ICT in Education and her PhD, on scholarship from the State Scholarship Foundation (IKY), in pedagogical ICT applications in the school classroom, from the University of Athens. She has extensive research experience in the integration of ICT in Education, in teacher training in ICT and in the pedagogical use of educational software in-class. She has worked for several years as an elementary school teacher; at the Pedagogical Institute as a pedagogical expert in teacher training and evaluation issues; as a teacher trainer for ICT in Education at the Universities of Athens and Patras; at the Hellenic Open University, supervising diploma theses, for the graduate program: Studies in Education. She has participated in many national and EU funded projects as a pedagogical expert, supervisor and coordinator. She is the author of 1 book, chapters in 5 books, has published 25 research papers and 12 studies in the field of ICT in Education, in Special Education and in Distance Learning. She has designed and developed 11 educational software packages.
**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.

**Kathy Guthrie** is an Assistant Professor in Educational Leadership and Policy Studies at Florida State University where she coordinates the Undergraduate Certificate in Leadership Studies and teaches in the Higher Education Program. Before joining Florida State University, Dr. Guthrie served as a Clinical Assistant Professor in Experiential and Service-Learning Programs at University of Illinois at Springfield, as well as spending several years as a student affairs administrator. Dr. Guthrie’s interests and areas of expertise focus on development of leadership skills and responsible citizenship in undergraduate students. Her current focus is on learning outcomes in relation to reflective teaching and learning through curricular and co-curricular pedagogies.

**Mirac Banu Gundogan** is an Industrial Designer and instructor in the Computer Education and Instructional Technology Department of Middle East Technical University, Turkey. She has started her career by working on hands on Science Center exhibits and has realized the establishment of the first science center in Turkey; Altınpark Feza Gürsey Science Center in 1993. Focusing further on the development, implementation and management of instructional design projects regarding interactive science education, she has developed the bilimce group (may be translated to English as ‘the language of science’) and has managed many science school and science camp projects. While transferring the activities of bilimce to the web, she experienced issues on distance education and to study in depth, she started the Distance Education PhD program at Anadolu University, Turkey. She is continuing studying online learning, focusing on usability and sustainability issues.

**Binod Gurung** is a Ph. D. candidate in Curriculum and Instruction specializing in learning technologies. He has spent more than a decade in the field of teaching and school administration in K-12 setting in Nepal. He currently teaches learning technology classes and teachers’ leadership classes for pre-service teachers. His research interests include critical techno-cultural studies in general and Web-based technologies as a social constructivist tool in particular. Currently, he is completing his dissertation at a technology-intensive alternative high school where he is working toward formulating a theory of alternative intelligence that challenges the conventional modes of normative-cognitive-based intelligence by converging socio-cultural, cognitive, collaborative, and mediated aspects of learning with the advent of current technological advancements including Web 2.0/semantic web and other forms of technologies.

**Mary Beth Klinger** is a professor of business and economics at the College of Southern Maryland in La Plata, Maryland, USA. She teaches undergraduate courses in organizational behavior, leadership,
business, management, marketing, and small business management. Her research interests include the use of multi-user virtual worlds in the classroom to provide application in learning and real world meaning. Specifically she is interested in advancing application within global business and management, leadership and innovation in entrepreneurial firms, and knowledge management and strategy. She has experience working in government, private industry, and consulting. Her academic credentials include a Ph.D. in organization and management, a Master’s in international management and an MBA.

**Shalin Hai-Jew** works as an instructional designer at Kansas State University. She also teaches for WashingtonOnline, in Washington State. She has BAs in English and psychology, and an MA in English, from the University of Washington, which she entered at age 15. She has a doctorate in Educational Leadership (with a focus on Public Administration) from Seattle University (2005), where she was a Morford Scholar. She has worked for private industry, higher education, and non-profit organizations during her career.

**Mary S. Jackson** is a full professor at East Carolina University in Greenville, North Carolina USA. She graduated from Case Western University in Cleveland, Ohio with degrees in Master of Social Science Degree (MSSA) and social welfare (Ph.D.). She received her criminal justice (MSCJ) degree from Boston University. Additional education has been at the University of Manchester, Manchester, England (study of urban towns) and Boston University (study of substance abuse). She is the author and co-author of three books and numerous journal articles. Her research areas of interest are juvenile justice/delinquency, substance/use abuse and issues related to social justice.

