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 Asunka 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.

Glenn Bailey is an Associate Professor in the Department of Marketing at Illinois State University. His research interest includes investigating the preparation of business education teachers.
Suwithida Charungkaittikul, Ph.D student and Faculty member in Non-Formal Education, Department of Educational Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University, Bangkok, Thailand, has been awarded two research grants from Graduate School, Chulalongkorn University: (1) The 11th Annual Scholarship for Chulalongkorn University 90th Anniversary (Academic Year 1/2010) Ratchada Pisek Sompoch Fund (The 90th Year Chulalongkorn University Scholarship); and, (2) The 1st Ph.D. Scholarship in Support of Dissertation-Research Scholarship Aboard (D-RSAB) for her research dissertation to study “The Scenario of a Learning Society Model toward promoting a Positive Paradigm Shift for Communities.” She has spent a year working and studying with Dr. John A. Henschke, Chair of Doctoral Program in Andragogy Emphasis Specialty, Instructional Leadership, School of Education, Lindenwood University, St. Charles, Missouri, USA. Her advisor is Associate Professor Archanya Ratana-Ubol, Ph.D., and co-advisors are Associate Professor John A. Henschke, Ed.D., and Pan Kimpee, Ph.D.

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. Dr. Farmer has worked as a librarian in K-12 school settings as well as in public, special and academic libraries. She chaired the Education Section of the Special Libraries Association, and is the International Association of School Librarianship Vice-President of Association Relations. Dr. Farmer is a Fulbright Scholar, and has received a university Distinguished Scholarly Activity Award, several professional association awards, and national/international grants. Dr. Farmer’s research interests include information literacy, assessment, collaboration, and educational technology. A frequent presenter and writer for the profession, Dr. Farmer has published two dozen professional books, and over a hundred professional book chapters and articles. Her most recent books are Your School Library: Check It Out!, published by Libraries Unlimited in 2009; and NealSchuman Technology Management Handbook for School Library Media Centers, co-authored with Marc McPhee in 2010.

Dennis G. Fisher holds a Ph.D. from the University of Illinois, Urbana, and completed post-doctoral work at the University of California, Los Angeles. Dr. Fisher is currently Professor of Psychology and Director of the Center for Behavioral Research and Services at California State University, Long Beach. Since 1990, he has authored or coauthored approximately 200 publications and presentations, primarily in the areas of drug abuse and HIV prevention.

Edward C. Fletcher Jr. is an Assistant Professor in the Department of Adult, Career and Higher Education at the University of South Florida. His research interests are three-fold: (a) longitudinally studying the effects of high school curriculum tracking with regard to postsecondary and labor market outcomes in adulthood; (b) examining the preparedness of business education teachers and teacher candidates; and (c) exploring the status, curricula, and issues of current U.S. graduate programs (Master’s and Doctoral) in Career and Technical Education and Workforce Education.

Steven A. Freeman, PhD, is a professor in the Agricultural and Biosystems Engineering Department and associate director of the Center for Excellence in Learning and Teaching at Iowa State University. He coordinates the occupational safety option of the industrial technology degree program for the de-
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**Lila Holt** is currently conducting research on incorporating computational thinking to promote self-directed learning. As a PhD candidate at the University of Tennessee her area of interest is instructional technology with a concentration in adult learning.

**Norhayati Ibrahim** is a doctoral student in the Agricultural and Biosystems Engineering Department’s industrial and agricultural technology degree program at Iowa State University. She is on leave from the Department of Polytechnics and Community Colleges Education, Malaysia, where she serves as assistant director. Her research interests are in adult technical education and higher education initiatives to help non-traditional university students succeed in their studies.

**Mark E. Johnson** received his Ph.D. in Counseling Psychology from the University of California, Santa Barbara. He is a Professor of Psychology and Director of the Center for Behavioral Health Research and Services at the University of Alaska, Anchorage. Dr. Johnson’s current research interests include research ethics, substance abuse prevention, and rural healthcare disparities.

**Beth Kania-Gosche**, PhD, is currently teaching in the Educational Leadership department at Lindenwood University in St. Charles, MO. She teaches educational research courses and coordinates the last six hours of dissertation writing for doctoral students. She serves on many doctoral committees and runs workshops to help students with the writing aspect of the dissertation. She was previously a high school English teacher and Gateway Writing Project summer fellow. In May of 2009, she graduated with her Ph.D. in Educational Studies from Saint Louis University, where she was previously an instructor.

