About the Contributors

**Stephanie Huffman** is an Associate Professor in the Department of Leadership Studies at the University of Central Arkansas. She earned her EdD in Educational Leadership from Arkansas State University. She also holds an MS in Library Media and Information Technologies and a BSE in Vocational Business Education. She currently serves as program coordinator for two graduate programs (MS in Library Media and Information Technologies and MS in Instructional Technology) and as Director of Distance Learning for the College of Education. Her research interests include distance learning, technology planning and leadership, literacy, technology integration. She is an active member in the American Association of School Librarians, Association for Educational Computing and Technology, and the International Reading Association. Last year she was named Technology Leader of the Year by the Arkansas Association of Instructional Media.

**Shelly Albritton** is an Associate Professor at the University of Central Arkansas in the Department of Leadership Studies. She earned her Doctor of Philosophy degree in the Department of Educational Leadership and Research of the College of Psychology and Education from the University of Southern Mississippi, Hattiesburg, Mississippi. She was a teacher and a school leader in public schools for many years and now teaches graduate students who aspire to be school leaders. She is dedicated to providing her students with excellent teaching and learning experiences in distance learning environments. Albritton’s research interests include school leadership issues, parent involvement, and distance learning. She is a Certified Blackboard Trainer and has served as a Blackboard Exemplary Course Program Reviewer.

**Barbara Wilmes** is an Associate Professor of Education in the Department of Early Childhood and Special Education at the University of Central Arkansas. Wilmes holds a BS and a MS from the University of Minnesota-Mankato and a PhD from the University of Nebraska-Lincoln. She taught in P-12 schools in Minnesota and university level courses in Missouri, Nebraska, Georgia, Iowa and Arkansas. Wilmes served as Director of Education for the Seminole Tribe of Florida developing several programs and supervising the development of a tribal language program. She was instrumental in building and developing three tribal libraries with up-to-date computer equipment. Her research interests include environments that support university students’ learning, including technological/electronic environments and reading. Wilmes is the parent of four adult children.

**Wendy Rickman** is an Assistant Professor at the University of Central Arkansas. She teaches a variety of courses in both the Library Media and Information Technologies Graduate program and the Instructional Technology Graduate program. Rickman has a Master’s of Science in Library Media and
Information Technologies from the University of Central Arkansas and earned her doctorate in Educational Leadership from Arkansas State University. With over 6 years of experience in K-12 education, Rickman has an incurable interest in technology, instructional integration, and censorship issues.

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Kay Bishop is an associate professor at the State University of New York at Buffalo, where she currently serves as Director of the Online MLS Program. Bishop teaches both online and face-to-face courses in school library media and youth services. She has also been a faculty member at the University of South Florida, the University of Kentucky, the University of Southern Mississippi, and Murray State University. Bishop has over 20 years of experience as a school library media specialist at a variety of grade levels. She is the author of numerous articles, two books (The Collection Program in Schools: Concepts, Practices, and Information Sources, Libraries Unlimited, 2007 and Connecting Libraries with Classrooms: The Curricular Roles of the Media Specialist, Linworth, 2003), and the co-author of two other books (Staff Development Guide to Workshops for Technology and Information Literacy: Ready to Present, Linworth, 2005 and Inquiry-Based Learning: Lessons from Library Power, Linworth, 2001).

Carrie J. Boden is Associate Professor of Adult Education and Coordinator of the Master of Adult Education Program at the University of Arkansas at Little Rock. She holds a PhD in Curriculum and Instruction with an emphasis in Adult Education from Kansas State University, a MFA in Creative Writing from Wichita State University, and a BA in English Language and Literature from Bethel College. Her memberships include the American Association of Adult and Continuing Education, the Arkansas Association for Continuing and Adult Education, and the Adult and Higher Education Alliance. Boden has an interest in international education. She has participated in exchanges in Cancun, Mexico and Graz, Austria. She has planned several international conferences and served as Associate Editor for The International Journal of Learning. She was Fulbright Scholar with Project ECHO and was participated in the NGO Forum on Women in Beijing, China.

Peter A. Bruce has been active in higher education for over 22 years. He holds graduate degrees from universities in both America and England including a doctorate in Technology in Education from the University of Utah. His professional and research interests are in online higher education, online teaching and learning, and online instructional design. He has worked with leaders in educational technology and has guest lectured at universities in the U.S., England, and Scotland. He has led numerous educational technology workshops and has held administrative positions in the University of Utah’s School of Medicine and College of Nursing. He is a leader in online, hybrid, and campus-based instructional design and was the lead instructional designer on two university courses funded by $1.5 million in grants from the National Endowment for the Humanities (NEH) that were accepted for use by 64 universities.

