About the Contributors

Patricia Randolph Leigh is Associate Professor of Curriculum & Instruction and is affiliated with the Center for Technology in Learning and Teaching in the College of Human Sciences at Iowa State University. Dr. Leigh also provides leadership to the George Washington Carver Academy, a university undergraduate scholarship program. She teaches courses in the areas of educational foundations, multicultural education, and instructional technology, in which she embeds her social justice and equity scholarship. Dr. Leigh’s research is also informed by this expertise as she focuses on the impact of historical discrimination on technology equity in the digital age, the equality of educational opportunities historically afforded underserved children, and the impact that economic discrimination and residential segregation has had upon the public schooling of ethnic/racial minority children in the U.S. Dr. Leigh’s more recent work centers on globalization and social justice, particularly issues affecting those in the Africa Diaspora.

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Francesco Amoretti is Professor of Political Communication, and of E-democracy and E-Government Policies, University of Salerno, Graduate Degree Course in Communication Science. Since 1999 he has been a member of the Directive Committee of the Political Communication Review. He has published journal articles in several areas, including social policies, administrative reforms, and mass media and political systems. Currently his interests focus broadly on new technologies and politics – e-democracy and e-government - communication policy, European public space, and cyberspace. Recent publications are in the Encyclopedia of Digital Government, Encyclopedia of Information Science and Technology, and in a issue of Review of Policy Research. He is also editor of the volume “Electronic Constitution: Social, Cultural and Political Implications” (Hershey, IGI Global Publications, 2009).

J. Herman Blake is the inaugural Humanities Scholar in Residence at the Medical University of South Carolina. He served as founding Provost of Oakes College at the University of California, Santa Cruz, and President of Tougaloo College in Mississippi. He was also the Eugene M. Lang Visiting Professor for Social Change at Swarthmore College; Vice Chancellor for Undergraduate Education at Indiana University Purdue University Indianapolis; and Director of African American Studies at Iowa State University. He is Professor of Sociology-Emeritus at Iowa State University. His research focuses on minority students in higher education; urban militants in the African American community and social change and community development in rural and urban African American communities. His publications
include the book *Revolutionary Suicide*, the autobiography of Huey P. Newton, and founder of the Black Panther Party for Self-Defense. He has been awarded six honorary degrees and two presidential medals.

**Niki Davis** is Professor of E-Learning at the University of Canterbury College of Education, New Zealand and the director of the e-Learning Lab, with current research projects including online education, and e-learning for adults with needs in literacy, language and numeracy. She is an international leader in information and communication technologies (ICT) in teacher education and distance education, plus related organizational change with an ecological perspective. Sought by UNESCO, European Commission, national agencies, companies, scholarly societies and institutions for her expertise, Niki has hundreds of publications. Niki is a very recent immigrant to New Zealand from Northern Ireland by way of the UK and USA. She has decades of teaching and research experience in secondary and tertiary education. In 2009 Niki became the inaugural coordinator of New Zealand Collaborative Action and Research Network (NZCA&RN), which is linked within both CARN and NZARE.

**Janinka Greenwood**'s research grows out of her work as a teacher and teacher educator and as an artist. Therefore it is based in a group of interconnected areas: education, theatre and the intercultural space where these take place. Some projects have been sited in one or more of these separate areas, and she also keenly interested in where they overlap and impact one another other, and in the ways in which they may inform each other in extending our conceptualisations of aesthetics, semiotics, scholarship and knowledge. Research work in the fields of theatre, drama in education, critical literacies, education and cross-cultural perspectives have also lead to further examination of particular methodologies such as practitioner research, action research creative work, and to epistemological questions about the cultural locatedness of knowledge including Māori and indigenous perspectives.

**Lynne Harata Te Aika** leads the School of Māori, Social and Cultural Studies in Education. Her research interests are primarily in the area of Maori education, including all aspects of te reo Maori, bilingual and immersion education from birth, early childhood and compulsory schooling to tertiary and lifelong learning. She is also interested in indigenous education and providing for the needs of diverse learners. She has led and been involved in Ngai Tahu tribal education and te reo initiatives over the past ten years. She is also involved in pan-tribal education initiatives at the local, regional and national level as well as developing links with indigenous communities in Pacific Rim countries.

**Jill Jameson**, Director of Research & Enterprise, University of Greenwich; Chair SRHE Conference 2010, Co-Chair, ALT-C 2008; Director JISC eLIDA CAMEL; Director JISC eLISA, Convenor SRHE HE-FE Network; AACE Journal Editorial Board; E-LEARN, BERA, BELMAS & ALT-C presenter; Biographee, Marquis Who’s Who in the World; Special Editor, BJET (2006) & Alt-J (2000).

