About the Authors

**Lawrence A. Tomei**, EdD, is associate vice president of academic affairs and associate professor of education at Robert Morris University. Born in Akron, Ohio, he earned a BSBA from the University of Akron (1972) and entered the U.S. Air Force, serving until his retirement as a Lieutenant Colonel in 1994. Dr. Tomei completed his MPA and MEd at the University of Oklahoma (1975, 1978) and EdD from USC (1983). His articles and books on instructional technology include: *Professional Portfolios for Teachers* (1999); *Teaching Digitally: Integrating Technology Into the Classroom* (2001); *Technology Facade* (2002); *Challenges of Teaching with Technology Across the Curriculum* (2003); and *Taxonomy for the Technology Domain* (2005).

* * *

**James Adams** has been assistant professor in the Department of Instructional Systems, Leadership, and Workforce Development at Mississippi State University for the past 5 years. He earned a BA from Mississippi State University, a Masters in Adult Education from Georgia Southern University, and a doctorate in occupational and adult education from Oklahoma State University. He has 10 years’ teaching experiences in public education and numerous years in adult and GED education. His research interests include hegemony and culture, welfare-to-work, GED pedagogy and issues of diversity. His professional accomplishments include more than 20 articles and professional presentations.
J. Miguel Baptista Nunes (j.m.nunes@sheffield.ac.uk) received a License in Applied Mathematics from the Universidade Autónoma of Lisbon, Portugal (1992), a Masters in Information Management from the University of Sheffield (1993), and a PhD in information studies from the same university in 2000. He is currently a lecturer in information management and program coordinator for the Masters of Science in Information Management with the Department of Information Studies at the University of Sheffield, UK. He is also a visiting associate professor with the ISEGI at the New University of Lisbon. He has more than 60 publications as conference proceedings, has refereed publications and published a recent book on online learning. He has consulted widely for companies in South Yorkshire, UK, in his research areas of educational informatics and information systems.

Samantha Bax is an associate lecturer in the School of Information Technology at Murdoch University, Western Australia. Her research interests include end-user development and information systems success, as well as online learning environments.

Jon Beedle (Jon.Beedle@usm.edu) is an assistant professor of technology education in the College of Education and Psychology, University of Southern Mississippi (USM) in Gulfport. He teaches technical and occupational education and instructional technology courses at USMs campuses on the Mississippi Gulf Coast. Beedle’s research interests include career and technical education, legal concerns with technology and education, and issues related to multiplayer computer gaming.

Anol Bhattacherjee received his PhD in information systems from the University of Houston and is currently an associate professor at the University of Southern Florida. He holds undergraduate and graduate degrees from the Indian Institute of Technology and has previously worked for Citicorp. His primary areas of research include information technology adoption and implementation, knowledge creation/transfer in social networks and medical informatics. Bhattacherjee’s prior research has been published in Management Information Systems (MIS) Quarterly, Information Systems Research, the Journal of MIS, Decision Sciences, Decisions Support Systems, IEEE Transactions, Data Base, and Information & Management. He serves on the current editorial board of MIS Quarterly.

Sherry Y. Chen (Sherry.Chen@brunel.ac.uk) is a lecturer in the Department of Information Systems and Computing at Brunel University, UK. Her major research interests focus on Web-based learning and human-computer interaction. Current research projects, funded by the Engineering and Physical Science Research Council (EPSRC) and the Arts and Humanities Research Board (AHRB), investigate human
factors in the design of personalized Web-based applications. For further information, visit www.brunel.ac.uk/~csstsyc.

**Young B. Choi** is an assistant professor with the Computer Information Systems and Management Science Department at James Madison University (USA). Choi has been teaching telecommunications and computer information systems courses since 2002. Before joining James Madison University, Choi worked for SERI and ETRI in the Daedeok Valley of Korea as a senior member of the engineering staff and as a research team leader; at COMPAQ Computer, Birlasoft; and CREATIVE Technology in Silicon Valley, CA as a principal engineer. His major research interests are telecommunications network, service, and business management; telemedicine; and Internet geographic information systems (GIS).