Terence Cavanaugh is an assistant professor at the University of North Florida’s College of Education and Human Services in Jacksonville, Florida, USA. His areas of expertise include curriculum design, instructional technology, assistive technology, ESOL education, and teacher education. He has been a teacher educator for over 10 years, specializing in instructional technology, science, and science education, and was a 6-12 classroom teacher for 16 years. He taught science and technology in the US and the Caribbean, and worked with the State Department to provide assistive technology instruction to special
needs schools in Kuwait. His research has included work in adapting and repurposing media, integrating technology into education, and education and assistive technology, with current efforts focused on student visualization tools for online classes to build community and to support and assist in the area of reading.

**Samuel Conn** serves as the Director of the Center for Innovative Teaching, Learning, and Assessment (CITLA) at Kentucky State University. Prior to joining CITLA, he held the position of Director at Virginia Polytechnic Institute and State University’s Institute for Distance and Distributed Learning. In this role he directed the eLearning technology group, instructional design, and the research and assessment program for distance and distributed learning. Conn’s academic resume also includes his work as Assistant Professor and Chair of the Department of Computer Information Systems at Regis University in Denver, Colorado from 1999 to 2008. In this position he led the university’s move to online education in graduate and undergraduate programs. He also served as co-director of the online joint-degree program with the National University of Ireland in Galway, Director of the Center for Database Research, and Co-Director for the National Security Agency Center of Academic Excellence. Conn has worked in higher education since 1999 after completing a 23-year career in the field of Information Systems and Technology. He maintains research and publishing tracks in nascent Information Systems Architectures, eLearning, and innovative teaching, learning, and assessment methods.

**Wajeeh Daher** is an assistant professor at An-Najah National University, Nablus, Palestine, and a senior lecturer at Al-Qasemi Academic College of Education, Baqa, Israel. He has academic degrees in mathematics, mathematics education, technological education, economics and accounting. His PhD is from Haifa University and is in the field of web based mathematics education. Wajeeh Daher’s research interests include technology in mathematics education, alternative teaching methods of mathematics, distance learning, and teachers’ education. He wrote articles that probe the use of technology in the mathematics classroom, the integration of history in the mathematics classroom and the use of literature and language in mathematics lessons. Some of his latest articles examine the potentialities lying in using the mobile phone in mathematics education. In addition, he practiced and researched distance learning and still does so.

**Nancy P. Gallavan**, Professor of Teacher Education at University of Central Arkansas, specializes in analysis and practice of teaching, cultural competence, performance-based assessments, and social studies education. Earning her master’s degree at University of Colorado and her doctorate at University of Denver, Gallavan taught elementary and middle school for 20 years in the Cherry Creek School District, Colorado, and was a teacher educator at University of Nevada, Las Vegas. With more than 100 published articles, chapters, and books, she is a prolific editor and author whose work includes *Affective Education, Developing Performance-Based Assessments in Grades K-5 and Grades 6-12, Navigating Cultural Competence in Grades K-5 and Grades 6-12, Secrets to Success for Elementary School Teachers, and Secrets to Success for Social Studies Teachers*. Gallavan is active in American Educational Research Association, Association of Teacher Education, National Association of Multicultural Education, and National Council for the Social Studies.

**Virginia E. Garland** is an Associate Professor and Coordinator of Graduate Programs in Educational Administration and Supervision at the University of New Hampshire (UNH) at Durham and Manchester.
In addition to serving at UNH, she taught and conducted research at the University of Massachusetts at Boston, Kobe University in Japan, and the Tianjin, Beijing, and Shanghai Institutes of Education in China. Garland has over thirty publications, many in the field of technology for school leaders. Her current book chapter, “Leading the Online School,” is supplemented by two other recent book chapters, “Wireless Technologies and Multimedia Literacies for K-12 Education,” and “Digital Literacy and the Use of Wireless Portable Computers, Planners, and Cell Phones for K-12 Education.” Garland is writing a textbook on the role of the school principal as technology leader.

Shalin Hai-Jew works as an instructional designer at Kansas State University, and she teaches for Washington Online. She has BAs in English and psychology and an MA in English from the University of Washington, and she has an EdD with a focus on Public Administration from Seattle University (2005), where she was a Morford Scholar. In 2010, she wrote and published Digital Imagery and Informational Graphics in E-Learning: Maximizing Visual Technologies (IGI-Global). She reviews for several national educational journals focused on e-learning. She has a forthcoming title Virtual Immersive and 3D Learning Spaces: Emerging Technologies and Trends (an edited text) (IGI-Global).

Simin Hall is a Research Assistant professor in the Department of Mechanical Engineering (ME) at Virginia Tech (VT). She earned her PhD in Education and Statistics and a post master certificate in Adult Learning and College Teaching from the University of North Carolina at Greensboro (UNCG) and holds degrees from Virginia Tech in Engineering Science and Mechanics and Mechanical Engineering with a minor in Mathematics. She has research and applied experience at Virginia Tech and Nuclear Power Generation Industries focused in the area of structural engineering. In addition to industry experience, she has research and teaching experience in higher education setting. Her applied research in education is in cognitive functioning using online learning technologies. She has redesigned two undergraduate courses in Thermodynamics for online/Distance delivery at VT. She completed a postdoctoral work in the Department of Engineering Education at VT prior to joining ME.

