About the Contributors

Jared Keengwe is an Associate Professor in the Department of Teaching and Learning at the University of North Dakota. His primary research interests are focused on computer technology integration and constructivist pedagogical approach to teaching and learning. He facilitates, Technology for Teachers, Social Studies in Elementary Schools, and Multicultural Education undergraduate courses and Diversity in Higher Education, and Scholarly Writing graduate courses. Dr. Keengwe’s research has resulted in more than 100 refereed publications in journals, book chapters, and conference proceedings. He is the co-editor of “Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes” – a premier reference source for computer science and information technology management.

Lydia Kyei-Blankson is a faculty member at Illinois State University. Dr. Lydia Kyei-Blankson has expertise in research methods, applied statistics, and psychometrics. She teaches graduate courses in research methods and statistics at Illinois State University. Her research interests investigate the underlying factors associated with student academic achievement. She is especially interested in technology use in education to improve student learning and achievement and has co-authored a number of articles in this area.

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Sheri Anderson is the Faculty Liaison/Instructional Designer for the Office of e-Learning at the University of North Carolina Wilmington. She collaborates with colleagues to design faculty professional development for online and web-enhanced course design and delivery. She also disseminates information regarding pedagogy for online and web-enhanced courses to the faculty through print and web media. Sheri has taught both web-enhanced and fully online for UNCW for the last 4 years. Her prior experience includes e-Learning Instructional Support Specialist and special education teacher and department chair. Sheri earned a Bachelor of Arts in Art History and a teaching certificate in special education.

Jennifer Banas is an Assistant Professor in the College of Education at Northeastern Illinois University. Dr. Banas earned her Doctorate in Instructional Design & Technology from Northern Illinois University. She has previously served as an online course designer and dean for the American College of Education. Other career experience includes teaching high school health education, working as a county health educator, and serving as a visiting research project coordinator for the Survey Research Laboratory at the University of Illinois-Chicago. Her areas of research include the application of learning, behavior, and communication models and theories to effectively and efficiently teach and motivate learners.
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**Carol A. Brown** is Associate Professor of Instructional Technology. Dr. Brown earned her doctorate (Ed.D. in Curriculum and Instruction) from the University of Memphis. With over ten years of faculty experience, her work with distance education through the online degree programs and in-service teachers for technology integration in K12 classrooms have provided rich experiences with professional and continuing education. Her research interests include professional development for teachers and best practices in teaching with digital resources. She is currently working with faculty at North Carolina State University to implement game based learning for teaching English Language Arts in middle school classrooms.

**Patricia Coward** is the Director of the Center for Teaching Excellence and Faculty Development at Canisius College in Buffalo, NY. She earned her PhD in English, and Rhetoric and Composition from Bowling Green State University, and has held faculty appointments at Frostburg State University and Canisius College. Since 2005, Dr. Coward has directed the CTE, guiding and mentoring faculty in the Scholarship of Teaching and Learning (SoTL), Assessment of Student Learning, and Teaching for Justice. Dr. Coward has given presentations at teaching conferences in the USA and Japan, on topics ranging from student engagement to responding to student writing.

**Lesley Farmer**, Professor at California State University Long Beach, coordinates the Librarianship program. She earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her Doctorate in Adult Education from Temple University. She has worked in K-12 school settings and public academic libraries. She serves as CSLA Research Committee Chair, International Association of School Librarianship Vice-President of Association Relations, and Editor for the IFLA School Libraries and Resource Centers Section. Her research interests include information literacy, assessment, collaboration, and educational technology. Her most recent book is *Instructional Design for Librarians and Information Professionals* (Neal-Schuman, 2011).

**Steven Grubaugh** received his Doctorate in Literacy Education from the University of Northern Colorado. Dr. Grubaugh is a Professor of Education at UNLV with a specialty in literacy, new literacies and online and blended education. He teaches courses in new literacies, content area literacy, and young adult and children’s literature. He has published numerous professional articles in refereed journals, authored funded grant proposals and presented professional papers at regional and international conferences. He believes in and practices the core principles that inform the iNACOL National Standards of Quality for Online Courses and the IRA/NCTE Standards for the English Language Arts, revised 2010.

