About the Contributors

Joan E. Aitken is Professor, Arts and Communication, Park University. She has a B.A. in Communication Theory from Michigan State University, an M.A. in Special Education from the University of Missouri-Kansas City, and an M.A. and Ed.D. in Communication and Administration from the University of Arkansas. She joined the Park faculty in 2005, after teaching at the University of Missouri, University of Louisiana, and University of Arkansas. Aitken’s emphasis in scholarship has been computer-mediated communication and communication education. She has authored eight books, which include the following: *Interpersonal Concepts and Competences*, by Berko, Aitken, and Wolvin. (2010). Rowman & Littlefield Press; *Cases on Online Discussion and Interaction*, by Shedletsky and Aitken. (2010). IGI Global Press; *Human Communication on the Internet*, by Shedletsky and Aitken. (2004). Boston: Allyn & Bacon/Longman. Aitken has authored five instructor’s manuals (three in the second edition or later), provided Web development for four publishers, and published 50 articles and reports. Aitken was editor of the National Communication Association’s *The Communication Teacher* and served on the editorial board of NCA’s *Communication Education*. She has obtained $3.5 million in competitive grant funding, including $1.5 million as the primary grant writer and others as a collaborative team member. Aitken has worked internationally in Jamaica and the People’s Republic of China.

Joy Pedego Fairley has served on the faculty at the University of Missouri Kansas City (UMKC) since 2008. She is an Improvement Consultant for the Kansas City Regional Professional Development Center (RPDC) affiliated with UMKC and the Missouri Department of Elementary and Secondary Education (DESE). Fairley has a B.S. in elementary education from the University of Central Missouri, an M.S.Ed. in learning disabilities from the University of Central Missouri, and a Ph.D. in special education from the University of Kansas. Fairley joined the UMKC staff after twenty years as a special education teacher and administrator in Leavenworth County, Kansas. Fairley was the Director of the Leavenworth County Special Education Cooperative (LCSEC) from 2001 until 2007. She was responsible for a $13,000,000 annual budget and successfully completed for grants totaling over $500,000. Additionally, she supervised over three hundred special education teachers and staff, all committed to providing outstanding services to students with special needs within Leavenworth County. Fairley was a founding member of the Leavenworth County Multi-disciplinary Child Protection Team, a court appointed position designed to help ensure the safety, education, and welfare of all students within the county. Fairley’s expertise is in special education administration, compliance, and transition. Her areas of scholarship include special education law and the accessibility of technology within school settings for students with special needs.
Judith K. Carlson has over thirty-five years of experience in the field of special education in diverse settings ranging from autism assessment to juvenile corrections. She holds a BA in Elementary Education, an MS.Ed in Behavior Disorders and Learning Disabilities, and a Ph.D in Special Education, all attained from the University of Kansas. She joined the faculty at Rockhurst University, a private Jesuit institution in Kansas City, Missouri in 2009, after retiring from the University of Missouri-Kansas City where she was on faculty since 1998. Carlson is best known for her work in autism spectrum disorders (ASD) while at the University of Kansas (1988-1998). She has multiple book chapters and publications in the field and continues to present on this and other topics at international, national, and regional conferences. Prior to her move into higher education, Carlson taught and directed the AYS Alternative School for juvenile felon offenders as part of a community corrections diversion program in Kansas City, Kansas (1975-1985). She values her work in the urban core and has continued to support this agenda throughout her professional career. Carlson’s current research interests focus on dispositional attitudes and education of general educators to enhance support and acceptance of children and youth with exceptional learning needs in the inclusionary classroom. Infusing developing technology into both general and special education settings is a priority in her continuing professional endeavors.

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Judah B. Axe, Ph.D., BCBA, is an Assistant Professor of special education and behavior analysis at Simmons College. His research on teaching language and social skills to children with autism has been recognized by the California Association for Behavior Analysis and the Berkshire Association for Behavior Analysis and Therapy (BABAT). Dr. Axe is an associate editor for the *Journal of Behavior Assessment and Intervention for Children* and on the board of editors of *Behavior Analysis in Practice* and *The Analysis of Verbal Behavior*. In addition, Dr. Axe serves on the boards of the Verbal Behavior Special Interest Group of the Association for Behavior Analysis International, the Cambridge Center for Behavioral Studies, and BABAT.

