About the Contributors

Carla R. Payne is Professor Emerita of Graduate Studies at Union Institute & University, where she supervised low residency MA students in individualized interdisciplinary studies, and designed and implemented an online Master’s program. She earned the BA in Philosophy from Barnard College, and the MA and PhD, also in Philosophy, from SUNY/Buffalo. Publications include “Good Practice and Motivation in Online Learning,” in Motivating & Retaining Adult Learners Online (2002); “Teaching and Technology for Human Development,” co-authored with A.W. Chickering and G. Poitras, in Educational Technology (2001); “Design for Success: Applying Progressive Educational Principles Online,” in Current Perspectives on Applied Information Technologies: Preparing Teachers to Teach with Technology (2004); “What Do They Learn?” in Flexible Learning in an Information Society (2006); “Can We Talk? Course Management Software and the Construction of Knowledge,” co-authored with Cornel J. Reinhart, in On the Horizon (2008). She continues to teach ethics and philosophy online for the Community College of Vermont.

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Radwan Ali earned his doctorate in Instructional Technology from the University of Georgia in 2008. He is an assistant professor of Management Information Systems at Kennesaw State University. He is a member of the National Business Education Association (NBEA) and Beta Gamma Sigma Honor Society.

Naomi R. Boyd holds a PhD in interdisciplinary education and a MA in special education. As the Director, Teaching and Learning Technologies, University of South Florida Polytechnic she assists instructors with the process of integrating technology into the teaching and learning process. She facilitates the training and development of both faculty and students in the appropriate platforms necessary for course participation as well as supports learning tools such as Blackboard, Elluminate, and Chalk & Wire. Dr. Boyer teaches in the Adult Education programs. Her research interests on the use of self-directed frameworks in online settings, the impact of technology on educational settings, and the faculty development programs.

Xenia Coulter is currently an Emeritus Professor from Empire State College, where she now is a part-time mentor in the Center for International Programs and a part-time instructor in the Center for Distance Learning. With a PhD in Experimental Psychology, she also taught for ten years at the State University at Stony Brook. She has written articles, many for All About Mentoring, plus chapters such
as in Rosenzweig (Ed.) *Neural Mechanisms and Learning and Memory* (MIT Press, 1976, with Byron Campbell), Spear & Campbell (Eds.), *Ontogeny of Learning and Memory* (Erlbaum, 1980), and Di Stefano, Rudestam, & Silverman (Eds.), *Encyclopedia of Distributed Learning* (Sage, 2004, with Alan Mandell) and made numerous presentations over the years in the areas of learning & memory, adult development, experiential learning, and other topics related to higher education.

**James G. R. Cronin** is a founding member of History of Art, University College Cork where he is currently employed as Visual Resources Officer. He is also currently employed as Course Co-ordinator in the Centre for Adult and Continuing Education, University College Cork. Cronin graduated in History and English from University College Cork (1991) and broadcast media from the University of Central Lancashire (2000). He has taught in higher education since 1992. He is interested in assessing the ways technologies can enhance critical learning and reflective practice. He is a member of AONTAS (Irish National Adult Learning Organisation) and DRHA (*Digital Resources for the Humanities and Arts*) based in the United Kingdom. He is involved in a NAIRTL (National Academy for the Integration of Research and Teaching and Learning) research project focused on exploring connections in teaching and learning across disciplines in Irish higher education.

**Barbara de la Harpe** is associate professor and Dean Academic Development in the College of Design and Social Context at RMIT University, Melbourne, Australia. In this role, she provides academic leadership to over 1,000 faculty and 20,000 students. Her background is in Science Education and Educational Psychology and her PhD study was on student learning. Her fields of expertise include learning; generic skill development; quality and change management; and staff professional development. She has been involved for a number of years in teaching and academic professional development in higher education and has overseen many large organizational change and funded research projects. She is the recipient of numerous awards (including an Australian Learning and Teaching Council citation for sustained and outstanding contribution to student learning) and is widely published in learning and teaching.

