About the Contributors

Victor C. X. Wang, Ed.D., is an Associate Professor of Educational Leadership and Research Methodology at Florida Atlantic University, USA. Wang’s research and writing activities have focused on workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, cultural issues in vocational and adult education, distance education, human performance technology, instructional/administrative leadership, and curriculum development. He has published over 130 journal articles, book chapters, and books during the past nine years and has been a reviewer for five national and international journals. Currently he serves as the editor in chief of the International Journal of Adult Vocational Education and Technology. He has won many academic achievement awards from universities in China and in the United States, including the Distinguished Faculty Scholarly & Creative Achievement Award in 2009. Wang taught extensively as a Professor in Chinese universities prior to coming to study and work in the United States in 1997. He has taught adult learners English as a second language, Chinese, computer technology, vocational (career and technical education) and adult education courses, research methods, administrative leadership, human resource management and curriculum development for the past 21 years in university settings. He has had extensive experience chairing and mentoring Doctoral dissertations. Three of the books he has written and edited have been adopted as required textbooks by major universities in the United States and in China. In addition, numerous universities worldwide, including some Ivy League universities, have cataloged his books and journal articles.

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Stephen Asunaka holds MA and Ed.D degrees in Instructional Technology and Media from Teachers College, Columbia University, New York, and is currently the Director of Instructional Technology at Regent University College of Science & Technology in Ghana. Stephen is passionate about online (distance) learning, particularly as it pertains to higher education in developing countries that are grappling with inadequate technology infrastructure and resources. His research therefore focuses on evolving best practice online pedagogical strategies and instructor/learner activities and attitudes that will not only make higher education more accessible, but also result in more positive learning outcomes under developing world conditions.

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Sandra Poirier has a broad background in education with more than 15 years experience in public sectors located in culturally diverse international environments. She has worked as a secondary teacher, cooperative extension agent, and a university teacher educator in the United States, Canada, Caribbean, and the Middle East. Her strengths include creating innovative educational programs within a cultural context and identifying appropriate outreach efforts to solve problems with positive results. She has been recognized for her ability to work effectively building community partnerships towards a common goal, creating hybrid and online courses to meet the changing needs of students, and creatively evaluating the learning outcomes of the students. She has been employed at Middle Tennessee State University as an associate professor in the Department of Human Sciences since 2005. In 2008 she was awarded the MTSU Distinguished Distance Learning Educator and in 2009 the Outstanding Career and Technical Post-Secondary Instructor Award in Tennessee.

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Mary Ziegler is an Associate Professor in Adult Learning and has been at the University of Tennessee for more than eighteen years. She is widely published in the area of adult literacy and has recently conducted studies on making meaning in virtual environments.