**Gang Ding** has been a professor and dean in the College of Education at East China Normal University, ROC. He earned a BA from Heilongjiang University, and a Masters in Literature and PhD in education from East China Normal University. His research areas are culture of education, Chinese culture and education, teacher education and teacher professional development, and curriculum and instruction. He is chief editor of *China’s Education: Research & Review* journal, and advisory editor for numerous book series. He has published numerous books and articles in the U.S. and China.

**Michael Dixon** is a senior lecturer in information technology at Murdoch University, Western Australia. He holds a PhD from Murdoch University and an MBA in telecommunications management from Golden Gate University. He is also a certified Cisco Certified Network Professional (CCNP), Cisco Certified Design Professional (CCDP) and Cisco Certified Academy Instructor (CCAI). His major research interests include information technology education, data communications and neural networks.

**Jianxia Du** earned her BA from Southwest Normal University in China, where she later served as assistant professor. After coming to the U.S., she received an MA in educational policy and a PhD in educational technology from the University of Illinois at Urbana-Champaign. She has enjoyed her role as assistant professor at Mississippi State University for the past several years in the Department of Instructional Systems, Leadership and Workforce Development. Her research interests include online education, online discussion, collaborative learning and the social-cultural dimensions of technology. Du’s professional accomplishments include more than 30 articles and professional presentations.
**Marlene D. Dunham** is the author of studies regarding the impact of adult learning on student achievement within school/district-wide programs. Her 18 years in educational policy include experience as a researcher, evaluator, program director, production developer, and teacher. At Arizona State University, she managed pre-college programs which emphasized rigorous instruction for all students. For the past 12 years, at the College Board in New York City, she has studied urban and rural schools, with a focus on the interconnectivity of cognition, policy, equity, access, and resources. Currently, as director of implementation for a nationwide program that combines classroom instructional strategies with online diagnostic tools, she works with school and district administrators and middle and high school teachers across the U.S.

**Andrea L. Edmundson** (PhD, educational technology) is the director of eWorld Learning (www.eWorldLearning.com), providing presentations and educational consulting services for corporations, online universities and other educational organizations that are expanding their e-learning investments beyond local markets. She has been faculty, corporate trainer, business owner and consultant for 20 years, working in more than 15 countries throughout Africa, Eastern Europe, Asia, the Pacific and the Caribbean. Edmundson was also the professional development manager of a multinational medical software company, responsible for training and educating 1,200+ employees in five countries, extensively using educational information and communication technology. Her research and hands-on experiences led her to publish the book, *Globalized E-Learning Cultural Challenges* (2007). Her expertise in educational technology, adult learning, training and international development make her uniquely qualified to creating culturally accessible e-learning.

**Stephanie J. Etter** (setter@mtaloy.edu) is an assistant professor of IT and director of the Title III Project at Mount Aloysius College in Cresson, Pa. She holds a DSc from Robert Morris University and a Master of Science in Management and Technology from Carlow University. Her current research interests focus on online consumer behavior; pedagogical issues, such as distance education, incorporating technology across the curriculum and academic dishonesty; and computer and information security.

**Nigel Ford** received a BA in French from the University of Leeds, and an MA in librarianship from Sheffield University, UK. He lectures in the Department of Information Studies at Sheffield University, and has published in many areas of information studies, including information storage and retrieval; artificial intelligence and expert systems; the psychology of human information processing; computer-assisted learning; libraries and learning; and academic librarianship.
Taralynn Hartsell (taralynn.hartsell@usm.edu) is an assistant professor of instructional technology at The University of Southern Mississippi within the College of Education and Psychology. Hartsell lectures on topics pertaining to the field of instructional technology that includes educational applications of computers, foundations, instructional design, distance learning systems, professional development and sociological perspectives in technology. She received her bachelor’s and master’s degrees in media arts, and her PhD in language, reading and culture from The University of Arizona. Her primary research interests lie within gender studies, online learning, instructional design and faculty development.

