About the Contributors

Andrew Kitchenham is an Associate Professor in Educational Technology in the School of Education at the University of Northern British Columbia. Dr. Kitchenham’s research examines teacher transformation through the use, integration, and teaching of technology. He has published numerous articles, conference papers, technical reports, and book chapters on diverse topics from technology to special education to rural professionals to gender differences. This book is one of two dealing with e-learning.

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Francisco Arcos García is a part-time professor at the University of Alicante and full-time Teacher Consultant / Trainer at the Teacher’s Centre in Alicante. Currently he is in charge of setting up courses for teachers which require the use of a Learning Management Systems. His main areas of interest are in the fields of pedagogy, translation and computer mediated instruction. Now, he is mainly interested in the pedagogic design and pedagogic strategies to carry out blended learning. He graduated in English Philology – from the University of Valencia in 1982 and read his doctoral thesis in 1993. He started working in the field of distance learning and blended learning some 8 years ago when Moodle appeared. He has published a score of articles related with e-learning and blended learning for the teaching of English. For 5 years running he has been implementing blended learning in his university classes.

Jered Borup is a doctoral student of Instructional Psychology and Technology at Brigham Young University. Jered is currently a blended learning instructor for a technology integration course taught to pre-service teachers. Jered previously earned a Master’s degree from Idaho State University and was a public school ninth-grade social studies teacher for six years. His current research interests include building relationships in online learning environments and the effects those relationships have on course outcomes in university and K12 settings.

Thomas B. Cavanagh is Assistant Vice President of Distributed Learning at the University of Central Florida (UCF). In this role he oversees the university’s distance learning strategy, policies, and practices, including program and course design, development, and assessment. In his career, he has administered e-learning development for both academic (public and private) and industrial (Fortune 500, government/military) audiences. A frequent presenter at academic and industry conferences, he is an award-winning instructional designer, program manager, faculty member, and administrator. His research interests include e-learning, technical communication, and the societal influence of technology on education, training, culture, and commerce. He is also a published author of several mystery novels.
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Charles (Chuck) D. Dziuban is Director of the Research Initiative for Teaching Effectiveness at the University of Central Florida (UCF) where he has been a faculty member since 1970 teaching research design and statistics. He received his Ph.D. from the University of Wisconsin. Since 1996, he has directed the impact evaluation of UCF's distributed learning initiative examining student and faculty outcomes as well as gauging the impact of online courses on the university. He was named UCF’s first ever Pegasus Professor for extraordinary research, teaching, and service and in 2005 received the honor of Professor Emeritus. In 2005, Chuck received the Sloan Consortium award for Most Outstanding Achievement in Online Learning by an Individual. In 2007, he was appointed to the National Information and Communication Technology (ICT) Literacy Policy Council.

Clarissa Graffeo is a faculty research associate at the University of Central Florida’s Institute for Simulation and Training (UCF IST), and is pursuing a graduate degree in UCF’s Literary, Cultural, and Textual Studies program. She has been a member of the Mixed Emerging Technology Integration Lab at UCF IST since the tail end of her undergraduate degree in Digital Media. During her undergraduate program, Clarissa developed an interest in game design, and currently works as part of a team both designing and researching games for learning, ranging from traditional and collectible card games to pervasive game models. She is currently interested in the relationship between game mechanics and content, and how they work together to make meaning and facilitate learning.

Charles R. Graham is an Associate Professor of Instructional Psychology and Technology at Brigham Young University with interest in technology-mediated teaching and learning. Charles studies the design and evaluation of blended learning environments and the use of technology to enhance teaching and learning. Charles has published work related to online and blended learning environments in edited books including Online Collaborative Learning: Theory and Practice, Blended Learning: Research Perspectives, The Encyclopedia of Distance Learning, and the AECT Handbook of Research on Educational Communications and Technology. Charles also co-edited the Handbook of Blended Learning: Global Perspectives, Local Designs which contains thirty-nine chapters with examples of blended learning in higher education, corporate, and military contexts from around the world.

Ansie Harding is an associate professor in the Department of Mathematics and Applied Mathematics at the University of Pretoria. Her field of interest is mathematics education and especially the use of technology in teaching undergraduate mathematics, on which she has published extensively. She considers herself as an offbeat mathematician and feels herself fortunate to be part of the technology generation and being able to contribute to the exciting new options in teaching. She is also interested in creativity in mathematics and ways of developing this skill. She is an after-dinner speaker on a variety of popular mathematics topics. Her recent discovery of an innovative way of visualising complex roots of functions is a source of great pleasure.