**Elizabeth Langran** has been an assistant professor and director of the Educational Technology program in the Graduate School of Education and Allied Professions at Fairfield University since 2006. She received her Ph.D. in Instructional Technology and a certificate in International Leadership in Educational Technology from the University of Virginia after nine years teaching middle and high school social studies, French, and English as a Second Language and two years teaching English at a Moroccan university as a Peace Corps volunteer. At Fairfield University she is engaged in research and partnerships with schools in Nicaragua, India, Senegal, Kyrgyzstan and Kazakhstan.
**James C. McShay** currently directs the Office of Multicultural Involvement and Community Advocacy and teaches courses in Leadership and Identity Development within the College of Education at the University of Maryland, College Park. He is the former director of undergraduate education for the Department of Curriculum and Instruction at Iowa State University, USA. During his tenure at ISU, he taught courses in multicultural education, ethnicity and learning, and antiracist education. His research has a special focus on how technology can be used to support liberatory pedagogies in K-16 education. His work can be found in the Journal of Multicultural Perspectives; Multicultural Education and Technology Journal; Contemporary Issues in Technology and Teacher Education; and Critical Multiculturalism: From theory to practice.

**Emily L. Moore**, Ed. D, is professor at the Department of Health Sciences and Research as well as Director of the Master in Health Administration (MHA) - Global program in the College of Health Professions, Medical University of South Carolina. She is Professor Emerita in the Department of Educational Leadership and Policy Studies, Iowa State University. She served as Provost and Vice President of Academic Affairs at Dillard University in New Orleans, Louisiana. She has also served as Vice-President of Academic Affairs and Dean of Faculty at Concordia University and Professor of Educational Leadership and Policy Studies at Iowa State University. She is President of Scholars for Educational Excellence and Diversity Inc., a higher education consulting firm. Her research interests include health education intervention in HIV/AIDS in sub-Saharan Africa, China and rural populations in the Sea Islands of South Carolina; Health Behaviors among the rural Black elderly; current issues in global health and high education.

**Thalia M. Mulvihill** currently serves as a Professor in Higher Education and Social Foundations of Education, and the Asst. Dept. Chair/Director of Doctoral Programs in the Dept. of Educational Studies at Ball State University’s Teachers College. Dr. Mulvihill holds a Ph.D. in Cultural Foundations of Education and Curriculum from Syracuse University, an interdisciplinary degree with a focus in History and Sociology of Education/Higher Education and a Concentration in Gender and Education Studies. Her research agenda focuses on the history and sociology of higher education with a focus on women and gender issues. Some areas of special interest include critical theory and pedagogies that focus on democracy and social justice issues, and internationalizing the curriculum for educators.

**Fortunato Musella** has a Ph.D. in Political Science at the University of Florence, with a dissertation thesis dedicated to the Italian regional governments, and he is currently researcher at the University of Naples. His main research interests embrace a) The study of government, b) Elections and personalization of vote, c) New technologies and politics. His recent publications include the volume “Governi monocratici. La svolta presidenziale nelle regioni italiane” (Bologna, il Mulino, 2009), as well as several articles and book’s chapters appearing in Quaderni di Scienza Politica, Quaderni dell’Osservatorio Elettorale, Polis, Comunicazione Politica. Recently he has contributed to the volume “Electronic Constitution: Social, Cultural and Political Implications” (Hershey, IGI Global Publications, 2009).

**Gary Michael Tartakov** is social historian and comparativist specializing in the visual arts and design of South Asia and the European and American tradition. He is a Professor Emeritus of Art and Design at Iowa State University. He has been working in and around India since 1963. Beginning with the temple culture of the ancient period he has moved in recent years through studies of Orientalism, and
the impact of European and American scholars on the study of India, to a concentration on contemporary visual imagery in India concerned with the portrayal of Dalits and with Dalit uses of visual imagery. Samples of this later work can be seen in his essay “Why compare Dalits and African Americans? They are neither unique nor alone” in B. Natraj & P. Greenough (Eds.), Against stigma: Studies in caste, race and justice since Durban (Hyderabad: Orient Black Swan, 2009) and the forthcoming volume Dalit Art and Visual Imagery.

**P. Thirumal** is a cultural theorist at the Department of Communication, University of Hyderabad. He has been writing and researching in the area of social and cultural history of media in India. Further, he has been associated with Dalit movements in the country. Thirumal’s doctoral work engaged with the formation of the regional community and the imbrication of the region in the print culture that it produced during the post-colonial period. He has been teaching history of languages, literary cultures and media for post graduate students for over a decade now. Thirumal started his career at the Centre for Science and Technology Communication, Pondicherry University. Apart from designing courses, he was closely involved in popularization of science through Non Governmental Organizations. It was at his initiative that the special paper on Science and Communication was introduced at Department of Communication, University of Hyderabad.

**Sunnie Lee Watson** is an Assistant Professor in the Department of Educational Studies at Ball State University. She received her dual major doctorate in Educational Policy studies with a concentration in International and Comparative Education, and Instructional Systems Technology at Indiana University, Bloomington. She has worked as a high school teacher of English as a Second Language in South Korea and in human resources development for various Fortune 100 companies. Some of her research interests include, Critical Systems Theory for educational change and research, internationalization of K-12 education through virtual schooling, the creation of learner-centered environments for marginalized and disadvantaged students, and international technology policies for digital equity and social justice.