David F. Bateman has a BA from the University of Virginia, a MEd from William and Mary, and a PhD in Special Education from the University of Kansas. He has worked as a classroom teacher of students with learning disabilities, behavior disorders, mental retardation, and hearing impairments. For the past eighteen years, he has been a Professor of special education, lately at Shippensburg University of Pennsylvania. For ten years, he also served as a Due Process Hearing Officer (Administrative Law Judge) for the Commonwealth of Pennsylvania, presiding over 580 disputes between school districts and children and youth with disabilities and their families. In addition to his teaching and legal work, he has co-authored several books focusing primarily on guiding administrators and principals through the maze of special education (*The Special Education Program Administrators Handbook; A Principal’s Guide to Special Education, and The Special Education Due Process Handbook*).

Michael M. Behrmann is a Professor of Special Education in the College of Education and Human Development at the George Mason University, Virginia. He is also the director of the Helen A. Keller Institute for Human disabilities (GMU). Dr. Behrmann received his ED.D. in Special Education from Teachers College, Columbia University in 1978. His over 90 publications and 300 presentations span nearly three decades. Dr. Behrmann is a local, state, and national leader/innovator in special education.
He designed and implemented the first Master program in assistive technology that launched in 1986. His current research interests include universal design for learning, instructional and assistive technology, instructional design, as well as innovations in distance education.

Arthur W. Blaser is Professor of Political Science at Chapman University in Orange, California. He has written on international issues and disability rights for academic publications such as New Political Science, Human Rights Quarterly, and Disability Studies Quarterly. He has also written popular articles for publications such as the Los Angeles Times and Ragged Edge Magazine.

Doug Bowes is a senior consultant with Special Education Technology-British Columbia in Victoria BC. He holds degrees in psychology, speech pathology, and audiology. He has worked in the field of assistive technology for the past 25 years. Among those he has been consulting with are the Manitoba Department of Education, BC Ministry of Education, Government of Nunavut, and the Canassist program at the University of Victoria. Doug’s work in speech recognition for disabled users won an award from the Conference Board of Canada. He holds degrees in psychology (BA) from the University of Manitoba and speech pathology and audiology from the University of North Dakota (MSc).

Stein Brunvand is an Assistant Professor in Educational Technology at the School of Education at the University of Michigan-Dearborn. He earned his Masters of Arts in Educational Technology in 2003 and his Ph.D. in Learning Technologies in 2005 from the University of Michigan. Dr. Brunvand’s teaching and research interest focus on the meaningful integration of technology in K-12 and higher education instruction.

Prince Hycy Bull is an Associate Professor and Lead Professor of the Educational Leadership, Research and Technology department, and Program Coordinator of Educational Technology at North Carolina Central University School of Education. Dr. Bull’s research activities include technology integration with preservice and in-service teachers, emerging technologies, and technology integration with K-20 faculty and staff. Dr. Bull is a graduate of the University of Sierra Leone, Fourah Bay College, North Carolina Central University, and North Carolina State University. Dr. Bull taught at the high school level in Freetown, Sierra Leone, as a special education teacher at Murdoch Development Center for ten years, and later served as School Administrator for eight years. Dr. Bull has extensive knowledge in integrating technology in K-20 education. Dr. Bull’s credentials are North Carolina teaching licenses for Intellectual Disabled (Mild and Severe), Mentor, Curriculum Specialist, Instructional Technologist, School Principal, and Exceptional Children’s Director.

Judy L. Carroll is an occupational therapist living and working in Omaha, Nebraska. Her entry level degree in occupational therapy was received in 1975 from Loma Linda University. She received a Master’s degree in Special Education from the University of Nebraska at Omaha in 1991. She holds current certification in occupational therapy from the National Board for Certification in Occupational Therapy and certification as an Assistive Technology Professional from RESNA. Her current job responsibilities include direct service to special education students within the Omaha metropolitan area and as a team member in a wheelchair clinic through the Munroe- Meyer Institute, a division of the University of Nebraska Medical Center.
About the Contributors

**Stacy L. Carter** is an Assistant Professor in the Department of Educational Psychology and Leadership at Texas Tech University. He received a Ph.D. in Educational Psychology with an emphasis in School Psychology from Mississippi State University. Carter is a Board Certified Behavior Analyst and a Nationally Certified School Psychologist. He is also a licensed special education teacher and a licensed specialist in school psychology. His research interests include program development and analysis of minority populations. He has written numerous articles and has a book on social validity.