**Roisin Donnelly** has been lecturing and researching in higher education since 1992. She has taught in universities in Northern Ireland and was a lecturer and visiting research fellow in the University of New South Wales, Sydney. She is currently Programme Co-ordinator for DIT’s MSc Applied eLearning, and tutors and supervises on the PG Certificate, Diploma and MA in Third Level Learning and Teaching. She also is an online tutor on courses with Oxford Brookes University and The University of Queensland. She has a range of conference proceedings, chapter and journal publications to reflect her teaching and research interests, including online academic development, designing eLearning, supporting virtual communities, transformative pedagogies and blended problem-based learning. Her first co-edited book is published in 2008: *Applied eLearning and eTeaching in Higher Education*. Hershey, PA: Information Science Reference. She is currently writing and editing a second textbook in the field of eLearning within academic development.

**Nicholas Eastham**, BA, MA, is currently working toward completion of a PhD in Educational Technology from the University of Northern Colorado. He received his BA in Literature (minor Journalism) from Texas Christian University, and an M.A. in General Education from Eastern New Mexico University. His career includes serving as a school technology coordinator, where he taught public school staff and
students a wide variety of computer applications on multiple platforms, and designed and maintained websites for public schools and non-profit organizations. He is currently the webmaster for the Center for the Enhancement of Teaching and Learning (CETL) website at the University of Northern Colorado, where he also conducts individual and group technology workshops for the CETL. Nicholas’ research has focused on on-line learning and visual literacy. He has authored articles on assistive technology and on-line collaborative work.

**Noel Fitzpatrick** is a Learning Development Officer at the Dublin Institute of Technology Ireland. After graduating from University College Dublin, Ireland, with a BA in English and Philosophy, and an MA in Philosophy, he obtained an MPhil from the University of Paris VII, and his PhD with first class honors. His research interests include eLearning, integration of new technologies in learning and teaching, philosophy of education, computer mediated communication, discourse analysis, philosophy of language and pragmatic linguistics. Noel taught at the University of Paris VII for twelve years in the applied languages department. He has worked in the development of eLearning projects in both the public and private sectors since the mid 1990s and has specialized in the use of eLearning in language teaching and training.

**M. Evan Gaffney** is a high school physics teacher in Bergen County, NJ with a degree in physics and minors in mathematics and education. His past research includes areas of mathematics, physics, and education. Recent publications include “Investigating Cutsets in the Boolean Lattice, Order B_7,” and “Tsar Bomba: Power Unimaginable.” He is currently spearheading a project to develop a unified physical science curriculum for his school district.

**D. Randy Garrison** is the Director of the Teaching & Learning Centre and a Professor in the Faculty of Education at the University of Calgary. Dr. Garrison has published extensively on teaching and learning in higher, adult and distance education contexts. His most recent books are: *E-Learning in the 21st Century* (2003) and *Blended Learning in Higher Education* (2008).

**Alessio Gaspar** is associate professor with the University of South Florida’s Information Technology department and holds a PhD in Computer Science from the University of Nice Sophia Antipolis (France, 2000). He is an ACM SIG member for the Special Interest Groups in Computer Science (SIGCSE) and Information Technology (SIGITE) Education. His research interests are in evolutionary computation and computing education (e.g. developing technologies to enable new pedagogies, investigating constructivist frameworks applicability to computing). His research has been so far federally funded from the National Science Foundation’s CCLI division for which he also serves regularly as panelist.

**Nóirín Hayes**. PhD, is Head of the School of Social Science and Law at the Dublin Institute of Technology, Ireland, and a former Head of Learning Development within the Faculty of Applied Arts. She is a developmental psychologist and lectures on children and childhoods, early education and research methods. She is Director of the Centre for Social and Educational Research (CSER) at the DIT and leads a number of research projects in the field of early childhood. She is the author of a number of publications on practice and policy in early childhood education and an active member of the Irish Children’s Rights Alliance.
Ida Heilweil, received her PhD in Computers in Education from University of Leicester, England. She is a lecturer in the Computers in Education Department at Levinsky College of Education, where she also works as an educational designer in the Digital Learning Center. In addition, she teaches in the professional development program for teacher educators on ICT in teacher education at the Mofet Institute where she is also a member of the ICT research team. Her research focuses on e-learning and ICT in teacher education.

