About the Contributors

**Sigrid Kelsey** is a Librarian at Louisiana State University. She is editor of *Catholic Library World*, and has co-edited several books including *Best Practices for Corporate Libraries* (Libraries Unlimited, 2011), and *Handbook of Research on Computer Mediated Communication* (Information Science Reference, 2008). She is a recipient of the *Baton Rouge Business Report*’s Forty under 40 award (2010), the Association of College and Research Libraries (ACRL) College Libraries Section (CLS) ProQuest Innovation in College Librarianship Award (2010), the Louisiana Library Association (LLA) Anthony H. Benoit Mid-Career Award (2010), and the ACRL-Louisiana Scholar Librarian of the Year Award (2009).

**Kirk St. Amant** is an Associate Professor of Technical and Professional Communication and of International Studies at East Carolina University.

* * *

**Tricia Amato** is an independent scholar and adjunct instructor in art history, graphic design, and humanities. She has taught traditional and online courses since 2007 and is interested in the possibilities and problems associated with online education, especially in relation to the interactivity of the online platform. She has presented at conferences in the US and abroad on a variety of topics and is an active researcher. Tricia received her MA from the University of Arizona and was the recipient of several awards and scholarships. In addition to online teaching, Tricia’s research interests center around women as makers of medieval art.

**Lilianna Aniola-Jedrzejek** is a Senior Lecturer in the Department of Foreign Languages at Poznan University of Technology, Poznan, Poland, teaching in the faculty of Physics and Mechanical Engineering. She has also served as the Coordinator for International Programmes in the Department of Research and International Cooperation. She has created English for Special Purposes programs at her University and recently has developed a Teaching & Learning Centre for the entire university. She also has significant experience with international projects, and has coordinated or contributed to multiple European Union online learning projects, including the EU Lifelong Learning Programme–LaProf, the EU-financed Engineering Era project, and three EU Leonardo da Vinci programmes, partnering with educational organisations from Germany, Lithuania, Estonia, Finland, and Great Britain.

**Diane Boehm** has been Director of the University Writing Program at Saginaw Valley State University in Michigan, USA, since 1995. She founded and directs the SVSU Writing Center, which conducts well over 4,000 individual tutorial sessions each year. She is also the director of the Saginaw Bay Writing
About the Contributors

Project, one of over 200 federally-funded National Writing Project sites in the US that work to develop teachers of writing at all levels. She teaches writing courses, including both first-year composition and upper level professional writing courses. In these courses, her students build a wiki with students from Poznan University of Technology, Poland, using the Sakai course management system, which includes collaboration tools such as discussion forums, virtual chat, wikis, resource folders, and the like. One of her primary research interests is cross-cultural collaboration using electronic media.

**Tatyana Dumova** (PhD, Bowling Green State University) is an Associate Professor of Digital Media in the School of Communication at Point Park University (Pittsburgh, Pennsylvania). Her research focuses on the social implications of information and communication technologies and the role of technology in teaching and learning. She has presented and published her research nationally and internationally.

**Gaelle Picherit-Duthler** (PhD, University of Kentucky) is currently Associate Professor at Zayed University in the United Arab Emirates. She teaches undergraduate and graduate courses in public relations, organizational communication, computer-mediated communication, and research methods. She has written and presented several papers on issues of international public relations, electronic communication, organizational diversity, virtual teams, and organizational culture at regional and international conventions. Her most recent work appears in Public Relations Journal, Communication Research Reports as well as a book chapter on Virtual and Collaborative Teams.

**Jessica J. Eckstein** is currently an Assistant Professor of Communication at Western Connecticut State University (WCSU), where she focuses on teaching and researching interpersonal relationships. Leading classrooms since 2001, she has taught interpersonal relations, ethical responsibilities, gender communication, research methods, nonverbal communication, abusive relationships, and many other communication courses. She is the recipient of grants and awards pertaining to training, technology, research, and teaching. Dr. Eckstein’s primary passion is working with university-level students and making things “matter” (in an un-cheesy way) in their daily lives.

**Mariela Gunn** is an Assistant Professor and Digital Services Librarian at Kresge Library, Oakland University. She holds an MS in Information Studies from the University of Texas at Austin (2002), where she developed a strong interest in how technology interplays with pedagogy in the areas of information literacy and instructional design. Gunn also earned an MA in English from Kansas State University in 2000, which instilled in her a high respect for pedagogically grounded approaches to computer-mediated technologies well before her decision to enter the field of librarianship. Her current research agenda includes information literacy, instructional design, content management, web development, digital tools for research, and open access publishing.