**Denice Ward Hood** is tenure-track faculty member in the Department of Education Policy, Organization and Leadership at the University of Illinois (Urbana-Champaign). Her research focus is on online teaching and learning in higher education. Specifically, Dr. Hood investigates online access and achievement in STEM fields, the intersection between adult learning, cognitive and social factors that contribute to academic success, cultural aspects of online pedagogy, program evaluation and the policy implications. Prior to her present appointment, Dr. Hood was an Associate Professor in the Department of Educational Psychology at Northern Arizona University where she taught online courses for 6 years.
Wenhao David Huang currently holds a tenure-track faculty position at Department of Education Policy, Organization and Leadership at University of Illinois at Urbana-Champaign. His research interests mainly focus on cognitive as well as motivational issues in technology-enhanced learning and performance settings across organizations. Specifically, D. Huang investigates the empirical relationship between cognitive and motivational processing afforded by highly interactive learning environments such as digital game-based learning systems (DGBLS). His projects also focus on the design differences between genders (and other social variables) in the context of game-enabled learning. His primary goal is to promote learner- and instructor-friendly online instructional practices.

Kim J. Hyatt is an Associate Teaching Professor at Carnegie Mellon University’s Heinz College. She teaches Strategic Writing for the School of Information Systems & Management and Strategic Presentation Skills for the School of Public Policy & Management. Dr. Hyatt is an Associate Editor for the *International Journal of Information and Communication Technology Education*. She is also a member of China Links, an international consulting firm that specializes in creating and implementing professional development workshops. She specializes in literacy education, instructional technology and assessment. Dr. Hyatt’s previous appointment was at Duquesne University as the Director of the Graduate Elementary Leading Teacher Program.

Greg Levitt is a Professor of Education at the University of Nevada Las Vegas. Dr. Levitt graduated from The Ohio State University with a Ph.D. in Global Education and Asian Studies. He served as Department Chair and Assistant Dean in the College of Education. He also served as a Technology Coordinator for the College. Dr. Levitt worked at the Andre Agassi College Prep Academy as a university consultant where he helped start the urban teacher-training program with the University of Nevada, Las Vegas. He also worked with public schools to establish technology programs and field experience sites for college students.

Nicolas Lorgnier has been teaching at the university level in the US and in France for 5 years. He currently teaches contemporary issues in sport, risk management, and contract negotiation at Canisius College (Buffalo, NY), and project management in sport tourism for University of Lille (France). The aforementioned courses are online, blended, and hybrid. His research focuses on organizational behaviors and the impact of new technology on organizational strategy.

Allie McDonald is an elementary school teacher currently engaged in post-graduate study in Christchurch, New Zealand. She is an Associate Teacher and Research Associate for the University of Canterbury and is currently working alongside staff to implement school-wide E-learning spaces. Her primary research interests include e-learning and teacher professional development.

Lex McDonald is Head of the Educational Psychology and Pedagogy School at Victoria University, Wellington, New Zealand. He has worked as a teacher and psychologist in New Zealand and overseas. His particular interest is in instructional psychology and has had a number of papers published on adult learner motivation and professional development. Over the years he has worked in e-learning programmes for trainee teachers, teachers, police, psychologists, social workers, and training of the trainers. The intersection of theory with practice and phenomenological research approaches have been pivotal concerns in his work.
**About the Contributors**

**Renée E. Weiss Neal** is Teaching Assistant Professor of Instructional Technology at East Carolina University. She received her Doctorate in Instructional Technology from The University of Memphis in 1999. Since then she has worked as the Interim Director for the Center for Academic Excellence at The University of Memphis and Assistant Professor at Southern Illinois University Edwardsville where she taught instructional systems technology and performance improvement. She has been an Editor of a book on online pedagogy. She has also worked at FedEx Corporation, Time Warner Communications, and Edward Jones Investments where her focus was on performance improvement and leadership development.