David Kendrick, BA, MA, MS, EdD (Director, Center for the Enhancement of Teaching and Learning, University of Northern Colorado) David Kendrick received his BA in English and MA in English/Communications from Colorado State University, an MS in Educational Technology, and EdD in Higher Education Administration & Research from Texas A&M University-Corpus Christi. His career has included teaching and administration in k-12 and higher education. After teaching in the public schools in Colorado, he spent five years teaching post-secondary students of the United Arab Emirates. Upon his return to the U.S., he served as the technology director of a large, South Texas school district, shortly thereafter returning to higher education at Texas A&M University-Corpus Christi where he taught courses in educational technology and served as Assistant Director of the Center for Teaching Excellence. His research has focused on e-learning environments and the cost benefits of the transformation to web-based courses, programs, and systems.

Sarah Langevin is a student at the University of South Florida. Her interests include psychology, biology, computing education research and open source technologies. She is particularly interested in the application of educational and cognitive psychology theories to introductory and intermediate programming courses for regular students and adults education. Sarah is also interested in open source technologies (e.g. virtualization) which can support and enable pedagogical innovations in computing by allowing students to learn by doing and engage in authentic social apprenticeship learning experiences. The confluence of technology and pedagogy is what makes computing education an interesting research endeavor.

Jennifer Lee is an Assistant Director of Academic Services for the College of Education at the University of North Texas. She is a doctoral student in Learning Technologies. Her research interest is in distributed learning, academic advising, and new media and technologies.

M. Beatrice Ligorio is associate professor at the University of Bari (IT). She graduated in Psychology at the University of Rome and, in the 1999, she received her PhD in Psychology of Communication at the University of Bari. She has been a NATO fellow for collaboration in the Community of Learners model, designed by Ann Brown (University of Berkeley, CA). She also received a Marie Curie grant to develop virtual educational environments at the University of Nijmegen (NL). She has collaborated on European, international, and national projects and has published many articles in international journals. Recently she has edited two books in Italian about educational technology. Professor Ligorio has also edited the Italian translation of Cultural Psychology. A once and future discipline (Cole, 1996). Her main research interests are in educational technology, models of community, cultural psychology, socio-constructivism, virtual environments, dialogical approach, digital identity, blended learning, m-learning.
Lin Lin is an Assistant Professor in Learning Technologies at the University of North Texas. Lin’s research interests include new media and technology, computer-mediated communication, cognition, online learning, professional development and adult learning. Lin holds an EdD degree in Communication, Computing and Technology in Education from Teachers College, Columbia University. Please visit for more information.

Linda Lohr received a BS in Vocational Education from Colorado State University, an MS in Consumer Science (minor Computer Science) from Texas Women’s University, and a EdD from the University of Memphis in Instructional Design and Technology. Her career has spanned many areas in instruction and technology, including professional work as a junior high school teacher, college-level software instructor, school district technology supervisor, assessment provider, instructional interface design analyst and lead instructional designer for commercial instructional software, instructional software consultant to numerous companies (including Sun Microsystems, Boston Market, MCI, HP, Shell Oil and Safeway), and most recently as Associate Professor of Educational Technology at the University of Northern Colorado (UNC). Among her professional activities, she is a book review editor and consulting editor (and past editorial board member) for Educational Technology Research and Development, and is the portfolio reviews editor for TechTrends. Prof. Lohr’s research emphasis has been on instructional software usability and on the use of visuals in instruction. She has authored 2 textbooks, 7 book chapters, and 37 juried articles.

Hwee Ling Lim is an Assistant Professor at The Petroleum Institute (Abu Dhabi, UAE) which specializes in engineering education and research. She has Bachelor (English Language, Literature) and Master (English Language) degrees, a post-graduate Diploma in Education from The National University of Singapore, and a PhD (Information Technology) from Murdoch University (Perth, Western Australia). Her areas of research interest are educational technology, computer-mediated communication, and distance learning. She can be contacted at hlim@pi.ac.ae, 971-2-6075324, The Petroleum Institute, P.O. Box 2533, Abu Dhabi, United Arab Emirates.