**Tabitha Hart** is a doctoral candidate in the Department of Communication at the University of Washington. Some of her areas of interest and specialization are the ethnography of communication; speech codes theory and cultural communication; online research methods; intercultural communication, particularly in online settings; customer insight; customer service, particularly international and intercultural customer service; and organizational communication. Her regional foci include the United States, China, Germany, and India. For more information, see her blog at http://tabithahart.net/. 
**Laurie A. Henry** has a PhD in Educational Psychology with emphases in the areas of Cognition & Instruction and Literacy & Technology from the University of Connecticut. She also holds a Master of Arts degree in Education and a Bachelor of Science degree in Special Education from the same institution. Dr. Henry is an Assistant Professor of Early Adolescent Literacy at the University of Kentucky and Co-Director of the P20 College & Career Readiness Lab. Prior to this appointment, she was a member of the New Literacies Research Team and helped develop a new instructional model for Internet-based literacies known as Internet Reciprocal Teaching. Dr. Henry has served on the ReadWriteThink.org advisory board since 2003, and her research interests focus on 21st century literacy skills, instructional uses of technology, issues related to the digital divide, and global/cultural awareness.

**Peter Hesseldenz** is the Academic Liaison for Business and Economics for the University of Kentucky Libraries. He received a Master’s of Library Science degree from the University of Kentucky. He also holds a Master’s of Arts degree in English from the University of Kentucky and a Bachelor of Arts degree in English from the University of Wisconsin, Madison. He currently lives in Lexington, Kentucky with his wife and two sons.

**Elizabeth W. Kraemer** is a librarian and Associate Professor at Oakland University’s Kresge Library, where she serves as the library’s Coordinator of Information Literacy. She has published a number of articles on library instruction, including the co-authored “The Librarian, the Machine, or a Little of Both: A Comparative Study of Three Information Literacy Pedagogies at Oakland University,” which was recognized as a finalist for the 2010 McGraw-Hill—Magna Publications Scholarly Work on Teaching and Learning Award. Kraemer holds a Master’s in Library in Information Science from Wayne State University and a Bachelor of Arts degree from Western Michigan University. She is a member of the American Library Association and the Association of College and Research Libraries, and is a past President of ALA’s New Members Round Table.

**Diego Liberati** has a PhD in Electronic and Biomedical Engineering from the Milano Institute of Technology. He is Director of Research, Italian National Research Council and author of 50 papers in ISI journals and editor and author of books and chapters. He is also Secretary of the Biomedical Engineering Society of the Italian Electronic Engineering Association (and Milano prize laureate in 1987); he has chaired Scientific Committees for Conferences and Grants. Dr. Liberati has been a visiting scientist at Rockefeller University, New York University, University of California, and the International Computer Science Institute and has directed joint projects granted by both private and public institutions and mentored dozens of pupils toward and beyond their doctorate.

**Clarisse Olivieri de Lima** has a PhD in Educational Psychology from the University of Connecticut (2006), a Master’s in Brazilian Education (1997) and a Technologist in Data Processing (1994), both from the Pontifical Catholic University of Rio de Janeiro – Puc-Rio, Brazil. She worked as the webmaster for the international virtual organization Kidlink; she was coordinator and instructional designer responsible for the development and implementation of the virtual campus for the Gama Filho University in Rio de Janeiro; she worked as a research assistant for the GlobalEd project and coordinated the Technology Assessment program of State of Connecticut’s teachers at the University of Connecticut; she also worked as a technology coordinator at a private K-12 school in Rio de Janeiro. Clarisse has large experience in
Education, particularly in educational technology, acting mainly in the areas of global citizenship education, distance education, international development, and ICT integration to education.

**Heath Martin** is Head of Collection Management at the University of Kentucky Libraries. He also serves as Academic Liaison to the Department of Philosophy and the Division of French and Italian Studies. He received a Master’s of Library Science degree from Queens College and a Master of Arts in English from Illinois State University. His publications and presentations have focused on the evolution of selection, assessment, and delivery of library resources in higher education. He has previously held faculty appointments in library collection development and acquisitions at Western Carolina University and the Maritime College of the State University of New York.

**Rich Rice** is Associate Professor of English at Texas Tech University where he specializes in Technical Communication and Rhetoric (see http://richrice.com). He directs the Multiple Literacy Lab, which explores intersections between new media composing and teaching, research, and service. He also teaches online and face-to-face courses in new media and rhetoric, grant writing, multimodal composition, and technical communication. Recent work related to CMC includes topics on ePortfolios, photo essays, remediation and film, and the rhetoric of family. His current projects include an edited collection on ePortfolio rhetoric, a preservice teacher best practice video database, and a new media-rich first-year composition reader focusing on intercultural communication. The reader is called *Writing for Life*.