**Heather M. Jackson** earned her medical degree from Ohio University, and completed a fully accredited residency in Family Medicine at Providence Hospital in Southfield, Michigan. She is board certified in Family Medicine and Osteopathic Manipulative Medicine, and has a particular interest in the care of women and children. She is an advisory board member at the Kaplan Career Institute, which trains new medical assistants, and provides career guidance to the graduates. Dr. Jackson volunteers with the Detroit Youth Outreach Program, the Oak Park Public Health Projects, and has completed research in the areas of women’s health, and public health policy. She has organized several programs in her community to raise awareness of breast cancer. Dr. Jackson is a member of the medical staff at William Beaumont Hospital in Royal Oak, Michigan, a leader in health care.

**Figen Kilic** is an assistant professor in Faculty of Education at Mersin University, Turkey. She graduated from the Department of Educational Sciences at the Faculty of Education of Anadolu University. She took her master degree in the Program Development in education and took on her PhD degree at Cukurova University. Her research interests focus on curriculum development and content arrangement as well as concept and generalization teaching. She has got a lot of studies which has been published about distance education, teacher education, and arrangement content.

**Colin Latchem** is an Australian researcher and consultant in open and distance learning. He was formerly head of the Teaching Learning Group at Curtin University in Western Australia, President of the Open and Distance Learning Association of Australia and a member of the Open Learning Australia program committee. He has worked mainly in UK and Australian higher education but has also consulted and held visiting professorships in East and West Asia, the South Pacific, the Caribbean and
About the Contributors

Africa. He has co-authored and co-edited six books: Distance and Blended Learning in Asia, Leadership for 21st Century Learning: Global perspectives from educational innovators, Staff Development for Open and Distance Learning, Teacher Education through Open and Distance Learning, Telecentres: Case studies and issues, and Interactive Multimedia: Promise and practice and numerous chapters and journal articles. In recent years he has delivered invited addresses at conferences in Saudi Arabia, Turkey, China, Hong Kong, Japan, South Korea, Taiwan, the US and the Caribbean. He is Asia-Pacific Corresponding Editor for the British Journal of Educational Technology and an editorial board member of other international journals.

Antonis Lionarak is a Greek national, currently Associate Professor of Open and Distance Education at the Hellenic Open University, School of Humanities and has been a tutor – counselor at the Open University / United Kingdom. He was a member of the Governing Board of the Institute of Continuing Adult Education and founder, as well as president of the Hellenic Network of Open and Distance Education. He was member of the planning Committee for the development of the Hellenic Open University and member of the Implementation Unit for the development of the institution. Since 2003, he is the editor-in-chief of the international Journal ‘Open Education – the journal for ODL and Educational Technology’. Every two year he is organizing an international conference for open and distance learning in Greece (ICODL) with hundreds of participants from all over the world. He has contributed to writing chapters in 22 books about distance learning. He is in charge of several research projects and member of the Global Advisory Council (GAC) of The Observatory on Borderless Higher Education. He was invited to present his work in several countries, such as France, Iceland, Bulgaria, Turkey and Japan.

Holly McCracken is the Director of Online Programming for the College of Liberal Arts and Sciences at the University of Illinois Springfield where she oversees academic support provision for web-based programs, including student recruitment, outreach, and other capacity-building activities. She has taught at both the undergraduate level (in a variety of programs focusing on non-traditional learning, including applied studies, liberal studies, and prior learning assessment) and at the graduate level (in the areas of training and performance improvement, adult and post-secondary education, and business) in both media-based and on ground learning environments. Additionally, McCracken is a faculty member at Capella University where she teaches web-based undergraduate courses in the School of Business. Her areas of expertise and interest include adult, continuing, and post-secondary education, particularly as applied within experientially-based programming.

Vardan Mkrttchian was born on 18th February 1950 in Yerevan, Republic of Armenia. Dr. Vardan Mkrttchian worked at All Armenian Internet University of HHH Technology Incorporation. In his professional life now as a Stock Market Analyst and Trader at HYECORP PTY Ltd. Financial company and Chief Executive - Rector of HHH University. He started his professional career as Lecture – Department of Electrical, Electronic and Microprocessor Apparatus, Faculty of Electrical Engineering, State Engineering University of Armenia, Yerevan. Research areas is Sliding Mode Control Thermal Systems, Renewable Energy Resources, Distance and Online Education, Stock Market Analysis. He has 250 publications, including 22 patents and 5 books. Research Experience and Field of Special Interest is Control theory & applications & software, the solar systems control and automation, Fiber Bragg Gratings sensor applications, Computer-integrated enterprises, Management, Organizational factors & Cultural aspects in Information and Communication technologies, Design on online courses. He is
the author of HHH Technology for Distance and Online Education which is protected by Patents of Australian Federation.