**Julia M. Matuga** received a Bachelor and Master of Science degree in Curriculum Studies from Indiana University, Bloomington and worked as a K-12 art teacher for five years before returning to graduate school. Julia earned her doctorate in Educational Psychology with an emphasis in Learning, Cognition, and Instruction from Indiana University (IU), Bloomington. While a graduate student at IU, Julia taught her first online course and became interested in how students learn online. Julia is currently the Associate Dean of Graduate Studies and External Programs and Associate Professor of Educational
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Psychology at Bowling Green State University (BGSU). She oversees the development of online courses and programs within the College of Education and Human Development at BGSU. She has published book chapters and research articles on self-regulation and assessment within online learning environments.

Catherine McLaughlin joined ACU in 2002 and is currently Coordinator of SIMERR ACT, the Research Centre for Science, Information Technology and Mathematics Education for Rural and regional Australia (SiMERR) at the School of Education, Canberra. Dr McLaughlin teaches at undergraduate and postgraduate levels in the areas of educational psychology, teaching methodologies and research methods. Catherine is the author and co-author of over 200 refereed publications, including journal articles, book chapters and conference papers on a wide range of topics related to e-learning, design of culturally relevant learning environments, the evaluation of learning technologies, cognitive psychology and learner engagement. Dr. McLaughlin is editor of the *Australian Journal of Educational Technology* and she is on the editorial boards of a number of leading international journals in the field of educational technology.

Kathy Mountjoy is an Assistant Professor in the Department of Marketing at Illinois State University. Her research interest includes investigating the preparation of business education teachers.

Judith Parker, Ed.D., is an adjunct Assistant Professor in Organization and Leadership at Teachers College/Columbia University in New York teaching graduate courses that are totally on-line, totally classroom and blended delivery formats. She has earned a doctorate, Ed.D. degree, and an M.S. degree in Adult and Continuing Education from Teachers College/Columbia University, an M.S. degree in physics from Purdue University in Indiana, and a B.S. degree in physics and mathematics from Notre Dame College in Ohio. She has presented numerous papers at conferences globally including the Academy of Management, American Association of Physics Teachers, American Society of Training and Development, College Industry Education Conference, Quality and Productivity Management Association, Business and Multimedia Conference in Ireland, Lisbon 2000 European Conference on ODL Networking for Quality Learning, and World Open Learning for Business Conferences in the UK. Judith has been published in the “Compendium on Uses of Distance Learning Technologies in Engineering Education” the “Journal of the International Association for Continuing Education” and the “International Journal of Adult Vocational Education and Technology”. She has authored chapters in Workplace Training and Learning: A Cross-Cultural Perspective; Definitive Readings in the History, Philosophy, Practice and Theories of Career and Technical Education; Integrating Adult Learning and Technology for Effective Education: Strategic Approaches; Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training and the Encyclopedia of Information Communication Technologies and Adult Education Integration. Judith has over 20 years’ experience in leadership positions within global business organizations. She has worked extensively with technical managers and technical employees in Asia and Europe in leadership education and training and technical employee skill development by using an action-learning model and integrating distance learning technologies with classroom sessions. She has been elected a Fellow of the American Association for the Advancement of Science, and has received the American Association of Physics Teachers Innovative Teaching Award and the Park College Educational Partnership Award.
William C. Pedersen, Ph.D. is an Associate Professor in the Department of Psychology at California State University, Long Beach. He teaches in the areas of statistics and social psychology. Dr. Pedersen’s research is primarily focused on factors that impact aggressive behavior and violence with additional lines of research in the areas of both intergroup relations and evolutionary psychology (specifically gender differences in mating strategies).

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.

Stephanie M. Reio is a senior justice administration major at the University of Louisville. Her interests include interpersonal and workplace violence, prisoner rehabilitation, and resiliency. She is currently interning at the Probation and Parole Office in District 16, Louisville, KY.

