About the Contributors

Lawrence A. Tomei is the Associate Provost for Academic Affairs and Professor of Education at Robert Morris University, Pittsburgh, PA. Born in Akron, Ohio, he earned a BSBA from the University of Akron (1972). He entered the US Air Force in September 1972 and served on active duty for 22 years until his retirement as a Lieutenant Colonel in 1994. Dr. Tomei completed his Master’s of Public Administration and Master’s of Education, both at the University of Oklahoma (1975, 1978). He was awarded his Doctorate of Education degree from the University of Southern California in 1983. As Associate Provost for Academic Affairs, Dr. Tomei directs the activities of academic services including the registrar’s office, academic technology, the honors and cooperative education programs, international and study abroad programs. He holds a dual appointment as a professor of education in the School of Education and Social Sciences teaching graduate and doctoral courses. His articles and books on instructional technology include: ICT for Enhanced Education and Learning (2009), Online and Distance Learning (2008), Integrating ICT into the Classroom (2007), Taxonomy for the Technology Domain (2005), Challenges of Teaching with Technology Across the Curriculum (2003); Technology Facade (2002); Teaching Digitally: Integrating Technology Into the Classroom (2001); Professional Portfolios for Teachers (1999); and Technology Literacy Applications in Learning Environments (Chapter 1, Defining Instructional Technology Literacy) (2004).

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Lori Baker-Eveleth (PhD Washington State University) is an assistant professor of information systems at the University of Idaho, Moscow, Idaho. Her current research interest is in third place development, technology acceptance, laptop use in the classroom, and computer absorption/addiction. She has published recent articles in the Behaviour & Information Technology, EduCause Quarterly, Journal of Informatics Research Education, and Journal of Business and Management.

Manetta Calinger, curriculum writer at the Center for Educational Technologies®, focuses on writing STEM-G curriculum for a variety of national educational programs after a 20-year career as a secondary science teacher. Her experience implementing technology-based science instruction in K-12 science programs has given her practical insights into both the benefits and difficulties involved in using technology to improve science instruction and student learning.

Chuleeporn Changchit is an Associate Professor of Management Information Systems at Texas A&M University – Corpus Christi. Drawing from experiences working for over five years as a senior
consultant in industry, she provides her students with practical and comprehensive instructions, shares ideas and techniques enthusiastically, and enjoys substantial successes as an educator. Dr. Changchit is actively engaged in the scholarly activities. She has published articles in journals such as Decision Support Systems, Information Systems Journal, Expert Systems with Applications, the Journal of Computer Information Systems, and International Journal of Intelligent Systems in Accounting, Finance, and Management. She also serves as an Editor-in-Chief for the Journal of Information Privacy and Security (JIPS), serves as an Associate Editor for Journal of Electronic Commerce in Organization (JECO), and serves on editorial review board for the Information Resources Management Journal (IRMJ), the Journal of Global Information Technology Management (JGITM), and the International Journal of E-Business Research (IJEBR).

**Ching-Huei Chen** is an instructional designer at the Center for Educational Technologies. Her scholarly interests include instructional design and technology, professional development, and program evaluation. She received her Ph.D. in the Instructional Psychology and Technology at the University of Oklahoma where she also taught pre-service teachers on how technology could be incorporated into their teaching.

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**Laura Curtis**, a curriculum writer at the Center for Educational Technologies, develops multimedia instructional materials for various NASA and other science-based programs. She also designs and facilitates workshops for K-12 educators.

**Daniel Dahl** obtained a diploma in Computer Science and a Master of Science in Media Informatics, both from the University of Applied Sciences, Cologne, Germany. In 2005 he joined Prof. Vossen’s Database Group at the University of Muenster, Germany, where he received his Ph.D. in Computer Science in 2008. His thesis focussing on Web 2.0 and its implications on technology enhanced learning introduces a Web 2.0-coined approach of integrating learning objects into a heterogeneous environment based on their metadata. In 2008 Daniel Dahl joined the Bayer Group. At Bayer Business Services he is leading workplace collaboration and innovation projects, especially in the context of Web 2.0, resp. Enterprise 2.0.

**Daniel M. Eveleth** (PhD Washington State University) is an associate professor of management and human resources at the University of Idaho, Moscow, Idaho. His current research interests include expertise development, knowledge management, analogical reasoning, and using technology to enhance pedagogy. He has published in a variety of journals, including *EduCause Quarterly*, *Journal of Service Research*, *Journal of Information System Education*, *Journal of Education for Business*, *Journal of Ethics and Behavior*, and *Journal of Interactive Marketing*. 
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Nathan Garrett is a 6th year PhD student in the School of Information Systems and Technology at Claremont Graduate University, having finished an MSIS at CGU in fall 2005. His current research focuses on educational technology. He also maintains a wiki/ePortfolio plug-in for the Elgg social networking system. Nathan works full-time at Woodbury University as an Institutional Researcher, and lives with his wife Corrie, son Silas, and daughter Rose in Burbank, CA. Website: http://conversation.cgu.edu/garrett/weblog.

Lamis Hammoud is a researcher student in the School of Information Systems, Computing and Mathematics at Brunel University, West London, UK. Her main research interests are the area of educational technology and web-based learning.

Bruce C. Howard is the assistant director at the Center for Educational Technologies®. He is actively involved in developing innovative ways to integrate emerging technologies into formal and informal learning environments. In addition to his research on evaluating effective technology use, he manages curriculum development projects that combine simulations and videoconferencing for high-impact student learning.