Peter J. Nelsen was a high school English teacher, adventure educator, and alternative high school director before earning his Master's degree in experiential education and then his PhD in philosophy of education at the University of New Hampshire. As an assistant professor at Appalachian State University in North Carolina, he teaches courses in the social and philosophical foundations of education. His current academic interests include pragmatism, social justice and the moral dimensions of schooling. He is enjoying his most recent adventure as a new dad. PJ can be contacted at nelsenpj@appstate.edu.

Jennifer J. Neakrase is currently finishing her doctorate degree in Science Education under Dr. Julie A. Luft at Arizona State University-Tempe. Prior to working on her doctorate, she received a Master of Science degree in Physics from Arizona State University-Tempe, and a Bachelor of Science degree with honors in Astrophysics from Indiana University, Bloomington, IN. Most recently she has worked with Dr. Luft on a National Science Foundation study of beginning science teachers, where she focused on the pedagogical content knowledge and practices of in-field and out-of-field Physics teachers. She has presented her research at national conferences, including the American Association of Physics Teachers, the National Association for Research in Science Teaching, and the American Educational Research Association. Recently she accepted a shared assistant faculty position with New Mexico State University in the departments of Curriculum and Instruction and Physics.

Felix Kayode Olakulehin is a Research Fellow in the Regional Training and Research Institute for Open and Distance Learning, National Open University of Nigeria. He has Bachelor's degree in Social Studies from the Obafemi Awolowo University, Ile-Ife, Nigeria; M.Ed in Educational Management from the University of Ibadan. He also has Postgraduate Diploma and Master of Arts degrees in Distance Education from the Indira Ghandi National Open University, India. He was awarded a Rajiv Ghandi Fellowship in Open and Distance Learning by the Commonwealth of Learning, Canada (2005-2008); A Scholar of Africa Higher Education Collaborative (AHEC), a programme of the Council for International Exchange of Scholars Washington. He holds membership of the Global Research Management Network (GRMN); African Council for Distance Education (ACDE); and European Association of Science Editors (EASE).He serves as Production Editor, West African Journal of Open and Flexible Learning (WAJOFL) and reviewer, Educational Research and Reviews (ERR).

Bamidele A. Ojo received his BSc in Political Science and MSc in International Relations from the University of Ife(now OAU), Nigeria and his Mphil and PhD from the University of Bordeaux 1, France and LLM International Law from the University of Nottingham, England. A Fulbright Senior Scholar (2001-2002), University of Lagos, Nigeria, he is actively involved in Nigerian politics. Prof. Ojo contested elections in Nigeria and was appointed Chairman, Governing Council, Michael Imodu National Institute for Labor Studies. Nigeria(2005-2006) by former Nigerian President Obasanjo

Ashley N. Ryan is currently working on her doctorate degree in Multicultural Education with a minor in Higher Education under Dr. H. Prentice Baptiste at New Mexico State University, Las Cruces, NM. Prior to working on her doctorate, she received a Master of Arts degree with honors in Communication Studies from New Mexico State University, and a Bachelor of Arts in Communication Studies from
About the Contributors

New Mexico State University. Ashley has been involved in ESL/ELL education as a College Instructor, where she worked with students from around the world. Most recently she has worked with Dr. Eric L. Morgan on a study of Interethnic couples and the revelation of their relationship to family.

Kay Kyeongju Seo is an Assistant Professor of Instructional Design and Technology at the University of Cincinnati. Seo earned her Ph.D. in instructional technology from Utah State University. Her research interests revolve around socio-cognitive development in online immersive virtual environments, multimedia-assisted problem-driven instruction, constructivist approaches to educational simulations and microworlds, and student interaction in computer-mediated communication.

Elsie Szecsy is a research professional in the Mary Lou Fulton Institute and Graduate School of Education, Arizona State University. Dr. Szecsy has developed curriculum for middle and high school languages other than English, as well as for innovative approaches to graduate study in educational administration that integrate information and communication technologies into their design. She has taught courses in curriculum and assessment, philosophy and history of education in the United States, and research and evaluation in education at the undergraduate and graduate levels. Her current areas of interest include innovative practice in educational administration and leadership; and technology-mediated learner-centered professional development designs for educators and researchers. Additional research interests include intersections between language and globalization in education and language and equitable access to educational opportunity. Dr. Szecsy is proficient in Spanish and German.

Dana Tindall is the Associate Director for Learning Environments at Xavier University in Cincinnati, Ohio. He works in the area of faculty development particularly with the implementation of successful online pedagogical strategies. His research interests are in online learning, and the use of simulation and game strategies combined with use of online social communication tools.