About the Contributors

**Emmanuel Jean Francois** is an Assistant Professor of Human Services and Educational Leadership at the University of Wisconsin Oshkosh. He earned a Ph.D. in Curriculum and Instruction (Adult and Higher Education) from the University of South Florida (USF), a Master’s degree in Human Services (Organization Management and Leadership) from Springfield College, a joint Postgraduate Diploma in Population and Development from the State University of Haiti and the United Nations Development Program (UNDP), and a joint postgraduate certificate in Psycho-education and social health, from the Schools of Cadres in Special Education of Port-au-Prince and Versailles. He studied Anthropology and Sociology at the State University of Haiti, and Pedagogy of Secondary Education at the University Institute of Educational Sciences. Prior coming to the University of Wisconsin Oshkosh, Dr. Jean Francois taught as an Adjunct Professor for three years at Springfield College, served as Campus Coordinator for an international program in Youth Leadership at the University of South Florida (in collaboration with Georgetown University), and Research Coordinator at the Moffitt Cancer Center and Research Institute. Dr. Jean Francois repertoire of publications includes more than 30 titles in English, French, and Haitian Creole. His most recent books include “DREAM Model to Start a Small Business (2011),” and “Global Education on Trial by U.S. College Professors (2010).” He has presented at various regional, national, and international conferences about his research on adult and continuing education, non-traditional college students, global education, transnational education, transcultural issues, globalization, international development, study abroad, transformative learning, scholarship of teaching and learning, and community based participatory research. He is on the Editorial Board of *Human Services Today* and the *International Interdisciplinary Journal of Education*. He served as peer reviewer for the *International of Multicultural Education (IJME)*, the *American Educational Research Journal (AERJ)*, and the *Annual Conference of the American Association for Adult and Continuing Education (AAACE)*.

**Adonay A. Montes**, Ph.D., is an Assistant Professor for the School Counselor Preparation Program and the Co-director of the Spanish Bilingual Bicultural Certificate. Prior to joining the faculty at University of La Verne, he worked as an elementary school teacher, middle, and high school counselor. His research encompasses working with diverse populations, bridging school and community ties, youth development of possible selves, parent education, and critical pedagogy. Other interests include mindfulness practices, emotional literacy, qualitative research, and college and university access for underrepresented students.
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**Alfred Kisubi**, Ph.D., HS-BCP, Distinguished Full Professor and alternative chair of education and human services leadership at the University of Wisconsin Oshkosh. He is the international editor of *Human Services Today*, and serves on the Editorial Board of *Free Inquiry*. His poems and short stories and essays have appeared in several journals, periodicals, anthologies, and a number of collections. Some of his poems won literary awards. His research is enhanced by the interdisciplinary “Seminar on Globalization: Africa’s Experience,” which Dr. Kisubi leads at Busoga University in Uganda, and Egerton University in Kenya.

**Amanda Jefferies** is a Reader in Technology Enhanced Learning at the University of Hertfordshire. In 2011, she was awarded a UK National Teaching Fellowship. She currently leads the Technology Supported Learning Research group. Previously she was seconded to the University’s nationally funded Centre for Excellence, the Blended Learning Unit (BLU) for five years from 2005, where she led the Evaluation, Research, and Scholarship strand of the work. She is well-known for innovative research into understanding the student experience through using student constructed reflective video and audio diaries, a technique she refined through her JISC-supported Learner Journeys STROLL project during 2007-2009.

**Angela Owusu-Ansah** is Associate Dean and Associate Professor in Educational Assessment of the School of Education, Elon University. She has taught quantitative research methods, statistics, and educational administration in Samford University’s Graduate Studies Program. She is the former editor of *The Educational Collaborative* journal and has published in *Journal of Distance Learning Administration, & Forum on Public Policy: A Journal for the Oxford Round Table*. She was educated in Ghana (BA), Spain (MS), America (Ph.D.) and had a residency at Oxford University, UK. Her areas of research interest include quantitative literacy, assessment, and intercultural conduits - competence.

**Bas Giesbers** obtained a Master degree in educational and developmental psychology at Tilburg University, the Netherlands. He gained experience as an educational technologist, teacher, and educational researcher through projects on remedial teaching via distance education, distance supervision (for example of internships and thesis writing), and teacher professionalization in the field of technology use in education. Currently he works on his PhD research on the support of virtual team learning by synchronous communication means at the department of Educational Research and Development of the Maastricht University School of Business and Economics.