John Paul McMahon is currently reading for a doctorate degree in art history at University College Cork, Ireland. His thesis examines the work and writings of Vito Acconci and Michael Fried. McMahon has published articles on Acconci and Fried, William Blake, and Chinese art since the death of Mao Zedong. Currently, McMahon is completing an article on the theme of madness and art history. This article looks specifically at the early writing of Michel Foucault. McMahon teaches on the Diploma in European Art History, University College Cork and has tutored on the university’s art history degree programme. He has given papers internationally on a variety of subjects from semiotics to the work of Doris Salcedo.

Alan Mandell is College Professor of Adult Learning and Mentoring and currently Susan Turben Chair in Mentoring at SUNY Empire State College. For more than thirty years, Mandell has served as administrator, mentor in the social sciences, and director of the college’s Mentoring Institute. With colleague Elana Michelson, he is the author of Portfolio Development and the Assessment of Prior Learning (2nd edition, Stylus, 2004). With colleague Lee Herman, he has written many essays and book chapters on mentoring, including From Teaching to Mentoring: Principle and Practice, Dialogue and Life in Adult Education (Routledge, 2004). Mandell and Herman’s essay, “Mentoring: When Learners
About the Contributors

Make the Learning” will be included in the forthcoming Transformative Learning in Action edited by Mezirow and Taylor (Jossey-Bass, 2009).

John Miller teaches literature and writing at National University in Costa Mesa, California. He has been designing and teaching online courses in both subjects since 1999. His published scholarly work has included studies of English Renaissance prose, fantasy and science fiction, hypertext fiction, and online pedagogy.

Nili Mor has a Ph.D in Computers in Education from Haifa University. She teaches in the graduates programs of two higher education institutions in Israel: Levinsky College of Education and The Open University. In addition, she coordinates the professional development program for teacher educators on ICT in teacher education at the Mofet Institute. Her research focuses on E-learning, ICT in teacher education and the professional development of teachers educators.

Laura Nicosia, PhD is an Assistant Professor of English and the Director of English Education at Montclair State University in New Jersey. She teaches American literature and explores educational uses of technology to improve pedagogy. Her most recent literary publications examine the narrative constructs of Philip Roth, John Dufresne and Gloria Naylor, including the book chapter, “Gloria Naylor’s The Women of Brewster Place: Evolution of a Short Story Cycle,” in Narratives of Community: Women’s Short Story Sequences. Her recent techno-pedagogical publications focus on constructivist teaching and learning using the virtual reality platform of Second Life. These include: “Literature Alive! Using Second Life to Teach American Literature,” in The EDUCUSE Review 43.5 and “Adolescent Literature and Second Life: Teaching Young Adult Texts in the Digital World,” in New Literacies: A Professional Development Wiki for Educators.

Kevin C. O’Rourke is Head of eLearning Support at the Dublin Institute of Technology, Ireland. He holds a BA and MA in philosophy from University College Dublin, Ireland, and completed a PhD in nineteenth-century intellectual history at University College London. His research interests include the philosophy and history of education, and the socio-cultural impact of information and communications technologies. Prior to joining the DIT in 2002, he worked for Fathom.com, the eLearning consortium founded by Columbia University.

G. Andrew Page, earned a doctorate of philosophy at the University of Georgia (2004) with an emphasis on adult education, instructional technology, and research methods. Currently, he is an assistant professor in the College of Education at the University of Alaska Anchorage. Andy’s research interests include how to effectively use emerging and assistive technologies to promote positive learning outcomes in traditional and hybrid courses. He has designed, developed, and manages a new e-Learning Graduate Certificate program to help train facilitators of education with the tools of technology. In 2008 he was the co-principal investigator for a National Science Foundation grant that focuses on developing a model for cross-hemispheric collaboration and between paired classrooms in distant communities (Tasmania and Alaska, USA) using information and communication technologies. He has professional memberships in the American Educational Research Association and the Association for the Advancement of Computing in Education.
Maria Luisa Pérez Cavana  Born in Madrid in 1961 she studied Philosophy (BA Hons) and continued her studies in Philosophy, History and Education in Germany where she received her doctorate (PhD Ed) for her thesis on Georg Simmel and Ortega y Gasset. She has worked as a research associate at the Madrid Complutense University in different research projects and she has numerous publications on German Enlightenment and feminist epistemology. Recently she has focused on the practice of teaching German as a foreign language and she is particularly interested in how to improve language learning from the point of view of learner autonomy. She has been developing an electronic European Language Passport for the Open University (UK) where she works as lecturer in German and Spanish. Other research interests are the use of new technologies (ejournals, Web 2.0) in language learning.

