About the Contributors

**Irene L. Chen** received her Doctor of Education in Instructional Technology. Dr. Chen has a diverse professional background. She previously served as an instructional technology specialist, and computer programmer/analyst. Her current research interests are: instructional technology, assessment and evaluation, multicultural education, urban education, business education, and curriculum and instruction. She has delivered K-12 in-service professional development activities for both faculty and staff. She is the co-author of *Technology Applications for K-12 Teachers* and a co-editor of *Wired for Learning: An Educator’s Guide to Web 2.0*.

**Dallas McPheeters** is an award winning Educational Technologist passionate about helping others feel at home with technology. His peer-reviewed and published research focuses on the mashup generation of uncertainty facing an unknowable future and how to engage such minds as they prepare for tomorrow. Most recently, McPheeters received a Service Recognition Award from the President for his contribution to the field of education within multi-user virtual environments. Results from McPheeters’ research have been presented both nationally and internationally to educators and professionals interested in adapting emerging technologies to the next generation of learners and workers, whether face-to-face or in the Cloud. McPheeters’ work demonstrates how the elimination of space-time and identity barriers opens new avenues for learning previously unavailable in traditional venues. More about Mr. McPheeters can be discovered online at http://dallasmcpheeters.com.

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**Sina Andegherghis** was born in Eritrea and moved to the United States at the age of four. She is currently pursuing a Master’s Degree in Instruction and Curriculum with a concentration in English Second Language.

**Loretta Asay** serves as the Coordinator, Instructional Technology and Innovative Projects, in Clark County School District, Las Vegas, NV. Her role is to increase
the integration of technology into classroom activities. She was a science teacher and a school technologist, then worked as a trainer for school technologist. She served as the Coordinator for Science and became the Instructional Technology coordinator in 2007. Mrs. Asay is finishing a doctorate in educational psychology at the University of Nevada, Las Vegas.

Shirley Barnes is an Assistant Professor of Foundations and Psychology at Alabama State University in Montgomery, AL. She received her Ph.D. in Educational Psychology from Auburn University, M.Ed. in Counseling and Student Development Services from Tuskegee University, and B.A. in Sociology from Auburn University. Dr. Barnes teaches graduate courses in foundations of education assessment, statistics, measurement, and evaluation. Her experience includes years of experience of online teaching. Dr. Barnes’ research interest includes teacher self-efficacy in content areas, assessment, and multicultural issues in education. She holds several national certifications, including being a National Certified Psychologist, Board Certified Clinical Psychotherapist, and National Certified Counselor. She has served as a National Testing and Assessment Administrator with Psychological Corporation and Educational Testing Services (ETS), including supervising and administering admissions national tests and tests for national licensure/certification. She has received numerous scholarly awards and honors and is an active scholar in the field.

Chelsea Bruner is striving to become more proficient with electronics to keep up with her students and the future.

Susan Gibson is a Professor in the Department of Elementary Education in the Faculty of Education at the University of Alberta, Edmonton Alberta, Canada. She teaches social studies education in the undergraduate teacher education program. Her areas of research expertise include the preparation of social studies teachers, infusing technology into teaching and learning, and preparing preservice and practicing teachers for teaching in a digital age.

Amanda Gordon recently completed her second year of teaching as an eighth grade reading teacher. While in college, I played basketball for four years and met life-long friends and gained experiences that she carries with her daily. She feels blessed to have a job that challenges her daily!

Terra Graves has been an educator in Nevada for 18 years. She is currently the State Online Professional Development Coordinator for the Nevada Pathway Project. In this ARRA funded position, she collaboratively created and facilitated four online professional development modules for the 120 statewide teacher par-
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ticipants. She is also a teacher in the Washoe County School District Office of Staff Development in Reno, Nevada. As a former classroom teacher, Terra has supported teachers for the past eight years in the areas of classroom management, instructional strategies and 21st Century skills/technology integration. Terra is the author of The Organized Teacher, A Guide for Beginning Teachers, editor of various resources such as NETS-S and P21 Framework Correlation, Web 2.0 Tools and Resources for Teaching 21st Century Skills, and Using Games and Simulations in the Classroom.