**Lora Cohn** is a faculty member in communication at Park University, a small liberal arts school near Kansas City, Missouri. The University has an extensive online program, including the Master’s in Communication and Leadership. Cohn received a B.S. Ed. in Mass Communication from Truman State University in Kirksville, Missouri and her M.A. and Ph.D. in Communication Studies from the University of Kansas. Before coming to Park, Cohn was a “professional adjunct” for 10 years.

**Susan De La Paz** has expertise in developing and validating reading and writing interventions for adolescents with learning disabilities. She has worked for more than a dozen years with middle and high school general education English and Social Studies teachers in culturally and linguistically diverse schools, developing differentiated instructional writing and social studies programs that meet the needs of students whose academic abilities range from those with learning and behavioral disabilities to students who are gifted and talented. Dr. De La Paz is currently working on a federally funded project in partnership with a local school district entitled, “Disciplinary Writing Instruction for the Social Studies Classroom: A Path to Adolescent Literacy,” which targets federally identified struggling adolescent readers as well as students with disabilities and general education students.

**Anna S. Evmenova** is an Assistant Professor of Special Education in the College of Education and Human Development at George Mason University, Virginia. Dr. Evmenova earned her Ph.D. in Education from George Mason University in 2008. She also holds MAEd. in Learning Disabilities and Graduate Certificate in Assistive Technology from East Carolina University, NC (2003). Prior to getting her Ph.D., Dr. Evmenova taught students with learning disabilities in elementary and middle schools in North Carolina. She regularly presents at national and international conferences and has numerous publications in the area of assistive technology. Her current research interests focus on assistive and instructional technology tools for providing academic content-based instruction to students with various abilities and needs.

**Helen J. Farrell** has taught for more than 25 years of work in primary schooling; education and training of students with complex special educational needs; and early childhood development within and across the public education sector in the Teaching Service, Department of Education and Early Childhood Development in the State of Victoria, Australia. Her career has included the core business of learning and teaching (e.g., developing and implementing exemplary differential curriculum and assessment and reporting of classroom programs); roles as teacher educator (e.g., design and implementation of intervention programs; leadership, advocacy and training programs for parents of young children with developmental disabilities); research, editing, writing, and publishing activity; and related philanthropic activity. She initiated and developed opportunities in the use of ICT in the arts, a key learning area for students with disabilities and impairments. She continues to make contribution to the
community (not-for-profit) services sector through involvement in professional associations and/or the provision of professional development or other such activities. She was admitted to the degree of Doctor of Philosophy (PhD) in the University of Melbourne, Victoria, Australia in August 2007. The thesis investigated the impact and local implementation of standards-based music curriculum frameworks for students with disabilities and impairments. Helen is a past Chairperson of the Victorian Chapter of the Australian Society for Music Education, and member of the Editorial Advisory Board of the national journal *Victorian Journal of Music Education* (VJME) and *Music Educators’ Journal* (MEJ) (2009-2012). She was appointed as Commissioner of the *Music in Special Education, Music Therapy and Music Medicine* Special Interest Group of the International Society for Music Education (ISME) in 2008. In her “spare time” (she makes time), Helen sings in a leading high-profile choir with a long and highly respected tradition of performance of sacred English and European choral music in the Anglican (Episcopal) Diocese of Melbourne.

**Joy E. Harris** is Coordinator of Educational Technology and a Lecturer in the Department of Education at the University of Tampa. Dr. Harris has developed and/or taught numerous classes at both the undergraduate and graduate levels including *Teaching and Learning with Technology, Cognition and Technology, Educational Technology Ethics, Multimedia for Educators, Women and Technology*, and *Technology for Education and Leadership*. She specializes in adult education and educational technology with a focus on feminist epistemology.

**Md. Mokter Hossain** is from University of Dhaka, Bangladesh. He is currently a doctoral student in the department of Curriculum, Teaching, and Learning (CTL) at the University of Nevada, Reno, USA. His major is secondary mathematics education. His research interest is in using technology in the teaching and learning of mathematics including for the students with special needs, and for the students who are identified as gifted. More about Hossain could be found at his personal blog: http://m0kter.wordpress.com/

**Marni Jones** has worked with and supported students with special needs for several decades—as an educator for eight years in West Africa, as the Director of a preschool in DC, as a Learning Specialist and Academic Coach at Shippensburg University, and in her current position as the Coordinator of Disability Services and Assistant Director of Advising at Dickinson College in Carlisle, PA. Marni Jones has written several published articles. She has an M.A. in Theater from Miami University, a certification in Early Childhood Education from Montgomery College, a certification in ESL from the Peace Corps, and a M.Ed. in Special Education from Shippensburg University. Inspired by the needs of her son with dyslexia, as well as the many college students she works with who struggle with reading and writing, Ms. Jones is continuously researching, discovering, and applying ways to support students with disabilities.