J. Fiona Peterson is Director of Learning and Teaching in the School of Creative Media at RMIT University, Melbourne, Australia. She has 29 years’ experience as a teacher and educational facilitator spanning high school, vocational education and training, as well as undergraduate and postgraduate higher education programs. Her background is in Communication Studies and she has a PhD in collaborative learning networks. Her research interests include strategic knowledge networks, Mode 2 knowledge, virtual communities, global education and learning and teaching in higher education contexts. She has been principal investigator in a number of SoTL projects, both nationally and internationally. She is a recipient of an Australian Learning and Teaching Council citation for sustained and outstanding contribution to student learning – for development of innovative curriculum incorporating virtual teamwork and collaboration with industry worldwide that prepared graduates for new leadership roles in the global networked environment.

Jennifer Richardson is an Associate Professor in the College of Education at Purdue University. Jennifer’s research focuses on distance education, in particular online learning environments. Specific areas of research include measuring learning in online environments and the impacts of social presence and interactions on students’ perceptions and learning.

Carol R. Rinke is an assistant professor at Gettysburg College, with a specialization in science and math education. A former middle school and high school teacher, she has a deep interest in preparing new teachers for the classroom. Her areas of research include science and math teacher recruitment, retention, education, and professional development and she has a special interest in urban education. Recent publications include “Making adequate yearly progress: Teacher learning in school-based accountability contexts” appearing in Teachers College Record with Linda Valli. She is currently working on a project investigating the life histories of teacher education candidates.

Beth Rubin is an assistant professor and the director of online programs at the School for New Learning at DePaul University, where she conducts research in effective online learning, teaches and advises students. She has worked as a curriculum director, faculty manager, and Director of Assessment at Cardean University, as well as Program Dean and Dean of Academic Administration at DeVry University Online. She was awarded the Associate’s Award for Excellence in Teaching and received tenure in the Asper School of Business at the University of Manitoba, and has taught at LeMoyne College, Syracuse University and Michigan State University. She earned an M.A. and PhD in Industrial/Organizational Psychology from Michigan State University, and a B.A. in Psychology from Cornell University.
**About the Contributors**

**Nadia Sansone** is a training research assistant in Psychology at the University of Bari (IT). She had a training internship with the Collaborative Knowledge Building Group (CKGB) (www.ckbg.org). Her research work is focused on planning blended university course, with a main interest on virtual role-play. Her expertise is in tutoring online, and she has been acting as e-tutor for several blended university courses. She has participated in a several Italian projects about dialogical approach and educational technology and has collaborated in several local projects about educational uses of the Internet for children and teenagers. Ms Sansone has also published articles about Computer Supported Collaborative Learning and online tutorship in national journals. Other research interests are in virtual environments and digital identity, blended learning, and socio-constructivism.

**Mark Schulman** has been President of Goddard College in Plainfield, Vermont, since January 1, 2003. Dr. Schulman received his Doctor of Philosophy in Communications from The Union Institute and University and a Specialist and Master’s in Educational Media from Indiana University. He has extensive background in communications and education consulting and higher education administration. Prior to joining Goddard College, he was President and Professor of Humanities at Antioch University Southern California, Academic Vice President at Pacific Oaks College in Pasadena, CA, and Chair of the Media Studies Department at The New School for Social Research. He has been a faculty member and department administrator at Mount Vernon College, Antioch College, Saint Mary’s College of California, and The City College of New York.