**S. Selcen Guzey** is a Research Associate at the STEM Education Center at the University of Minnesota. Dr. Guzey’s research interests are focused on technology integration into secondary science teaching, learner-centered science instruction, and motivation theory. Her specific areas of research consider the effects of intrinsic motivation on teachers’ technology-enhanced classroom practices.

**Cory Cooper Hansen**, Ph.D., is an Associate Professor in the Mary Lou Fulton Teachers College at Arizona State University. She is the Early Childhood Program Director and teaches courses in language and literacy at the undergraduate and graduate levels. Dr. Hansen’s Bachelor’s Degree is from the University of Calgary in Alberta, Canada and her graduate degrees are from Arizona State University. Her research agenda includes best practice in instruction at all levels which includes effective integration of technology to meet the needs of 21st century students. As principle investigator, she has led two years of an Arizona Classrooms of Tomorrow Today grant funded through the Arizona Board of Regents Improving Teacher Quality Program. Most recently, she is collaborating with doctoral students engaged in action research to positively impact learning environments for young children.

**Alison Horstman** is now in her tenth year of teaching first grade. Once she achieves her Master’s degree, she hopes to teach undergraduate education courses.

**Rarshunda Hudson** is a teacher in an urban elementary school.

**Nick Lawrence** is a teacher at East Bronx Academy for the Future, a public school in the Bronx, New York. He teaches U.S. history and German to students ranging from eighth to tenth grade. His research interests include finding ways that learning platforms can promote collaborative skills and improve academic achievement in the K-12 classroom as well as how digital participatory media can support civic engagement.

**Cheng-Yao Lin** is an Associate Professor of Mathematics Education at Southern Illinois University Carbondale. He is interested in the integration of technology into
mathematics education, the preparation of pre-service teachers and cross-cultural research on pre-service teachers’ knowledge of fractions. He has published in many peer-reviewed journals for research in mathematics education. Dr. Lin has served in many official positions in professional organizations - Program Chairperson of the 21st -28th Annual Conferences on Teaching Mathematics [ICTM/ Southern Section], SIUC, Carbondale. IL; Membership Committee of the School Science and Mathematics Association (2006-2009); session chair for Research in Mathematics Education on the program of the 2011 AERA Meeting in New Orleans; Discussant on the program of the 2010 AERA Meeting in Denver; session chair of Research in Mathematics Education on the program of the 2008 AERA Meeting in New York City.

**Jane-Jane Lo** is an Associate Professor in the Department of Mathematics at Western Michigan University. Dr. Lo has a long-term research interest in studying the process of mathematical learning and concept development. This focus has been pursued in three complementary areas: the development of ratio and proportion concepts, classroom discourse, and international comparative. Since arriving at Western Michigan University in 2001, Dr. Lo has combined this particular research interest with her primary teaching assignments: mathematics courses for prospective elementary and middle school teachers. In addition to working with prospective teachers, Dr. Lo serves as the Project Co-Director of the Kalamazoo Area Algebra Project (KA2P) that provides professional development opportunities for local middle and high school mathematics teachers to strengthen their knowledge for teaching algebra.

**Fenqjen Luo** is an Assistant Professor of Mathematics Education in the Montana State University’s Department of Education. Principally, she teaches elementary mathematics methods. She received her Ph. D. in 2000 in Mathematics Education from the University of Texas at Austin. Prior to joining the Montana State University, she worked as an Assistant Professor of Mathematics Education at the University of West Georgia and an Assistant Professor of Mathematics and Computer Science at the Chung Yu Institute of Technology in Taiwan. She is a co-author of elementary school mathematics textbook series published by Kang Hsuan Educational Publishing Group between 2002 and 2008 in Taiwan. Her research interests include the application of Web-based instruction in teacher education, the impact of on-line learning on students’ mathematical performance and attitudes, international comparisons among mathematical teachers, and cognitive processing of mathematical knowledge.

**Alicia Martinez**, with roots in Mexico, is currently an elementary school teacher with a focus on bilingual education.
Evelyn Martinez is a public school teacher specialized in bilingual education.

Brenda McCombs is the Director of Instructional Technology of a school district.

Christian McGlory is a first grade teacher. She has been teaching first grade for the past 8 years. She is certified to teach pre-k-4th grade and also holds an ESL certification for EC-12th grade. She loves to watch students grow into great readers, mathematicians, scientists, artists, and computer whizzes.