Michael Herndon served as Director of Undergraduate Studies in Virginia Tech’s Department of Interdisciplinary Studies before joining the Office of Distance Learning and Summer Sessions as Director of Summer Sessions. In this capacity, he taught the senior research seminar and oversaw departmental curriculum development and reform. Prior to his arrival to Blacksburg, as a graduate student, he worked as a Residence Education Coordinator at Longwood University for six years. He is the author of several scholarly journal articles and the editor of a textbook, An Introduction to Interdisciplinary Studies, published by Kendall Hunt.

Gail D. Hughes is an Associate Professor of Educational Foundations at the University of Arkansas – Little Rock where she teaches online-graduate courses in research and statistics and mentors students through their dissertations. She is a member of the Editorial Board for Journal of Educational Research and Educational Technology, Research, and Development and serves as Copy Editor for Research in the Schools. Hughes was also honored with Faculty Excellence Awards for Teaching and for Research.

Christine Kroll is the Assistant Dean for Online Programs in the Graduate School of Education at the University at Buffalo. She leads all online initiatives for the school, supervises a professional staff and teaches a variety of online courses in the fields of communication and education. In past roles, Kroll
has overseen online initiatives in several Latin American countries and worked closely with the Jane Goodall Institute on the creation of the lessons for hope curriculum created for K-12 institutions. She has 14 years of experience working in the field of distance education. Her primary focus is on advocating the use of universal design in course delivery to ensure all students, regardless of barriers, have access to online education.

**Melodee Landis** is an Associate Professor in the University of Nebraska at Omaha’s College of Education. She teaches intro courses to teacher candidates, instructional technology and methods courses to graduates, some of which are offered on-line. She has also conducted professional development workshops with higher education faculty. She was the Director of the Educational Technology Center in the Nebraska Department of Education for several years where she helped to gain access to the Internet for public schools in the state and led the development of a twenty-three state distance learning course in Japanese language. She taught in the public schools for many years, working with learning disabled, gifted and talented, elementary, middle school and high school students.

**Adeline “Addy” Meira** is a Doctoral Student in Curriculum and Instruction with a focus in Technology at Baylor University (Waco, TX). A native of Sao Paulo, Brazil, she is also a graduate fellow at the Academy of Teaching and Learning, President of the Graduate Student Association, President of the Brazilian student association, part of the Baylor University Digital Media Studio Staff, Baylor’s Teaching and Learning with Technology Committee, the School of Education Media Center Staff, as well as the Instructor for TED 3380 (Social Issues in Education) and two sections of TED 1112 (Technology) lab. Her interests include Technology, Educational technology, Graphic Design/Art, Typography, and Social Issues in Education.

**Dianne Oberg** is a Professor in teacher-librarianship in the Faculty of Education at the University of Alberta in Canada. Before coming to the University, Oberg worked as a classroom teacher and teacher-librarian in the public school system. Her research focuses on teacher-librarianship education and on the implementation and evaluation of school library programs. She also was part of an international team studying the role of principals in developing information literate school communities around the world. Oberg is the editor of the international peer-reviewed journal, *School Libraries Worldwide*, and an active member of school library associations at local, national, and international levels. She is currently Chair of the Department of Elementary Education at the University of Alberta. She previously held a joint appointment with that Department and the School of Library and Information Studies.

**Kshema Prakash** is working as a Deputy Librarian in Indian Institute of Technology – Rajasthan. She has 12 years of rich and varied experience in the field of Library & Information Services in research and academic sectors. Her academic qualifications are BSc (Computer Sc.), Masters in Library & Information Science and a PhD in Management, and a qualified lecturer under University Grants Commission’s National Educational Testing. She has received University Gold Medals for securing top score in Library & Information Science both at bachelor’s as well as at master’s level. Her area of research specialization is Change Management in Academic Libraries. She has 3 journal articles, 4 book chapters, 10 conference presentations and 7 units of self learning material in Library & Information Science at Masters and Research Degree levels (with Vardhman Mahavir Open University, Kota) to her credit. Prakash is an active member in professional associations and societies like Systems Society of India. She is also
actively involved in imparting information literacy to university students at different levels, providing literature review service to researchers and faculty. She is also associated in providing consultancy and information services to local volunteers engaged in various activities viz., educational support to the socio economically underprivileged class, other non-profit charitable trusts, etc.