**Laura M. Rusnak**, an Ohio native, has a BFA in Illustration from the Cleveland Institute of Art, a MFA in Computer Art from Syracuse University, and is currently working on a PhD in Mass Communication at Ohio University. Her research and teaching interests include Art/Tech studio practices: communication design (online and print), net.art, dynamic web scripting, digital imaging and alternative print processes, and interactive installation along with Art/Media studies: history of new media, internet studies, visual culture, electronic rhetoric, gender/sexuality in media, and women’s and gender studies. Laura currently teaches visual arts in the web design and interactive media department for the Art Institute of Pittsburgh’s online division.

**Jenna Ryan** is a Science and Engineering Librarian at Boston University. She earned her MLIS and MA in English from the University of South Carolina in Columbia in 2005 and has undergraduate degrees in English and Marine Science from the same institution. She has been published in the *Electronic Journal of Academic and Special Librarianship*, *The Handbook of Research on Computer Mediated Communication*, and has a forthcoming publication in the *Journal of Information Technology Education*. Her research interests include virtual reference, social networking in the classroom, emerging technologies, and bibliographic instruction.

**Urai Salam**, BEd (Indonesia), MCALL (Melbourne University, Australia), PhD (Monash University, Australia), is a Lecturer at the English Education and Training, Faculty of Education, Tanjungpura University, Indonesia. He has just started his career in Educational Technology Research. Most recently, he has made an initiative to introduce technology with limited supports in his faculty; even though the faculty does not provide computer facilities and Internet connection for students, he makes efforts to integrate the technology into his classroom processes. As well as lecturing in English Education, Urai
Salam conducts research in educational technology, particularly in teaching and learning English. His research interests extend to computer literacies and their role in effective learning and teaching.

**Sharon Stoerger** is an instructional design consult in the Learning Technology Center at the University of Wisconsin-Milwaukee. She is also an adjunct Instructor at Mount Mary College, Milwaukee, WI. Her research interests include computer-mediated communication, communities of practice, and social media. More specifically, she has been investigating virtual worlds, their use in formal and informal educational settings, and the ways in which visitors to these online spaces communicate with each other. Much of her recent work examines continuing education courses in Second Life (SL) through an ethnographic approach, including participant observation and informal interviews. In addition, she has been using discourse analysis methods to better understand the interactions between students and instructors in virtual environments, as well as the learning potential of these worlds.

**Kathy Tally** is an educational technologist at the University of Kansas Medical Center, online faculty for the University of Central Missouri, and a Master Reviewer for Quality Matters, an online quality assurance organization. Her research interests include student learning styles, increasing rigor, relevance, and relationships in the online learning environment, and online teaching pedagogy surrounding best practices and quality assurance. Tally is a graduate of the University of Central Missouri and Central Missouri State University.

**René Tanner** is a Life Sciences Librarian at Arizona State University. Previously, she was a Reference Librarian at Montana State University. She has experience in the online classroom both as a student and an instructor. She earned her Master’s degree in Information Resources and Library Science in 2007 and took the majority of her courses online. This experience gave her insight, from a student’s perspective, regarding classroom community building and best practices to motivate and engage students in an online or blended course. René has taught library instruction, electronic library research skills, and a seminar course in philosophy, all of which included a blended learning component.

**Maura Valentino** is the Coordinator of Digital Initiatives at the University of Oklahoma. In this role she manages the digital collections as well as the Institutional Repository. She also writes and produces a weekly podcast and an occasional vodcast. She graduated from Syracuse University with an MSLIS and a Certificate of Digital Studies. Before graduating, she traveled the east coast teaching Microsoft certified courses in a variety of programming languages. She also taught high school students in standardized test taking skills. It is from these experiences that she developed her interest in education theory and has begun to pursue another graduate degree in that area.

**Kristin Whitehair** is a Biomedical Librarian at the University of Kansas Medical Center A.R. Dykes Libraries. As a professional Librarian, Whitehair has served community college, undergraduate, and graduate students, staff, practicing health care clinicians, and faculty members. Her research interests include providing library services to distance students, meeting the information needs of non-traditional students, and analyzing data to better inform library decision-making. Whitehair is a graduate of Kansas State University and Louisiana State University.
About the Contributors

Yun Xia (PhD, Southern Illinois University, 2002) is currently an Associate Professor in the Department of Communication and Journalism at Rider University (USA). At Rider, he teaches print media and digital media design courses. His research interests are on the social impact of computer-mediated communication, educational applications of communication technologies, visual intelligence of graphic communications in new media, and semiotic analysis of communication signs in new media. His current studies include the exploration of logic forms in analog and digital communication and technology use in different cultures. His works have appeared in journals such as Human Communication, China Media Research, and The American Journal of Semiotics.