About the Authors

Andrea Edmundson, PhD, (educational technology) is the CEO of eWorld Learning (www.eWorldLearning.com), USA, which provides educational and consulting services for corporations, online universities, and other educational organizations that are expanding their e-learning investments beyond local markets. She has been an educator, corporate trainer, business owner, and consultant for 20 years, working in more than 15 countries throughout Africa, Eastern Europe, Asia, the Pacific, and the Caribbean. She was also the professional development manager of a multinational medical software company, responsible for training and educating 1,200+ employees in five countries, as well as clients, extensively using educational ICTs. Her research and work led her to publishing the book, *Globalized E-Learning Cultural Challenges*. Her expertise in educational technology, adult learning, training, and international development make her uniquely qualified to guide eWorld Learning towards its mission: promoting global convergence through e-education by facilitating increased access, equitable learning outcomes, and better technical education for all online learners.

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Datta Kaur Khalsa, PhD, is a long-time educator, educational technologist, teacher trainer and core faculty for California State University’s East Bay graduate program in online teaching and learning. She also owns her own business, Khalsa & Associates, which develops curriculum for educational programs, conducts research focusing on ESL, social computing, online communities, virtual teamwork as well as the policy, training and organizational structure related to application of cross-cultural communication to multidisciplinary K-12 curriculum. Her publication titled include Support for Global Project Based Learning: U.S. Teacher Motivation, Online Training, Virtual Teamwork, Trust and Identity (2005), Online Learning Teams: Impact of Socio-Cultural Dimensions (2005), and Breathing Heritage and Equality into the Curriculum (2005).

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Katherine Watson teaches French, English, linguistics, anthropology, and English as a second language. She did undergraduate work at Mount Holyoke College and California State University, Fullerton, receiving degrees in anthropology and French; graduate work led her to Indiana University, the Université d’Aix-Marseille, the University of Connecticut, and Nova University, specializing in zoosemiotics and French linguistics, theoretical linguistics and applied linguistics; historical linguistics, prosody, and metrics, and the acquisition and loss of language comprised her various thesis topics. Recent publications include papers on secondary language acquisition, learning among older adults, and online learning, generally concentrating on French and English. Dr. Watson has remained active in translation and interpretation as well; she served as an interpreter-trainer and an interpreter for the United States Olympic Committee and for the World Cup Organizing Committee, and her literary translations of the Marquis de Sade’s political and philosophical works are to be published shortly.

Rita Zaltsman, PhD, has worked for years in education, both in the private and academic sectors. After settling down in Germany, she graduated from Reutlingen Technical University and worked in a software firm in Stuttgart. Both interests, teaching and computers, led her to The State University of West Georgia (USA) where she specialized in distance learning instruction. Her dissertation theme was: “Conflict Paradigm in Cross-Cultural Distance Learning Settings.” She is a freelancer, currently developing e-learning courses on cross-cultural communication for the International Center of Modern Education in Prague, Czech Republic, publishing articles on e-learning issues and contributing to German and international conferences. Her main research interests are Web-based discourse analysis, cross-cultural e-learning, conflicts in e-learning communities and psycholinguistics.