Thomas G. Reio, Jr. is Associate Professor of Adult Education and Human Resource Development in the Department of Leadership and Professional Studies at Florida International University in Miami, Florida. Tom earned his PhD in Adult and Continuing Education from Virginia Polytechnic Institute and State University. He was first runner-up for the Malcolm S. Knowles Dissertation-of-the-Year with his dissertation that investigated the connections among adult curiosity, workplace learning, and job performance. He is presently editor of Human Resource Development Review and co-editor of New Horizons in Adult Education and Human Resource Development. He is the immediate past Quantitative Methods Editor for Human Resource Development Quarterly. He has been involved for a number of years in conducting research on educational and psychological principles such as motivation and emotions, and how they impact learning and performance in formal and informal contexts. His research concerns curiosity and risk-taking motivation, workplace incivility and violence, workplace socialization processes, workplace incivility, entrepreneurship, and workplace learning. He is currently actively engaged in research investigating curiosity and risk taking throughout the lifespan. He has been involved extensively in evaluation projects concerning children and adults in both the public and private sector. His work has been published in leading journals in education, business, and psychology. These journals include Journal of School Psychology, Personality and Individual Differences, The Journal of Genetic Psychology, Educational and Psychological Measurement, Journal of Business and Psychology, Journal of Interpersonal Violence, Human Resource Development Quarterly, Journal of Management Development, International Journal of Self-Directed Learning, and Teaching and Teacher Education. He has authored chapters in the Handbook of Educational Psychology, Emerging Directions in Self-Directed Learning, Teaching and Learning: International Best Practice, and Research on Sociocultural Influ-
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ences on Motivation and Learning. He has over 16 years of experience as a training and development director, organizational consultant, and operations manager.

Grace Reynolds, D.P.A., is Assistant Professor of Health Care Administration and Associate Director of the Center for Behavioral Research and Services at the California State University, Long Beach (CSULB). Dr. Reynolds has published on HIV and sexually transmitted disease testing with health disparities populations and teaches graduate courses in research and quantitative methods.

Mack C. Shelley, II, PhD, is a professor in the Statistics Department and the Political Science Department at Iowa State University, where he serves as director of the public policy and administration program. His research interests include education research and evaluation, social statistics, applied multivariate statistics, public policy, times series, and forecasting.

Lantana Usman is currently a tenured Associate Professor at the University of Northern British Columbia, Prince George, Canada. She obtained her PhD in Educational Administration, Leadership and Policy Studies from the University of Alberta, Canada, and taught as a sessional professor. Her area of research and teaching interest include Educational Policies and Administration, Comparative International Education, Socio-cultural Context of Schooling, Social Studies Education, Economics of Education, Developmental Education (South), Gender and Education, Immigrant and Refugee Education, Multicultural Education, Rural Education (South), and Qualitative Educational Research. She has published in several peer review international journals, with the most recent ones as the International Journal of Educational Management; International Journal of Lifelong Learning; International Journal of Social Economics and International Studies in Educational Administration/Journal of the Commonwealth Council for Educational Administration & Management; book chapters; and international conference publications. She served as a guest associate editor for the International Journal of Diversity in Organizations, Communities and Nations, as well as engaged in active review of manuscripts for the journal, and the International Journal of Educational Management; International Journal of Educational Development; International Journal Of Psychology and Counseling; and International Journal of Political Science and International Relations amongst others. She is a fellow and grant recipient of American Association of University Women International, Delta Kappa Gamma International World Distinguished Women Educators, and Ambassador and Scholar, Rotary International University Teachers amongst others.

Michele M. Wood, PhD, is an Assistant Professor in the Health Science Department at the California State University, Fullerton. Dr. Wood teaches courses in statistics, drug use, and program design and evaluation. She has 20 years experience designing, implementing, and evaluating interventions for substance users.

Deborah G. Wooldridge is a Professor and the Director of the School of Family and Consumer Sciences and the Associate Dean for Research and Field Experiences in the College of Education and Human Development at Bowling Green State University. Dr. Wooldridge served as the Dean of the College of Family Sciences at Zayed University in the United Arab Emirates, as Associate Dean of Education and the Coordinator of External Funding at Southeast Missouri State University. She was a middle school and high school teacher in Oklahoma. Deborah was a Fulbright Senior Scholar at the
University of Bahrain in the Kingdom of Bahrain and has done consulting with Ministries of Education and Ministries of Labor and Social Affairs in Oman, Kuwait, Bahrain and the United Arab Emirates, as well as acting as a liaison for UNICEF officials in Saudi Arabia for the Dubai and Abu Dhabi areas. She has a Ph.D. in resource management and consumer sciences from Texas Woman’s University and a B.S. and M.S. in Education from the University of Oklahoma. During her career in higher education she has published, secured international, federal and state funding for research and community partnership projects. Her research interests are cultural and social issues of the family, learning outcomes assessment and curriculum redesign and assessment.

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.