Julie McLeod currently teaches technology integration courses at the University of North Texas where she earned her doctoral degree in Learning Technologies. She also teaches mathematics for Allen ISD where she and her students use many technologies during their learning. Julie’s research interests include exploring children’s curiosity, power and motivation as they use technology to learn. She has also published book chapters and journal articles that discuss powerful ways to integrate technology by purposefully matching a proven learning strategy with the affordances of the technology to create a learning experience that maintains the integrity of the proven strategy while creating something not possible without the technology.

Clif Mims (http://clifmims.com/blog/) is an Associate Professor in the Department of Instructional Design and Technology at the University of Memphis and the Director of the Martin Institute for Teaching and Learning in Memphis, TN. His interests involve supporting teachers’ integration of technology through professional development and other professional learning experiences.

Jessie Munks is a certified K-12 music educator in the state of Texas and is currently serving as a fifth year elementary school music teacher and a fourth year department head. She earned a Bachelor of Arts degree in Music (Voice emphasis). She is currently pursuing a Master of Science degree in Educational Management and aspires to be a public school principal. Ms. Munks devotes her spare time to singing and writing short stories.

Joe O’Brien is an Associate Professor in the Department of Curriculum & Teaching at the University of Kansas. He teaches courses in middle and secondary social studies instructional practices, research and theory and has received numerous teaching awards. His research interests include the relation between digital participatory media and civic engagement and the use primary sources to promote students’ ability to think historically.
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Venus Olla is interested in the use of Internet-based virtual environments as a new pedagogical approach in the teaching of citizenship.

Shawn Pennell is a faculty of the Raggio Research Center at the University of Nevada, Reno. She holds a MA Ed in Curriculum, Teaching, and Learning with an emphasis in Educational Technology from UNR. As a licensed Nevada teacher, she has taught social studies both in the classroom as well as online. Shawn has co-authored two articles and made contributions to a Chinese textbook in teaching Chinese as a Second Language. She is a reflective practitioner to excess, and enjoys travel, her husband’s good humor, and engaging in 21st century endeavors of teaching and learning at all times. Shawn is married and has one son from the belly and two daughters from the heart.

Drew Polly (drewpolly@gmail.com) is an Assistant Professor in the Department of Reading and Elementary Education at UNC Charlotte. His research agenda focuses on examining how to best support the integration of technology-rich learner-centered tasks in elementary school classrooms.

Kate Popejoy (kate.popejoy@uncc.edu) is an Assistant Professor in the Department of Reading and Elementary Education at UNC Charlotte. Her research agenda focuses on supporting scientific inquiry in elementary school classrooms.

Martina Ramos-Rey is a 4th grade writing teacher. She has been teaching for 10 years and recently graduated with her Master’s in Teaching with a focus in Curriculum and Instruction. Like many teachers, Martina looks for new ways to incorporate technology into her elementary classroom. Her students come from diverse backgrounds that have limited use of computers and other technologies. Therefore, Martina feels it’s important for her to learn about and incorporate new technology as much as she can in her classroom. Her hope is that by exposing her students to what she’s learned in the technology classes her graduate program offered, she will somehow bridge the technology gap that challenges her students.

Diana Ramirez is interested in looking at current libraries and how they are changing to address the technology that is now available and that will change the overall purpose and use of the library. She has taught over 30 years both as an early childhood teacher and now as a librarian for an urban high school.

Sandra Richardson holds a joint appointment as an Associate Professor at Lamar University in the Department of Mathematics and Department of Professional Pedagogy. She received both her M.S. and Ph.D. in Mathematics Education from
Purdue University and her B.S. in Mathematics from Dillard University. While at Lamar University, she has taught a range of undergraduate and graduate courses. Her research and scholarly interests include developing effective tools for mathematics curricula, advancing technological pedagogical content knowledge of mathematics teachers, studying minority and underrepresented students’ mathematical thinking at all levels of school mathematics, and mathematics teacher education. Dr. Richardson has received over $1 million dollars in grants to fund her research and scholarly pursuits. She has received numerous honors and awards, including the University Excellence in Teaching and Research Merit Award and the Texas State Teachers Association Student Programs Advisor of the Year Award.

Blanca Rodriguez is certified to teach early childhood through fourth grade as well as special needs. She currently teaches first grade. One of her three children is autistic, so she enjoys spending time with discussion groups and sharing ideas with other parents of children on the autism spectrum.