**Bart Rienties**, PhD, is Lecturer of higher education academic practices and initiatives at the Centre for Educational and Academic Development at the University of Surrey. He conducts multi-disciplinary research on work-based and collaborative learning environments and focuses on the role of social interaction in learning. His primary research interests are focused on CSCL, the role of motivation in learning, the role of the teacher to design effective blended and online learning courses. Bart is interested in broader internationalization aspects of higher education. He is chair of the international Educational Innovation in Economics and Business (EDINEB) Network.
Chin-Yun Huang earned his PhD degree in Educational Technology from the University of Minnesota. He is Professor of Physical Education at National Chia-Yi University in Taiwan. He is also the graduate program director and the head of the department. His research interests are cooperative learning, motivation, and creative teaching. He received numerous research grants from the National Science Council.

Courtney Bauder teaches a variety of courses at the University of Wisconsin Oshkosh. His work as an instructor has led him on numerous adventures, including leading students on two study abroad trips each year to Australia and Greece, respectively. His connection with several statewide global education organizations and teachers across the state prompted the development and collaboration of the Bridges to the Dreamtime Project.

Dirk Tempelaar is Senior Lecturer at the Department of Quantitative Economics of the Maastricht University School of Business & Economics, the Netherlands. His prime teaching is in quantitative methods: introductory courses mathematics and statistics for students in business, economics, and liberal arts. Enabled by the strong internationalization of these programs, empirical research into the effects of cultural differences on learning quantitative methods is his main research interest.

Fayomi Abimbola Olugbenga is an Assistant Chief Industrial Officer in the Centre for Industrial Research and Development, Obafemi Awolowo University, Nigeria. He has a BSc in Agricultural Economics, a Postgraduate Diploma in Management studies, a M.Sc. in Public Administration, and a Ph.D. in Agricultural Extension and Rural Development, all from Obafemi Awolowo University. He earned. His research interest is in Entrepreneurship and Small Business Development. He is an International Labour Organization (ILO) Certified trainer in Business Training module. He is also a UNDP/ILO certified trainer of trainers of informal sector operators. He is a member of several professional and academic associations.

Gerald Thomas served in the U.S. Navy for 21 years, with assignments both overseas and in the U.S. He led workshops in “Cultural Expression in the Navy” and “Race Relations,” for which he was a certified trainer. His educational background includes educational psychology, student personnel in higher education, and business administration. He has conducted research and presented at numerous conferences on adult students. He is currently a Professor at Springfield College, teaching graduate courses in leadership, research, and career development and counseling. Dr. Thomas lives in Bradenton, Florida, with his wife, Patricia, their children and three grand children.

G’han Ruth Singh, Ph.D., is a Lecturer in the field of multiculturalism at the School of Human Services of Springfield College. Dr. Singh holds a Master’s degree in Education from Tufts University. She holds a Doctorate in Communication with emphasis on multiculturalism and the performance of race, class, and gender from the University of South Florida. Dr. Singh is in her fourth decade of teaching.

Ike Shibley is an Associate Professor of Chemistry at Penn State Berks. He has been designing blended courses for five years. He serves as a consultant for institutions interested in blended design in the US and Canada and continues to engage in pedagogical research involving blended course design.
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**John Thompson** teaches 5th grade at O.H. Schultz Elementary School in Mishicot, WI. His 20 plus years of experience in K-12 education as an award winning social studies teacher, trainer, and implementer of educational technology has helped students learn more about global cultures in places like South Africa, England, Russia, Mexico, Germany, and India.

**Karen Pollack** holds a Ph.D. in Instructional Systems. She is Director of Academic Affairs for Undergraduate Programs at the Penn State World Campus where she leads the development and delivery of more than 30 online undergraduate degree and certificate programs.

**L. Hyatt** is currently Associate Professor in the Doctoral Program in Organizational Leadership and Chair of the Department of Organizational Leadership at the University of La Verne. She earned a Doctorate degree at Pepperdine University. Dr. Hyatt’s research resides mainly in academic culture in higher education and focuses on the intersections of learning and change, and the powerful climates created by our convergent stories as individuals, organizations, and communities.

**Laurie Schroeder,** Ph.D., MFT, is an Associate Professor of Education, Chair of the M.S. in Educational Counseling and Pupil Personnel Services Credential Program, and Chair of the Department of Advanced Studies in Education and Human Development at the University of La Verne. Prior to coming to La Verne, she served as the clinical director of a non-profit community counseling center and had a private practice in Marriage, Family, and Child Therapy. Her research focus is on mindfulness and contemplative practices in education, social and emotional learning, and the empowerment of underserved student populations.

**Mejai B.M. Avoseh,** Ph.D., is an Associate Professor of Adult and Higher Education at The University of South Dakota. He was a founding faculty member and Senior Lecturer in the Department of Adult and Non-Formal Education at the University of Namibia. His research interests include indigenous and comparative education, critical pedagogy, culture, empowerment, and social justice issues in adult and higher education.