**Katie Kalata** is on the faculty of the Mathematics and Computer Science Department, Lake Superior University. Her academic interests and research focus on Web tools and technologies, and she is particularly interested in Macintosh computers. She has an MBA and an MS from the University of Illinois and a BSN from the University of St. Francis.
About the Contributors

Seok Kang, Ph.D. (University of Georgia) is an Assistant Professor in the Department of Communication at the University of Texas at San Antonio. His teaching areas include new communication technologies, digital media production, and new media theory and practices. His research interests are effects of new communication technologies on real-world behaviors.

Kim Kasperbauer, a Ph.D. candidate in Educational Leadership, Policy Analysis, and Law at the University of Wisconsin-Madison, is an Assistant Professor and chairperson of the Department of Middle and Secondary Education at Park University. In addition to 17 years of teaching and administrative experience in public schools, Kim spent 10 years as a teacher, staff director, and assistant dean of an international language immersion summer program. Sought for her expertise in second language acquisition and focus on students with disabilities, she has served as a consultant on a number of projects, particularly those involving issues related to diversity, exceptional children, and second language acquisition of young children. Her current research interests include school culture created by teachers and administrators with physical disabilities, K-12 administrator efficacy, and predictors of success for K-12 teacher candidates and first year teachers.

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. Recently, he has edited two books for IGI Global: one on mobile learning and one on blended learning.

Maura Wechsler Linas (Ph.D., University of Kansas) is an Assistant Research Professor at Juniper Garden’s Children’s Project, University of Kansas. She also serves as a chairperson on the planning committee for the Midwest Symposium for Leadership in Behavior Disorders. Linas currently is involved in implementation studies in preschools testing Tier 2 and Tier 3 interventions in the areas of language and literacy in addition to testing and refining newly completed K-8 professional development curriculum focused on improving teacher practice and student outcomes. Linas is Principal Investigator of the IES funded grant (R324A090283) Professional Development that is Systematic, focused on Teacher growth, Incorporates Coaching, collaboration, cohorts, and increased Knowledge to create Student Success (STICKS), and Cross-Site Project Coordinator for the IES funded (R324C080011) Center for Response To Intervention in Early Childhood (CRTIEC).

Ian Loverro is an Associate Professor at Central Washington University in the Department of Educational Foundations and Curriculum. He received his PhD in Educational Technology and Communication from the University of Washington in 2006. His primary research focus is the integration of technology and pre-service teacher education as it relates to national standards and inquiry learning. He served on the development team of the K-12 Educational Technology Learning Standards for Washington State. He teaches undergraduate and graduate courses in educational technology, statistics, and research methods. In addition to guiding graduate students through the thesis/project process, he is currently serving as the Interim Director of the Educational Technology Center and is a member of the Executive Board of the Faculty Senate at Central Washington University.
David J. Majsterek, after working in a general education classroom for two years in Cleveland, Ohio, pursued a Master’s degree from University of New Mexico. An eleven-year stint as a resource room teacher in rural Libby, Montana (1994-86), and a doctorate from New Mexico State University (LD & Computer Assisted Instruction) led to college teaching at Bowling Green State University, Ohio. 1992 returned Dr. Majsterek to the “West” where he currently teaches special education, and early childhood courses at Central Washington University. Research interests include early literacy acquisition and evidence-based practices that facilitate learning in public school classrooms. Because signage is a powerful tool that can be used to facilitate learning, presentations on this topic have occupied his most recent professional activity.

Bryan Meadows is an Assistant Professor of applied linguistics at the University of Texas, Pan-American. He completed his degree at the University of Arizona where he specialized in second language acquisition and teaching. While there, he had the opportunity to complete experimental work with ultrasound technology. Additional research interests include discourse analysis and nationalism as it pertains to language learning.

Rodger D. Palmer is an Information Specialist for the School of Pharmacy, University of Missouri-Kansas City. Palmer received his Bachelor’s degree from the University of Louisiana-Lafayette. He received his MA in education and Educational Specialist’s degree from the University of Missouri-Kansas City. Palmer is particularly interested in the effective use of cutting edge technology to support effective teaching and learning. He provides daily support to faculty in their use of technology for research and instruction.