Gillian Roehrig is Co-Director of the STEM Education Center and an Associate Professor of science education in the department of Curriculum and Instruction at the University of Minnesota. Dr. Roehrig’s teaching and research is focused on the preparation and retention of beginning secondary science teachers and the implementation of inquiry-based instruction and technology integration in secondary science classrooms. Her research agenda is focused on the constraints experienced by teachers as they implement inquiry-based instruction and/or integrate technology in their classrooms and how these constraints can be mitigated through participation in professional development.

P.G. Schrader is an Associate Professor of Educational Technology at the University of Nevada, Las Vegas. Dr. Schrader’s recent work involves understanding learning in complex nonlinear digital environments like Massively Multiplayer Online Games and Hypertext. In these contexts, he has examined aspects of expertise, literacy, and the dynamic exchange of information. His work has appeared in a number of journals, books, and national and international conferences.

Leanne Spinale, a teacher candidate, is married with a 9 year old daughter and resides in the state of Texas.

Sara Stewart has been an educator in Clark County School District for the past 12 years. Throughout this time, she has taught middle school life science and high school biology. Her Master’s degree is in Curriculum and Instruction, with emphasis on technology integration. This helped prepare her for her most current positions,
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educational computing strategist, and presently, a project facilitator in Instructional Technology (IT). As an IT project facilitator, her main focus has been instructional designer and facilitator for the Nevada Pathway Project. This project is a collaborative learning community comprised of 124 middle school teachers throughout the state of Nevada. The professional development focuses on 21st Century learning, iPods, and effective technology integration. She also provides professional development for effective technology integration for technology specialists, administrators, and teachers throughout the district.

Neal Strudler, a former seventh grade teacher and Assistant Principal, is a Professor of Educational Technology in the College of Education at the University of Nevada, Las Vegas. His research focuses on technology integration in both teacher education and K-12 schools. Along with P.G. Schrader, Dr. Strudler served as an evaluator for the Nevada Pathway Project. He has also served as a member of the Board of Directors of the International Society for Technology in Education (ISTE), as president of ISTE’s Teacher Education Special Interest Group (SIGTE) and as President of AERA’s SIG-TACTL (Technology as an Agent of Change in Teaching and Learning). Most recently he was the Research Paper Chair for ISTE 2011. Dr. Strudler is a recipient of ISTE’s “Making It Happen Award.”

David S. Torain II is an Associate Professor of Mathematics and the Chair of the Department of Mathematics at Hampton University. He received a Ph.D. in System Science/Mathematics from Clark Atlanta University and was awarded a M.S. in Applied Mathematics and B.S. in Mathematics from North Carolina State University. Dr. Torain’s research area is in Mathematical Modeling and Partial Differential Equations. He has presented his research at numerous national, state, and local conferences. As the Chair of Department of Mathematics at Hampton University, Dr. Torain has engaged students in active learning through the implementation of a series of technological supplements, including WebAssign and MyMathLab, in various undergraduate mathematics courses. He has received numerous professional awards for his teaching and scholarship.

Ngoc Tran has taught Kindergarten for four years at a Title 1 school. Teaching has been her passion, and the Internet is her hobby.

Sheri Vasinda is a classroom teacher and Adjunct Professor for Texas A&M University-Commerce. During her thirty year career she has taught Kindergarten, first, third, fourth, and third-fourth multiage. She has also been a reading resource teacher, dyslexia therapist, and educational researcher. Her research interests include purposeful and powerful technology integration, teaching into the intentions of the
learner while meeting state and national standards, teacher research, involving stu-
dents in their own assessment, and equipping learners to uncover their own power.

Anabel Vallejo has been a teacher for four years. She is the first in her family
to pursue a Master’s degree.

Deepak Verma is currently a middle school Math teacher. He has been teaching
profession for 7 years. His teaching philosophy is that all students can learn and enjoy
learning if they are provided with a good encouraging support and environment and
a great teacher. He is a strong believer in keeping a work family balance in his life.

Tamika Washington is a recent college graduate. She completed the Generalist
Early Childhood through 6th grade teacher’s certification course through an alterna-
tive certification program. Currently, she is a substitute teacher. She is also perusing
her Master’s Degree in Speech Pathology.