Joel L. Hartman is Vice Provost for Information Technologies and Resources at the University of Central Florida. As the university’s CIO, he has overall responsibility for library, computing, networking, telecommunications, media services, and distributed learning activities. Hartman has been an active author, and presenter at industry conferences. He currently serves on the Microsoft Higher Education Advisory Group (co-chair), the Oracle Education & Research Industry Strategy Council, the Sloan Consortium Board of Directors, the Blackboard Client Strategy Council, the EDUCAUSE
Robert Hogan is associate professor in the School of Education at the University of the South Pacific. His areas of research and teaching are science education and online learning. With a service area covering five time zones and campuses in 12 member countries, USP is an ideal site for conducting blended learning research in developing countries. His most recent research was a $250,000 grant supported by the World Health Organization to develop a blended and mobile learning chemistry course. Previously, Bob completed an AusAid research grant to study the effectiveness of distance learning in the South Pacific. Prior to join USP seven years ago, Bob created the online college at Florence-Darlington Technical College in the US where he received a $450K FIPSE grant to develop online partnerships among eight colleges in France, Germany, Spain, the United States, and England. He received his M.S. from New York University and his doctorate from the University of Central Florida. Bob has also worked as a systems engineer and a science editor for Harcourt Brace. He has taught online for the University of Phoenix for 12 years.

Michele Jacobsen is an Associate Professor in Educational Technology in the Faculty of Education at the University of Calgary. Dr. Jacobsen’s research focuses on inquiry-based learning with technology; currently, she is collaborating on an Alberta-wide investigation of technology and high school success that involves 24 school jurisdictions. Dr. Jacobsen is also conducting long-term research on one-to-one laptop initiatives in three school districts. For more than a decade, Dr. Jacobsen has taught and supervised Masters and doctoral students in Educational Technology, and she teaches graduate courses on media development, usability and user-centered design, and examines the impact of social networking in higher education teaching. Dr. Jacobsen teaches in the Master of Teaching program, an innovative teacher preparation program characterized by inquiry-based learning, and mentors student teachers in their classroom practica. Dr. Jacobsen has edited the Canadian Journal of Learning and Technology (www.cjlt.ca) since 2005, and started the EGallery (www.ucalgary.ca/~egallery), an online celebration of exemplary student teacher scholarship, in 1999.

Marvin LeNoue (MA-ESL University of Hawaii) has taught ESL/EFL in a wide range of contexts both in the USA and internationally. He is currently an instructor in the North Dakota State University Intensive English Language Program, an Instructional Designer and online instructor for the NDSU Department of Distance and Continuing Education, and a Doctoral Candidate in the NDSU School of Education Doctorate Program in Occupational and Adult Education. His research interests include adult education and andragogy, the use of social media in teaching and learning, and the development of new models for the delivery of digitally-mediated education and training.

David Metcalf, with a 15-year history in Web-based and mobile learning as a Senior Researcher, combines an academic grounding and continued University involvement with a strong history of industry-centered training and simulation, providing learning innovations for 3Com, Fujitsu, FedEx Ground, Tyco, and many others. As a research faculty member with the University of Central Florida’s Institute
for Simulation and Training (UCF IST), Dr. Metcalf continues to bridge the gap between corporate learning and simulation techniques and non-profit and social entrepreneurship with the foundation of the Mixed Emerging Technology Integration Lab (METIL). Simulation, mobilization, outsourcing, visualization systems, and operational excellence are current research topics. Dr. Metcalf frequently presents at industry and research events shaping business strategy and use of technology to improve learning and human performance.

**Patsy D. Moskal** is the Associate Director for the Research Initiative for Teaching Effectiveness at the University of Central Florida (UCF) where she has been a faculty member since 1989. Since 1996, she has served as the liaison for faculty research of distributed learning and teaching effectiveness at UCF. Patsy specializes in statistics, graphics, program evaluation, and applied data analysis. She has extensive experience in research methods including survey development, interviewing, and conducting focus groups, and frequently serves as an evaluation consultant to school districts, and industry and government organizations. She has also received funding from several government and industrial agencies including the National Science Foundation and the Alfred P. Sloan Foundation. She has authored or co-authored numerous articles and chapters on blended and online learning and is a frequent presenter on research involving Web courses.

**Dick Ng’ambi** is a leading researcher in mobile learning for developing world contexts. He has designed and developed mobile learning tools ideal for resource constrained environments. As part of the Teaching and Research team at the Centre for Educational Technology at the University of Cape Town in South Africa, he co-ordinates a postgraduate programme in ICTs in Education. As a researcher, he lives with one question: in what ways can inequalities in knowledge production be addressed? His work on anonymous knowledge sharing, use of ubiquitous technologies, podcasting and open educational resources is influenced by his search for answers to the question. His work has been published widely in reputable journals and at peer-reviewed conferences. He has presented at several conferences both locally and internationally. His work is widely acknowledged and is a National Research Foundation (NRF) rated Researcher. He holds a PhD in Information Systems (University of Cape Town).