Byron Havard earned a BS from Auburn University, an MS in instructional design and development from the University of South Alabama, and a PhD in instructional technology from Georgia State University. Harvard has roughly 9 years of corporate experience in instructional design, needs assessment and evaluation. Several years ago, Havard began serving as assistant professor in instructional systems at Mississippi State University and currently serves as an assistant professor in instructional and performance technology at the University of West Florida. His research interests include collaborative learning, online discussion, social-cultural dimensions in instructional technology, and instructional strategies. Havard’s professional accomplishments include more than 30 articles and professional presentations.

Kathleen P. King is a professor of education and director of the Regional Educational Technology Center at Fordham University in New York City. She coordinates several grants and programs that provide professional development of educators and other adult learners in educational technology and non-technology content areas. She has written numerous books and articles; her research areas and publications include professional development, educational technology, adult learning, distance learning, transformative learning and emerging technologies. In her work, King seeks to find innovative ways to extend teaching and learning that will reach more learners.

Paul Lajbcyier (paul.lajbcyier@infotech.monash.edu.au) received his BSc from Melbourne University (1991), a Masters of Finance from RMIT University (1994) and his PhD from Monash University (2000). He is currently a senior lecturer in the School of Business Systems, Faculty of Information Technology. Lajbcyier was a visiting scholar at the London Business School in 1996-1997 and at New York University, Stern School of Business in 2000. He has more than 40 publications in journals, conference proceedings and book chapters. He has consulted widely for funds managers, banks and commodity trading advisors domestically and internationally in his research area of computational finance.
Leping Liu is an associate professor in the Department of Counseling and Educational Psychology, University of Nevada, Reno. She teaches courses on information technology in education, and has authored or co-authored many academic articles and published nine books. She is also the editor-in-chief of an online journal, *International Journal of Technology in Teaching and Learning*.

Andrew D. Madden (a.d.madden@sheffield.ac.uk) began research life as a plant ecologist. In 1995, he became involved in a project to develop computer-assisted learning materials for teaching undergraduates about land use and environmental sciences. As a result of this experience, he became interested in the use of computers in education and has worked, both as a practitioner and a researcher, at schools, colleges and universities in England and Scotland.

Tayna McGill is a senior lecturer in the School of Information Technology at Murdoch University, Western Australia. She has a PhD from Murdoch University. Her major research interests include end-user computing and information technology education. Her work has appeared in various journals, including *Journal of Research on Computing in Education*, *European Journal of Psychology of Education*, *Journal of the American Society for Information Science*, and *Journal of Organizational and End User Computing*.

M.A. McPherson is a senior lecturer of information and communication technology in education within the School of Education at the University of Leeds. Prior to this position, she served as a lecturer in information studies at the University of Sheffield. McPherson is a member of the Council for the Institute of Management of Information Systems (IMIS) and has been involved in e-learning research over the last 12 years. Notable among McPherson’s extensive publications is a co-authored book entitled, *Developing Innovation in Online Learning: An Action Research Framework*.

Frank J. Melia was associate director of the Regional Educational Technology Center (RETC) at Fordham University at the time this research was conducted. He is now president of a consulting firm that specializes in leadership development and school change. Previously, Melia was a principal and superintendent and was president of the New York City High School Principals Association. Currently, he is a candidate for the EdD at Fordham University.