Narissra Maria Punyanunt-Carter is an Associate Professor of Communication Studies at Texas Tech University in Lubbock, Texas, where she teaches the undergraduate courses in interpersonal communications. Her research areas include mass media effects, father-daughter communication, mentoring, advisor-advisee relationships, family studies, religious communication, humor, and interpersonal communication. She has published over thirty articles which have appeared in several peer-reviewed journals, such as Communication Research Reports, Southern Journal of Communication, and Journal of Intercultural Communication Research.

Mary Ann Sawyer teaches Cross-Categorical Special Education at Dobbs Elementary School in the Hickman Mills School District. She earned a B.A. in Elementary Education 1-8, Master’s in Curriculum and Instruction/Science Emphasis, Master’s in Special Education K-12, and has Missouri State Certification in Reading K-12, and is an Educational Specialist in Administration. Sawyer is currently in the University of Missouri-Kansas City’s Interdisciplinary Doctoral Program in Urban Leadership and Policy Studies with a co-discipline in Curriculum and Instruction. Sawyer has been an urban teacher for twenty years, 14 in General Education, and 6 in Special Education. The last four years, she has been a Math Resource Teacher at Smith-Hale Middle School in the Hickman Mills School District. Sawyer is working toward bridging the gap between general and special education in the area of mathematics education. She has worked with diverse members of the community throughout her educational career. Sawyer values people and cultures for individual differences, as well as their contributions to the greater good of society.
Chris Schwilk received a B.S. from Miami University in secondary social studies education. He also holds an M.Div from Trinity Lutheran Seminary and a M.S. in deaf education from Bloomsburg University. Dr. Schwilk received his PhD in special education from the Pennsylvania State University. For the past five years he has been an Assistant Professor of special education at Shippensburg University. Prior to his work at Shippensburg, Dr. Schwilk has served as a pastor of a deaf congregation in Reading, PA, teacher of the deaf and hard of hearing for the Capital Area Intermediate Unit in Harrisburg, PA, and owner director of Specialized Learning Services—a small education services company that provides staffing to schools and instruction and support to individuals with unique learning needs. Dr. Schwilk’s research interests include task analysis, internalizing emotional disorders, and models of service delivery of special education services.

Linda Seybert is an Associate Professor in the School for Education at Park University. Dr. Seybert completed her Ph.D. in Special Education at the University of Kansas, working with Drs. Deshler and Schumaker in the Center for Research on Learning as a Research Fellow. Her research interests include the impact of learning strategies on student success, the impact of Response to Intervention (RtI) on regular and special educators’ roles and responsibilities, and the use of authentic assessment strategies in teacher preparation programs. In her current position, Dr. Seybert teaches graduate courses and serves as the Program Coordinator for the Master of Arts in Teaching program, a post-baccalaureate teaching certification program. In her previous positions, she worked as a Social Studies teacher and a Special Education teacher in an alternative inner-city high school. She also created, implemented, and directed a community college support program for adults with developmental disabilities. As a result of these experiences, she actively promotes the use of technology to support student success, particularly for those with disabilities.

Leonard Shedletsky is Professor of Communication at The University of Southern Maine. He is the author of *Meaning and Mind: An Intrapersonal Approach to Human Communication* (1989), and has co-authored three books with Joan E. Aitken: *Cases on Online Discussion and Interaction: Experiences and Outcomes* (2010), *Human Communication on the Internet* (2004), and *Intrapersonal Communication Processes* (1995). Shedletsky has published numerous articles and chapters. He teaches a range of courses in communication with cognition, discourse, and meaning as underlying themes and developed and taught the course “Intergenerational Communication and the Internet.”

Cindy Sherman began her career in education as a speech-language pathologist. She developed an interest in reading and writing interventions for students with learning disabilities as well as those in general education. Those interests led her to pursue a doctoral degree in special education at the University of Maryland. Ms. Sherman’s expertise is in the area of written language. She has taught writing strategies to a diverse population of students in the Washington, D.C. area for the past ten years. Ms. Sherman is currently conducting her doctoral research at a local elementary school where teachers in a general education classroom are teaching academically and culturally diverse students strategies to revise expository essays.
David Shorr is a Professor at Central Washington University and currently the chair of its Department of Teaching Elementary, Adolescent and Young Children (TEACH). He received his PhD in developmental psychology from the University of Washington in 1980. While participating in a number of scholarship activities over a twenty nine year career, his primary focus has been cognitive-social, developmental psychology, particularly as it applies to birth through elementary age children. He has taught a variety of undergraduate seminar and practicum courses, graduate research and statistics courses, and mentored students through the completion of graduate theses/projects. Over his career he also has chaired other education related departments.