**Michaela A. Noakes** is a Doctoral candidate and Research Assistant in Instructional Technology in the School of Education at Duquesne University. She serves as a data analysis consultant, and also an Adjunct Faculty member at Duquesne University, Point Park University and Butler County Community College. She was recently inducted into Pi Lambda Theta, the International Honor Society for Educators. She has co-authored a paper titled Learning by Wandering: A Framework for Transformative e-Learning (in press) and accepted for presentation at the International Conference on E-Learning. Other scholarly works include co-authored conference proceeding papers, co-authored book chapters, and research manuscripts (in press).

**Shawn M. O’Rourke** has over ten years of administrative experience at the university level and over twenty years teaching in the sport administration field. He teaches courses in Leadership, Philosophy and Ethics and Financial Aspects of the sport industry. He is also been a Faculty Athletic Representative (FAR) for the past six years at Canisius College and Director of the Sport Administration program and Institute for Research in Sport (IRIS).

**Nathaniel Ostashewski** has been a K-20 educator for over 25 years and has spent the past 15 years helping teachers integrate technology into their teaching practices. He has worked as a multimedia and instructional designer of many courses for colleges and universities in Canada. His expertise is in the utilization of social media and Web 2.0 tools to support online courses. He has presented at many International conferences on iPads in education, networked and online learning, media in online education, and Lego robotics in the classroom. Nathaniel is completing his Doctorate in Distance Education with Athabasca University in Alberta, Canada.

**Beth Allred Oyarzun** is an Instructional Designer for the Office of e-Learning at the University of North Carolina Wilmington. She collaborates with colleagues to design, develop, and deliver professional development for faculty teaching web-enhanced or fully online courses. Her research interests involve effective instructional strategies for online teaching and learning. She also teaches online sections of undergraduate education courses in Instructional Design and Instructional Technology. Her prior experience includes serving as the technology liaison for the school of education at UNCW and teaching high school mathematics. She is pursuing her Ph.D. in Instructional Design and Technology from Old Dominion University.

**Doug Reid** is a career educator with a wide variety of experiences. Doug has been a school teacher, tenured professor, coach, mentor, instructional designer, and educational coordinator. Dr. Reid is an innovative professional and has used cutting edge technology to support student learning for 20 years. Most recently, he has been using mobile technology to promote digital storytelling in K-12 aboriginal...
classrooms. He is also working with social networking technologies to develop non-traditional teaching and learning opportunities for students and professionals. Dr. Reid is a Canadian who has taught and presented his research work at professional conferences around the globe.

**Brenda Service** is Programme Director of the Graduate Diploma of Teaching (Secondary) in the Faculty of Education at Victoria University of Wellington in New Zealand. Prior to working at Victoria, she taught and held leadership positions in a number of secondary schools and facilitated courses for aspiring and experienced principals. In addition to her programme director role, Brenda contributes to a number of undergraduate and post graduate courses. Brenda’s research interests are curriculum and the implementation of pedagogical change. Her Doctoral study focuses on implementation of the New Zealand curriculum in secondary schools.

**Karen Skibba** is an instructional design specialist at the University of Wisconsin-Whitewater’s Learning Technology Center where she consults with faculty on developing online and hybrid courses and using technology to enhance student learning. Dr. Skibba received her Doctorate in Adult and Continuing Education from the University of Wisconsin-Milwaukee. Her research focuses on instructional design and online and blended teaching and learning. She has co-authored a chapter on blended learning published by the Sloan-Consortium. Karen has presented her research at national conferences including EDUCAUSE, Sloan Consortium, Professional and Organizational Development, and the Distance Teaching and Learning Conference in Madison.