Jeffrey W. Merhout (merhoujw@muohio.edu) is an assistant professor of managing information systems at Miami University in Oxford. He holds a PhD and MBA from Virginia Commonwealth University, and is a CPA. He has 2 years’ auditing
experience in public accounting and another year as an operational internal auditor. Merhout has information systems consulting experience in several industries, including financial services, manufacturing and retail. His current research interests focus on qualitative methodological issues, particularly in positivist case studies; pedagogical issues, such as adult training and development; and information risk management, information technology security and information systems auditing. He has presented and published his research at several MIS conferences and in the *International Journal of Information and Communication Technology Education* and *Technology In Society*.

**Dave Miller** recently retired as computing manager for the University of Sheffield’s Department of Information Studies, a post he held from 1991 to 2005. Before coming to Sheffield, he carried out research in psychology at Sussex and Leeds Universities. Miller maintained an active interest in research while at Sheffield, and helped to establish several projects in the area of community informatics (i.e., the use of information and communication technology in local communities). In particular, he played a key role in a number of projects aimed at supporting economic regeneration in South Yorkshire.

**Anthony Olinzock** is a professor and department head in the Department of Instructional Systems, Leadership and Workforce Development at Mississippi State University. He earned his doctorate from the University of Pittsburgh. Olinzock has taught at both the secondary and university levels; his initial teaching experience was at Uniontown Area Senior High School, Uniontown, Pa. He has also taught at The Ohio State University, the University of Wisconsin and the University of Pittsburgh. Olinzock’s professional accomplishments include more than 20 published textbooks and more than 100 articles and professional presentations.

**Lalita Rajasingham** (BA, Melbourne; MA, Cambridge; PhD, Victoria University of Wellington) is associate professor of communications studies, School of Information Management, Victoria University of Wellington, New Zealand. Her long and varied career in communications includes radio and television broadcasting experience in Malaysia, Australia, Britain and New Zealand. Widely published, Rajasingham has acquired an international reputation for her research into the implications of new information technology for education, and her concern for their cultural implications with a focus on enabling anyone to access culturally appropriate quality education from anywhere at any time. With John Tiffin, she has been involved in a long-term action research project to develop a virtual class, the HyperClass and the global virtual university. This pioneer research led to two co-authored books that introduced the concept of the virtual class on the Internet: *The Virtual Class: Education in an Information Society* (1995) and the sequel, *Global Virtual Univer-
LeAnne K. Robinson is currently an assistant professor of instructional technology and special education at Western Washington University. She teaches courses in instructional technology, instructional design and special education. Her current research interests include integrating technology throughout the phases of the teaching and learning cycle and the use of curriculum-based measurement in teachers’ instructional decision-making processes. Robinson received her PhD in education from Washington State University.

Clive Sanford received his PhD in MIS from the University of South Carolina and is currently an associate professor of information systems. He previously worked at Honeywell as a subcontracted engineer on the space shuttle. Recently, he has served as a Fulbright scholar and as a Peace Corps volunteer. He has published books and articles in journals such as MIS Quarterly, Journal of Global Information Management, Information & Management, where he is now on the editorial board, the International Journal of Information and Communication Technology Education, and Journal of Database Management. His current research is e-participation, e-government, and IT adoption and implementation.

Nurul I. Sarkar is a senior lecturer in the School of Computer and Information Sciences at the Auckland University of Technology, New Zealand. He has more than 10 years of teaching experience in universities at both undergraduate and post-graduate levels. Sarkar has taught a range of subjects, including computer networking, data communications, computer hardware and e-commerce. He has authored the book Tools for Teaching Computer Networking and Hardware Concepts, and has published in international journals and conferences, and contributed chapters to several edited research compilations. Sarkar’s research interests include wireless communication networks and tools to enhance methods for teaching; and learning computer networking and hardware concepts. He is currently serving as chair of the IEEE NZ Communications Society and is a member of IEEE.

Christine Spratt has a PhD in education from Deakin University and varied experience in distance education and educational design. Spratt is currently responsible for the quality assurance portfolio in the School of
Nursing and Midwifery at the University of Tasmania. Previously, she managed a major academic staff development initiative at Monash University in relation to the implementation of a new online learning management system. Spratt’s PhD thesis explored the relationships between “flexibility” and “corporatization” in the higher education sector and the way in which critical teachers as technology innovators have adapted to the changing demands on their lives as academics.