**Natasha Boskic** works as an Educational Technology Manager in the Faculty of Education at the University of British Columbia (UBC), Vancouver (Canada). She is passionate about finding solutions to bringing education to students, connecting people around the globe, and exploring new territories in the area of educational technologies. She has managed a number of projects locally, nationally, and internationally. Natasha obtained her Master’s degree at Athabasca University (2003) and her Doctoral degree at UBC in narratives and games.

**Orly Sela** started her career as an English teacher, then went on to do her Master’s degree and PhD in Teaching Foreign Languages and Education respectively. She now teaches at Oranim Academic College of Education in Israel. Her main fields of interest are action research, online teaching and learning, novice teachers, and ongoing professional development, and she has published on these topics in international refereed journals. In addition, she serves as Head of the Applied Final Papers Department in the School of Graduate Studies and Head of the Center for the Promotion of Excellence in Teaching at the college.
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Peggy Hui-Chuan Wei, Ph.D., was the project director of the Active Aging Learning & Resource Center funded by the Ministry of Education during 2008-2010. She has been in charge of the national volunteer training and developmental workshops, especially in the field of aging education since 2007. She is Professor of the department of Adult and Continuing Education and the current Director of Institute of Educational Gerontology and Ching-Chiang Learning Center at National Chung-Cheng University in Taiwan.

Sandra Y. Okita is Assistant Professor of Technology and Education at Teachers College, Columbia University. She is the director of the Sociable Technology and Learning Lab (STL). Her work uses innovative technologies (humanoid robots, mixed reality devices, virtual reality environments) as a threshold to learning, instruction, and assessment. Her interests include how sociable technology can facilitate learning, and develop learning partnerships between people and technology. Theoretical research interest areas include transcultural blended learning, self-other monitoring, learning by teaching, learning by observation, and its influence on behavior in the domain of biology, math, and agency.

Sharon Hu works as an Instructional Designer in the Faculty of Education at the University of British Columbia (UBC), Vancouver (Canada). Her research interests include developing synchronous learning environments and the use of technology in the learning experience.

Shao-Wei Wu received her Ph.D. in Instructional Systems from Penn State University. She is currently the Coordinator of Assessment at York College, City University of New York, where she also co-chairs the college-wide Outcomes Assessment Committee. She helped design and implement the Blended Learning Initiative assessment activities.

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Suzanne Weinstein holds a Ph.D. in Psychology from Penn State University. She is the Director of Instructional Consulting, Assessment, and Research at Penn State’s teaching center, the Schreyer Institute for Teaching Excellence. Dr. Weinstein supervised the assessment of courses adapted for blended or online delivery as part of the Blended Learning Initiative.

Sybrand Schim van der Loeff is Associate Professor of Econometrics at the Department of Quantitative Economics of the Maastricht University School of Business & Economics, the Netherlands. Dr. Schim van der Loeff did his graduate studies at The Erasmus University in Rotterdam, was a research fellow at the Center for Operations Research and Econometrics (CORE) Louvain, Belgium, and a visit-
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ing scholar at the Economics Department, Harvard University, Cambridge, Massachusetts, U.S.A. His research interests are in developing econometric methods for the estimation of dynamic panel data, and in effect studies in quasi-experimental settings.

**Vicki S. Williams** is Manager of the Assessment & Evaluation Research in the Teaching and Learning with Technology unit within Penn State. She holds a Ph.D. from Penn State in the Instructional Systems and has taught at the high school and university level. Currently, Vicki assesses instructional technology initiatives, evaluating their instructional effectiveness.

**Wendy Griswold**, Ph.D., is an Assistant Research Professor in the Department of Educational Leadership at Kansas State University. She holds a Ph.D. in Adult Education and an M.S. and B.A. in Women’s Studies. Her primary research interests include transformative learning, community education, sustainability education, and education for social change and democracy. She has worked extensively in Russia since 1999, involved in projects related to water quality, natural resources, environmental journalism, and education.

**Yu-Hui Ching** holds a Ph.D. from Penn State University. She is a visiting Assistant Professor in Educational Technology at Boise State University. She has taught online graduate level courses on Instructional Design, Theoretical Foundation of Educational Technology, and Internet for Educators. Her research interests include designing effective and engaging online and blended learning environments, technology supported collaborative learning, and problem solving. She previously worked as a graduate consultant at Schreyer Institute for Teaching Excellence providing consultation to faculty and teaching assistants on instructional design and assessment, and coordinating assessment efforts in the Blended Learning Initiative project at Penn State.