**Elinor A. Scheirer** is a Professor in the College of Education and Human Services at the University of North Florida in Jacksonville, Florida, USA, where she specializes in curriculum studies, foundations of education, progressive pedagogy, and qualitative research methodologies. She is also a member of the doctoral faculty in educational leadership. Her research and writing have focused on the promotion of progressive elementary and middle-school education, the requirements for curriculum dialogue and deliberation toward democratic public schooling, the application of diverse qualitative research methodologies too many fields in education, support for teacher empowerment, and teacher education for social justice. Her interest in evolving forms of instructional technology focuses on how they might facilitate constructivist learning and education for social justice.

**Kay Shattuck** was a member of the initial group of Maryland distance educators who developed what would become the Quality Matters (QM) program. As director of research, she continues involvement with research issues related to the QM rubric and process. She is an adjunct assistant professor of education at Penn State and has taught in their online Masters of Adult Education program since 2000. Shattuck is also an associate of Penn State’ World Campus Faculty Development program where she authors and teaches online courses focused on online teaching for faculty. In 2008, she was honored as the Distance Learning Administrator of the Year by the Maryland Distance Learning Association. She received her DE. from Penn State under the guidance of Michael G. Moore.

**Gary Michael Szirony** has more than 10 years experience in Distance Education. As a Microsoft Certified Systems Engineer and Trainer, he spent several years in Systems and Network Engineering at General Electric, NSE, and BMA Life and Health, where he served as Director of Information. He completed his Masters and Doctorate at Kent State University in 1997. He joined the faculty of the University of Arkansas at Little Rock in 2003 with online and conventional teaching experience at Kent State and Penn State Universities. At Penn State, he taught Instructional Technology and Educational Psychology and served as a campus Instructional Design Consultant. He has developed several courses in Blackboard, WebCT, and straight HTML, and has taught several courses in the online Rehabilitation Counseling program at UALR using advanced audio and video systems. Proficient in both Mac and PC, he actively conducts research on the efficacy of distance education.

**Tony L. Talbert**, Associate Dean and Associate Professor in the School of Education at Baylor University, is a qualitative and ethnographic researcher whose teaching and research areas of expertise include: qualitative and ethnographic research design and analysis; social and cultural education; democracy education; peace education; and, social justice education. Talbert refers to his field of research as *Education As Democracy* which integrates democracy, peace, and social justice education into a focused discipline of qualitative and ethnographic inquiry examining teacher and student empowerment through activist engagement in political, economic, and social issues confronting education. Talbert is pleased to discuss: qualitative and ethnographic research design and analysis; distinctions between democratic movements (e.g., market democracy vs. popular democracy); alternatives to war-centric curriculum and
practice in public schools and society; traditions of dissent within democratic societies; interactive peace and democracy teaching strategies and resources; and, the role of activism within education and society.

**Rudo Tsemunhu** works as an Assistant Professor of Educational Leadership at the University of Arkansas at Little Rock. She received her PhD from Pennsylvania State University in Educational Leadership. She teaches issues in School Improvement and School and Community Relations. Her main research interest is School Leadership.

**Angela Webster-Smith** completed her Doctor of Philosophy degree in Educational Psychology and Research from The University of Memphis. In Memphis she also served as founding principal of two independent schools and as a consultant for public charter school design. Webster-Smith has been a faculty member in the US and abroad. Now as an Assistant Professor of Leadership Studies at the University of Central Arkansas, she teaches and explores self reflection in leadership and in teaching and learning. She is passionate about cultivating reflective living and nurturing hope-based schooling practices for all learners. Webster-Smith speaks nationally on the topic of self reflection, hosts a radio spot on Reflective Living, serves on the board of trustees of a charter school, works with public school principals, and is active in the National Council of Professors of Educational Administration and the Association of Teacher Educators.

**Cheryl Wiedmaier** is an associate professor in the College of Education at the University of Central Arkansas where she teaches undergraduate and graduate technology and methods courses. Before entering a career in higher education, she taught business and computer courses in grades 7-12 in the public schools. Wiedmaier has taught a number of courses in the online environment. Her research interests include distance learning, educational technology, teacher education, and teaching strategies topics.

**Robert Z. Zheng** teaches instructional design and educational technology courses in the Educational Psychology Department at the University of Utah. His research includes online learning and pedagogy, multimedia and cognition, and educational technology and assessment. He edited and co-edited several books including *Understanding Online Instructional Modeling: Theories and Practices* (2007), *Cognitive Effects of Multimedia Learning* (2008), and *Adolescent Online Social Communication and Behavior: Relationship Formation on the Internet* (2009) and currently serves as the editor-in-chief for the *International Journal of Cyberbehavior, Psychology and Learning* (IJCBPL). He has authored 15 book chapters and 15 peer-reviewed journal papers on the topics of cognitive load, multimedia and cognition, Web-based instruction and design, and problem solving strategies in multimedia learning.