Marietta N. Singer is an Assistant Professor in Teacher Leadership at Park University, Parkville, Missouri. In that position, Singer coordinates the M.Ed. in Teacher Leadership program, coordinates student cohorts in the M.Ed. program, teaches in the Teacher Leadership and Educational Leadership programs and coordinates assessment for the education unit in the Park Graduate School. Singer’s main research interests lies in the areas of assessment in Teacher Leadership and the Educational Leadership. Her particular interest in the area of curriculum and assessment focuses on using classroom assessment to measure student learning, and the resultant decision making that impacts instruction and programming. Singer received her M.Ed. and Ph.D. from the University of Nebraska-Lincoln in Administration, Curriculum, and Instruction. Singer has a broad background in preK-12 education, having served as a classroom teacher, a building principal, director of personnel and director of curriculum and instruction at the district level. Her most recent preK-12 experiences were in a school district noted for its award winning educational technology program.

Mandi Sonnenberg has been in education for over 10 years. She entered her educational career as an elementary school teacher in St. Louis using technology in her classroom to benefit her diverse group of learners. As she moved onto administration after completing her Master’s in Education Administration, she became increasingly aware of the importance of technology tools being used effectively in the classroom. She earned her educational doctorate in Educational Leadership through Saint Louis University and continued her journey of keeping current with technology into teaching in higher education. As a tenured track professor at Rockhurst University, she educates both undergraduate and graduate students through Technology in Education courses. Dr. Sonnenberg strives to diminish the digital divide by educating and motivating students, teachers and parents to become aware and involved in the social justice issues surrounding technology use in today’s school systems.

Mary Spillane is an Augmentative Communication/Assistive Technology Consultant for the Bellevue School District in Bellevue, Nebraska. Dr. Spillane has worked with students with severe disabilities for over 30 years. For the past 17 years Dr. Spillane has provided district level consultation services to both general education and special education staff members who serve students with assistive technology needs. Dr. Spillane has served on regional and state training committees and has presented at local, regional and state assistive technology conferences. She currently serves on the Nebraska Metro Regional Autism Team and the advisory board for the Nebraska Assistive Technology Project. Dr. Spillane is especially interested in the use of technology to facilitate inclusion of students with severe and complex disabilities.
**About the Contributors**

**Alex Thompson** received her Ph.D. in Mathematics from the University of Missouri-Kansas City (UMKC). She has served as adjunct faculty for both UMKC and Ottawa University, teaching courses in applied and theoretical mathematics. Thompson had a successful career as a statistician with Hallmark Cards, Inc. in the capacity of Senior Research Analyst and Senior Project Manager. She owned and operated her own consulting business, Research Dynamics, specializing in survey design, statistical analysis, and data management. Dr. Thompson is currently retired, after successfully winning her five-year battle with uterine cancer.

**Harris Wang** is an Associate Professor in the School of Computing and Information Systems at Athabasca University, Canada’s Open University. He received a PhD in computer science from the Australian National University, Australia. His research interests include advanced technology for education, information security, and intelligent systems. He can be reached at harrisw@athabascau.ca

**Andrew D. Wolvin** is a Professor in the Department of Communication at the University of Maryland, College Park, where he is director of the multi-section basic communication course. An internationally-recognized scholar in listening behavior, he has authored/co-authored Listening, a seminal text in the field, Listening and Human Communication in the 21st Century, Perspectives on Listening, The Public Speaker/The Public Listener, Listening in the Quality Organization, Listenable Briefings, and Communicating: A Social, Career and Cultural Focus. Professor Wolvin has an extensive background in communication training and development in federal agencies. His books include: *Listening in the quality organization*, *Communicating: A social and career focus*, (10th ed.), *Listening*, *Business Communication in a Changing World*, and *The public speaker/the public listener*.

**Sean Zdenek** is Associate Professor of technical communication and rhetoric at Texas Tech University. He teaches graduate and undergraduate courses in disability studies and Web accessibility, rhetorical criticism, and document design. His research interests include disability and accessibility studies, methods of rhetorical criticism, and animated software interfaces. He has published articles in *Technical Communication Quarterly*, *Computers & Composition*, *Discourse & Society*, and other journals. He writes about closed captioning and Web accessibility on his blog, AccessibleRhetoric.com.