Ronnie Stanford (rstanfor@bamaed.ua.edu) is an associate professor in secondary curriculum, teaching and learning at The University of Alabama and also serves as director of the College of Education’s International Programs. His research interests include international education, teacher education curriculum and school accreditation.

Andrew Targowski is a professor of computer information systems at Western Michigan University (U.S.) and former chairman of the advisory council of the Information Resource Management Association. He published 20 books and 250 papers on informatics, politics and history. He is a pioneer of the information superhighway concept (INFOSTRADA, Poland 1972) and he developed the award-winning digital city Web site (www.telecity.org) for Kalamazoo, Mich. in 1997.

Faye P. Teer is professor of information systems in the Computer Information Systems and Management Science Department at James Madison University. She teaches statistics and a technology-enhanced decision-making course in the College of Business. In addition to her past administrative service as assistant dean of the College of Business, she has served as the faculty member in residence for James Madison University’s programs in three other countries. She has published numerous journal articles primarily in the area of information systems curriculum development.

Harold B. Teer is professor emeritus of marketing at James Madison University. His primary areas of expertise are marketing management, marketing research and direct marketing. He has published numerous articles in U.S. and international journals and specializes in research in higher education issues. He has taught for leading graduate and undergraduate schools in their overseas business programs. In addition to his past experience working full time for a leading medical products manufacturer, he has current business consulting experience with both large and small for-profit and not-for profit organizations in the U.S. and abroad.

Lorna Uden (L.uden@staffs.ac.uk) is a senior lecturer in the Faculty of Computer, Engineering and Technology. She has published more than 100 papers in confer-
ence, journals, books and workshops. She is editor of *International Journal of Web Engineering and Technology* (IJWET) and *International Journal of Learning Technology* (IJLT), published by Inderscience, UK. She is also an editorial board member to many international journals, and program committee member for many conferences. Uden was keynote speaker at international conferences and has co-authored the book, *Technology and Problem Based Learning*, from Ideal publishers. She heads the Knowledge Management in Organization (KMO) Group.

**Vivian H. Wright** (vwright@bamaed.ua.edu) is an assistant professor of instructional technology in the College of Education at The University of Alabama in Tuscaloosa. In addition to teaching in the graduate program, she works with teacher educators on innovative ways to infuse technology in the curriculum to enhance teaching and learning, and has helped initiate and develop projects such as electronic portfolios for the preservice teacher, master technology teacher, and technology on wheels. Her research interests include K-12 technology integration and asynchronous education.

**Linda Wojnar** (lwojnar@western-school.com) designed the distance learning strand of courses in the Instructional Technology program at Duquesne University and has achieved local, regional and international recognition (i.e., Northern Ireland) for her work with e-learning. She currently teaches both graduate and doctoral students in the instructional technology program. In addition to higher education experience, Wojnar has background in the corporate, medical and military professions. She was an invited opening keynote speaker at the National Association for Advisors in Computer Education (NAACE) Conference (2003) in Torquay, UK. Wojnar’s main areas of interest are training teachers proactively how to be successful online teachers, teaching effective teaching and learning strategies, conducting and evaluating asynchronous and synchronous discussions, raising thinking to higher levels through oral questioning techniques, instructional design, pedagogical aspects of online teaching, globalization of online learning, and building communities of learners in any environment. Her maxim is “Setting everyone up for success.”

**Wei-Chieh Yu** is presently a doctoral student at Mississippi State University, USA. He received a BSBA from Ohio State University in finance, and a Master of Science in Teaching English to Students of Other Languages from the University of Pennsylvania. His research interests include instructional technology, education research, multicultural/global education, sociallinguistics and computer assisted language learning.