**Richard B. Speaker, Jr.** is Graduate Studies Coordinator and Associate Professor of Curriculum and Instruction at the University of New Orleans (UNO). Dr. Speaker earned his Doctorate in Language and Literacy Studies from the Graduate School of Education at University of California, Berkeley. His interests include integrated instructional programs across the curriculum (literacy, science, mathematics, and social studies), curriculum theory and development, international studies, and technology integration into instruction. He also maintains the Second Life site for UNO and Louisiana under the auspices of the Louisiana Regents Second Life Estate as part of the Louisiana Board of Regents SELECT project.

**Louise Starkey** is the Associate Dean of Primary and Secondary Teacher Education at Victoria University of Wellington, New Zealand. She has previously taught and held leadership positions in a number of secondary schools. Dr. Louise’s research focus on teaching and learning in the digital age and include exploring theories, policies, and practice within schools and university systems. From this research she has developed thinking about the future of teaching in the schooling sector shared in the book “Teaching and Learning in the Digital Age.” Louise’s contribution to educational research has been recognized through being named in the Routledge class of 2011.

**Ken Stevens** is a Professor of Education at Memorial University of Newfoundland where he was appointed to a chair in e-learning, funded by Industry Canada. His previous appointments were at James Cook University in Queensland, Australia, and at Victoria University of Wellington, New Zealand. In Australia, New Zealand, and Canada he has specialized in the provision of education in rural communities and the application of information technologies for teaching and learning in schools located in sparsely populated areas. He has been cross-appointed as an Adjunct Professor of Education at Victoria University of Wellington and lives in Canada and New Zealand.
About the Contributors

Kate Thornton is a Senior Lecturer in the School of Education Policy and Implementation at Victoria University of Wellington, New Zealand. Dr. Thornton’s research interests include educational leadership, leadership development, mentoring and coaching, and online professional learning. She teaches both undergraduate and post graduate courses. Her publications include articles arising from her doctoral research into the use of blended action learning to support leadership development. She is currently national president of the New Zealand Educational Administration and Leadership Society (NZEALS) and was recently awarded a Fulbright scholarship to study mentoring and coaching programmes in the United States.

Linda Wood is the Department Chair of Graphic Design and Photographic Imaging at The Art Institute of Atlanta. She earned her Ph.D. in Instructional Technology from Georgia State University; a M.S. in Instructional Technology from Western Illinois University; and a B.F.A. in Graphic Design from The University of Georgia. Dr. Wood has been teaching at the college level since 1992. In addition, she has over 30 years experience as a graphic designer, art director, and creative professional in the field of visual communications.

Angela Velez-Solic is the Instructional Design Specialist at IU Northwest. She received a Doctorate (Ph.D.) in Adult Education. She presently trains faculty to teach online, provides technology workshops for faculty and staff, assists faculty with instructional design, and is helping the campus develop their online program protocol. Prior to this position, Dr. Velez-Solic was the Coordinator of Learning Technologies at Northeastern Illinois University and helped transform the faculty from instructors who feared technology to instructors who embrace it. Her areas of interest are online course quality, training, and support for faculty who teach online and hybrid and innovative instructional design.

Carrie L. Zinger is a graduate of Duquesne University’s Master of Science in Education Program. She possesses two teaching certifications in the state of Pennsylvania: English and elementary education. Her work experience includes twelve years as a Learning & Development Specialist, delivering synchronous and asynchronous training programs for professionals in the financial sales and service industry.

Vassiliki Zygouris-Coe is an Associate Professor of Education at the University of Central Florida, College of Education. Her research focuses in literacy in the content areas, online learning, and professional development. Dr. Zygouris-Coe has impacted reading instruction in the state of Florida through the Florida Online Reading Professional Development project—Florida’s first online large-scale project for preK-12 educators. Her work has been published in multiple refereed journals including, The Reading Teacher; The Journal of Technology and Teacher Education, and The International Journal of E-Learning. She serves in several editorial roles, including Co-Editor of the Literacy Research and Instruction journal.