**Lauren E. Schaeffer** is a science teacher at North Carroll High School in Carroll County, Maryland. She is a 2008 graduate of Gettysburg College where she received her Bachelor of Science in Biology. Her research on blogging and the importance of cooperation and collaboration has helped develop her as a teacher and aided in her contributions to her peer learning community.

**Shalin Hai-Jew** works as an instructional designer at Kansas State University, and she teaches through WashingtonOnline (WAOL). She has BAs in English and psychology, and an MA in English, from the University of Washington. She has an Ed.D. (2005) from Seattle University, where she was a Morford Scholar. She was a tenured professor of Communications and English at Shoreline Community College. She taught at Jiangxi Normal University (1988- 1990 in Nanchang, Jiangxi Province) and Northeast Agriculture University (1992 – 1994, in Harbin, Heilongjiang Province), with the latter two years under the auspices of the UNDP United Nations Volunteer Programme. She originated and maintains the Instructional Design Open Studio (IDOS) blog. She is currently writing a book titled *Digital Imagery and Informational Graphics in E-Learning: Maximizing Visual Technologies* for IGI-Global. She is interested in the design of immersive spaces, simulations, and trainings for high reliability organizations.

**Divonna M. Stebick** is an assistant professor at Gettysburg College, with a specialization in literacy and special education. A former classroom teacher, literacy coach, and staff developer, she has a deep interest in preparing new teachers to meet the needs of all students. Her areas of research include comprehension and vocabulary instruction, the culture of change, and reading and writing across the content areas. Recent publications include “Comprehension Strategies for Your K-6 Literacy Classroom” published by Corwin Press and co-authored with Joy Dain. She is currently working on a project investigating how school districts manage transitions during the period of change when implementing the Response to Intervention regulations.
**Karen Swan** is the Stukel Distinguished Professorship of Educational Leadership in the College of Education and Human Services at the University of Illinois Springfield. Dr. Swan has published and presented widely in the general area of technology and learning, most currently on online learning and on student learning in ubiquitous computing environments. Her most recent book is *Ubiquitous Computing in Education* (2007).

**Fay Sudweeks** is an Emeritus Associate Professor at Murdoch University and Adjunct Associate Professor at the Australian National University, Australia. She has Bachelor of Arts (Psychology, Sociology), Master of Cognitive Science, PhD (Communication Studies) degrees. Her research interests are social, cultural, and economic aspects of CMC and CSCW, group dynamics, and e-learning. She has published authored book, 5 edited books, 15 edited proceedings, and more than 80 papers in journals, books, and conference proceedings. She is an *Australian Computer Society* member, on editorial boards of *Journal of Computer-Mediated Communication*, *New Media and Society*, *International Journal of e-Learning*, *Human Communication Research*, *Open Communication Journal*, *International Journal of Education and Development using Information and Communication Technologies*, *Journal of Electronic Commerce Research* and *Journal of Electronic Commerce in Organizations*. With Charles Ess, she has co-chaired five international conferences on *Cultural Attitudes towards Technology and Communication* (CATaC).

**Michael Waldron** graduated with a joint-honours degree in English and History of Art from University College Cork in 2005. His specific interest in English was in the Anglo-Irish literary tradition, especially, lesbian and gay fiction. In History of Art, his interests were in the fountain sculptures of Gianlorenzo Bernini and the Orientalist works of David Roberts. He subsequently completed a taught Master of Arts degree in English in 2006, focusing in particular on nineteenth and twentieth century Anglo-Irish fiction and theory, culminating in a thesis on Kate O’Brien. He has taught on the Diploma in European Art History programme. He is currently embarking on doctoral research focusing on the Anglo-Irish author Elizabeth Bowen, with particular interest in her literary output during World War II.

**Michal Zellermayer** is a professor of teacher education at Levinsky College of Education in Tel Aviv. She currently heads the MEd program in Teaching and Learning and serves a coordinator of academic relations at the College. Until recently, Professor Zellermayer served as a co-coordinator of the Teaching and Teacher Education Special Interest Group at the European Association for Research on Learning and Instruction. She is a member of the editorial board of the Educational Research Review as well as Teachers and Teaching, Theory and Practice. She has published numerous papers on writing instruction, on developing rich communicative environments, on teacher learning and on action research.