**Nwachukwu Prince Ololube** earned a PhD in Education and Teacher Education with focus in Educational Management and Planning from the University of Helsinki, Finland. In addition, he holds a Post graduate Diploma in Human Resources Management, M.Ed. in Educational Management and Planning, and BSc in Political Science. He is currently a Senior Lecturer in the Department of Educational Foundations and Management, Faculty of Education, University of Education, Port Harcourt, Nigeria. His research focuses on institutional management and leadership, education effectiveness, teacher effectiveness and quality improvement, ICT in education, and research methodology. Ololube has published in various international journals, chapters in books and leading international conference proceedings.

**Pablo Ortega** worked as a teacher of English for some years before becoming a principal, a post he held at several secondary schools. Presently, he works full time as an inspector of education, giving initial training to future teachers and supervising the teaching practice of tenured teachers. He wrote a doctoral dissertation on discourse analysis, and has published several articles on that field. Later on, he shifted his focus of attention to the teaching of languages, especially through ICT means. He has presented communications at many ICT conferences. He has been working as an assistant professor at the University of Alicante for the last ten years.
Pragashni Padayachee is a lecturer in the Department of Mathematics and Applied Mathematics at the Nelson Mandela Metropolitan University in Port Elizabeth. Her research interests include the study of blended learning environments and the use of technology to enhance the teaching and learning of Mathematics. She is currently studying for a PhD. Her dissertation focuses on exploring the blended learning approach supported by DVD technology to identify elements that provide a supportive and encouraging learning environment. She feels strongly about promoting a passion for increasing participation and improving performance in mathematics in secondary school learners. She has been involved in Mathematics outreach projects for secondary school learners in disadvantaged communities since 1995.

Geoff Payne is currently the Assistant Dean for the Northern Medical Program, one of the sites for the UBC distributed MD program. He is also an Associate Professor in the field of vascular physiology and Director of the Northern Health Sciences Research Facility at the University of Northern BC (UNBC). Dr. Payne came to UNBC in June 2004 as founding faculty of the medical school following a post-doctoral fellowship at Yale University in the Department of Cellular and Molecular Physiology and John B. Pierce Laboratory. Dr. Payne holds a PhD from Memorial University of Newfoundland in the field of cardiovascular and renal physiology. Dr. Payne’s current research interests include use of in vivo imaging to understand microvascular regulation in inflammation and immune signaling in multiple disease processes. In addition to his biomedical research, Dr. Payne has an active research program in medical education in which his interest include curriculum and assessment.

Luke Read is the Technical Coordinator for the Mixed Emerging Technology Integration Lab at the University of Central Florida’s Institute for Simulation and Training (UCF IST). He graduated from UCF with a Bachelor’s Degree in Digital Media (specializing in Internet and Interactive Systems) and joined the METIL team in 2007. As a technology coordinator, he has worked on continued development of the Moving Knowledge content delivery system, which integrates emerging mobile technologies with existing Web languages. Luke plays a major role in the design and development of back end systems and websites for various software and Web projects.

Valia Spiliotopoulos, PhD, is the Associate Director of the Learning and Teaching Centre and Associate Professor in the Dept. of Educational Psychology and Leadership Studies at the University of Victoria, Canada. Valia’s interests include faculty development in educational technologies, the impact of learning technologies on student engagement and performance, innovation in curriculum and program development, internationalization, graduate student professional development, and language and literacy education. Valia has a background in Modern Languages (teaching English and French as a Second Language), and her PhD is in Education from the University of British Columbia (UBC) in the area of technology use for academic writing improvement.

Ronald. M. Stammen is a Professor Emeritus in the North Dakota State University School of Education. He has been a pioneering leader in the development of educational technology use in the North Dakota K-12 and higher education systems and the implementation of technology-enabled distance education in the state. Dr. Stammen has ninety publications and 27 national and 6 international presentations. His recent research interests include the use of blended learning strategies and multimodal delivery strategies in distance education delivery, and the design of learning environments to foster cultural awareness and intercultural competence. Dr. Stammen has been the major advisor for
17 completed PhD dissertations and 24 specialist degree disquisitions, and has received many awards and honors for his innovative approaches to instruction and dedication to education in North Dakota.

Sue Tappenden moved back to New Zealand in 2001 after ten years as a senior lecturer at the Anglia University in England, to take up a position with Te Piringa – Faculty of Law at the University of Waikato. She teaches property subjects, land law, and equity, and has published in those areas, but she has a strong research interest in jurisprudence. During the course of her academic career, she has enjoyed numerous opportunities for developing papers and academic courses making the best use of available technology for blended learning.

Andrea Velasquez is a graduate student of Instructional Psychology and Technology at Brigham Young University. Andrea is interested in the study of how technology can improve teaching and learning. She teaches a course for undergraduate pre-service teachers that helps pre-service teachers teach more effectively with technology. In addition, she has conducted an evaluation in Mozambique, Africa and studies cultural competence in indigenous and cross-cultural evaluation. More recently, her main interests have been directed towards the improvement of the teacher-student relationship through understanding nurturing pedagogies and theories of care to improve this relation in technology mediated contexts.