Tim Klaus is an Assistant Professor of Management Information Systems at Texas A&M University – Corpus Christi. He earned his MBA (Finance) and MS (Computer Science) from Illinois State University and his PhD (Management Information Systems) from University of South Florida. His primary research interests are User Resistance, ERP implementations, IT personnel, and Web Usage. He has published papers in journals such as Communications of the ACM (CACM), Journal of International Technology and Information Management (JITIM), International Journal of Information and Communication Technology Education (IJICTE), and Human Systems Management (HSM). He also is a consultant in the area of IT-enabled change, helping organizations better understand the process of change as well as the impact of user attitudes and behaviors.

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Steve Love works in the School of Information Systems, Computing and Mathematics at Brunel University, West London, UK. His research interests primarily focus on looking at the social impact of mobile technology on people’s behaviour and its affect on their perception of the usability of mobile services and applications. His other main area of research interest is looking at the effectiveness of web-enhanced technology from a student and teacher perspective.
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**Derek O’Reilly** is a Senior Lecturer in Dundalk Institute of Technology, Ireland. He has lectured in the areas of Multimedia and Computer Graphics since the early 1990s. He has an M.Sc. in Computer Science from Dublin City University, Ireland and an M.A. in Education from Durham University, UK. He has served on various computing and multimedia related boards and panels. He is active as an industrial software consultant. Derek is interested in two research areas: equality through internet accessibility and equality through educational accessibility. He has published various research papers that discuss how the internet can be made more accessible for various groups, such as children, old people and the visually impaired. He has published research discussing the effects that various educational policies, such as grading methodologies and marketisation, can have on accessibility to education. Derek has published research that incorporates both equality through internet accessibility and equality through educational accessibility. He has designed tools that can be used to provide children with safe access to the internet. He has shown how the internet, blended learning and active learning can lead to improved university student retention.

**Anna Oskorus** is an instructional design consultant for TiER 1 Performance Solutions in Covington, KY. She currently creates and deploys blended learning and knowledge management solutions for commercial, non-profit, and government organizations.

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**Laurie F. Ruberg**, associate director of the Center for Educational Technologies, has led the design of award-winning, multimedia development and multisite, educational technology evaluation projects. She is currently involved in design research involving application of Web 2.0 technologies and examining science education affordances of virtual worlds such as Second Life. Ruberg teaches an online course in educational technologies to pre-service students at Wheeling Jesuit University.
Terry Ryan is Dean and Professor in the School of Information Systems and Technology at Claremont Graduate University. He does research on a variety of topics, including the design, development, and evaluation of IS applications and the determinants of IS effectiveness. He is particularly interested in these matters in the context of: teaching and learning in university and organizational settings, online discussion and dialogue, and preparing for and responding to emergencies. Website: http://administration.cgu.edu/fac/ryant/.

Thomas M. Schmidt is currently the campus college chairman for information systems and technology at the Jersey City Campus of the University of Phoenix. Prior to this, he worked in several roles in the information technology industry around New York City, including as President of his own corporation servicing the IT industry, and as an Officer of Harvard University as an instructional technology specialist. He has previously taught classes at Fordham University and Iona College in databases, Web design and overall information technologies. His work for different financial firms has included Equity and Fixed Income analytics, and data warehouses and databases in MS SQL Server, Sybase, and flat-file systems. He holds a BA degree from Carleton College and a Doctor of Science degree from Tulane University in Computer Science, with a concentration in databases. He is the author of several published articles and book chapters. He was a part of the initial council meeting where the University of Phoenix’s Doctor of Management in Information Systems and Technology degree was designed, and has served as a Council member guiding the degree program since then, along with serving as course designer for all but one of the courses in the program. His research interests include databases and information theory. A trivia buff, he has appeared on the Jeopardy! program. His interests outside of academics include opera, biking the trails built on former rail beds, botany and horticulture, and passive-solar and other advanced energy technologies. He and his wife live 25 minutes north of Grand Central (terminal, not station, please) in the suburbs of New York City, Metropolis, where he was born.

Michael Shaw is currently the president of SilkWeb Consulting & Development and the founder of Value Based Training. SilkWeb is an education and business consultancy with a special focus on management consulting and corporate training services. Prior to his role at SilkWeb, he developed leadership curriculum and managed new program development for University of Phoenix. Michael remains with the University as an adjunct faculty member. His research interests include online faculty quality, employee turnover in call centers, knowledge management and values in the workplace. Michael recently developed an online faculty quality model that is quickly becoming an industry standard. Michael was born in Bethpage, Long Island, but has lived in Arizona for over 15 years. He currently lives in New River Arizona with his wife and two daughters. He is an avid outdoorsman, involved in hunting and fishing.

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His classroom interests include robotics and instructional software and authoring. He has also written numerous articles and given presentations at national and international conferences on the integration of technology into classroom teaching.

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**Charles Wood**, director of the NASA-sponsored Classroom of the Future, has had a varied career, always associated with NASA science and education. Currently he analyses data from the Cassini spacecraft orbiting Saturn, as well as directing an educational research center. He worked as a planetary geologist at Brown University, the Smithsonian Institution and at NASA’s Goddard Spaceflight Center and Johnson Space Center. Since 1990, he has been primarily an educator, developing online programs, simulations and instrumentation. His life-long passion is the Moon and he regrets that will not get to teach there.