About the Contributors

Zehra Akyol is a researcher and practitioner with interest in teaching and learning online and blended learning environments. She got her PhD degree in the field of Educational Technology. She conducted her doctoral research at University of Calgary focusing community development in online and blended learning environments and the factors affecting the development of communities of inquiry in these learning environments. Recently, she is studying metacognitive development in a community of inquiry environment in relation to learning and cognition. She is a member of the community of inquiry research group and on editorial review boards of several journals in the distance education and educational technology.

D. Randy Garrison is a Professor in the Faculty of Education at the University of Calgary. Dr. Garrison has published extensively on teaching and learning in adult, higher and distance education contexts. He has authored, co-authored or edited nine books and over 100 refereed articles/papers. His recent books are Blended Learning in Higher Education (2008); An Introduction to Distance Education: Understanding Teaching and Learning in a New Era (2010); and E-Learning in the 21st century (2nd Ed.) (2011). He has also won several awards including the 2009 Sloan-C Award for Most Outstanding Achievement in Online Learning by an Individual.

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Dodzi J-A Amemado’s research is focused on blended learning, distance education, e-learning approaches, virtual universities, and higher education transformation. In his recent PhD research completed at the University of Montreal, Dodzi examined the institutional changes and subsequent pedagogical innovations in the current evolving learning environment of universities, influenced by online education. Previously, Dodzi wrote a Master’s thesis on the issues faced by virtual universities, and then prepared a research report for the International Development Research Center (IDRC) on the accessibility and efficiency of virtual universities. Dr. Amemado regularly presents research papers at various scientific conferences in Canada, the United States and Europe.

Douglas Archibald is the educational researcher scientist at the C.T. Lamont Centre for Research in Primary Care, Bruyère Research Institute and the Department of Family Medicine, University of Ottawa. Dr. Archibald has a PhD in Education (University of Ottawa) and a Master’s of Arts in Education (Ontario Institute for Studies in Education). His program of research incorporates various facets of medical education which include interprofessional education, research methodology, and eLearning. Some recent projects have included the assessment of an online training program involving simulation
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to improve medical residents’ knowledge and skills to manage patients with inflammatory arthritis; and the development and validation of assessment instruments for interprofessional education. Doug has recent publications in the fields of eLearning and health care education.

Bridget Arend, PhD is Director of University Teaching in the Office of Teaching and Learning at the University of Denver. She is involved in faculty development in the areas of teaching excellence, educational technology, and online and hybrid learning. Her research interests are centered on teaching strategies and assessment in online and technology-enhanced environments, and specifically on the interaction and thinking that occurs in online asynchronous discussions. She teaches courses about education, assessment, and educational technology in the Morgridge College of Education and University College at the University of Denver.

David T. Bentz, Ph.D. is an Assistant Professor in the College of Business at Bellevue University (Bellevue, NE, USA) where he serves as a Professor in the school’s Master’s of Instructional Design and Development program. Dr. Bentz’s research interests include exploring social aspects of learning within online learning environments. His broad research interests encompass the Community of Inquiry framework, specifically the teaching presence and social presence components. Dr. Bentz’s most recent research explores online students’ perceptions of instructional immediacy behaviors. In addition to his teaching experience Dr. Bentz’s practical experience includes more than a decade of service providing online learning instructional design and development within a variety of higher education settings.

Rebecca Bliquez is Education Librarian and Online Learning Coordinator at the Campus Library serving University of Washington Bothell and Cascadia Community College. She received her Master’s degree in Information Resources and Library Science from the University of Arizona. Bliquez is a member of the Hybrid Course Development Institute instruction team at UW Bothell and her research interests include online and hybrid course design and delivery, assessment of student learning, and use of emerging technologies in instruction.

Leonard Bogle has 34 years of experience as an educator in the public schools of Illinois with the last 28 years served as an administrator to include Assistant and Head Middle School Principal, Elementary Principal, Director of Adult Education, Grant Writer, and School Superintendent. Dr. Bogle joined the Department of Educational Leadership at the University of Illinois Springfield in 2005 and currently teaches courses in the areas of educational administration and research. National presentations and publications focused on the delivery of on-line and blended classes to graduate students, the identification of quality on-line programs, effective delivery of online instruction using a variety of tools, and the development and delivery of school-wide cooperative instructional programs. A current research focus is on the design of online classes to improve student achievement and access.

Emily Boles is an instructional developer in the Center for Online Learning, Research and Service (COLRS) at the University of Illinois Springfield. At COLRS, she mentors faculty members in effective practices in online learning and technology integration. She coordinates several grant projects for the Center and is leading new UIS Continuing Education Online initiative. Emily teaches online courses for UIS and facilitates online workshops and webinars for the Sloan Consortium. Her experience in the
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**Andreas Brockhaus** is the Director of Learning Technologies at the University of Washington Bothell. He has an M.A. in English from the University of Washington, Seattle, and is affiliate faculty in the School of Interdisciplinary Arts and Sciences. He provides support for the integration of technology in teaching and learning for faculty and staff in accordance with the University’s mission of using the best of educational technology. His research and professional interests revolve around online learning, digital media, instructional design, faculty development, and assessment. He has been instrumental in promoting hybrid learning initiatives campus-wide as well as creating and running faculty development programs for online learning. Other projects he has led include launching lecture capture in all UW Bothell classrooms, implementing a campus-wide ePortfolio initiative using Google apps, and launching a digital media classroom and lab.

**Melissa Burgess** is the Director of Research Methodology at American Public University System. Dr. Burgess has an EdD in Education (Sam Houston State University) and a Masters of Arts in Education (University of Missouri-Columbia). Her focus of research spans the practical, theoretical, and policy-related areas of distance education. Specifically, recent research and subsequent publications include topics on adaptive learning, on-demand eLearning, cyberbullying, and institutional/program/course eStructuring.

**M. Cleveland-Innes** is Professor and Program Director in the Center for Distance Education at Athabasca University in Alberta, Canada. She teaches Research Methods and Leadership in the graduate programs of this department. Martha has received awards for her work on the student experience in online environments and holds a major research grant through the Canadian Social Sciences and Humanities Research Council. In 2011 she received the Craig Cunningham Memorial Award for Teaching Excellence and in 2009 she received the President’s Award for Research and Scholarly Excellence from Athabasca University. She is currently part-time Guest Professor of Education Media Technology at The Royal Institute of Technology in Stockholm, Sweden. Her work is well published in academic journals in North America and Europe. Current research interests are in the areas of leadership in open and distance higher education, online teaching and learning and the effects of emotion on learning.

**Scott Day** is Associate Professor and Chair of the Department of Educational Leadership at the University of Illinois at Springfield (UIS). Dr. Day was one of two founding faculty to develop and teach one of the first courses in the online Master’s in Teacher Leadership degree program ten years ago. The program was awarded the Sloan-C Outstanding Program of the Year in 2010. In 2010, Dr. Day was awarded the Pearson Faculty Award for Outstanding Teaching at UIS. His research publications include work on blended learning, using design-based research to improve online courses and programmatic change, technology uses of at-risk students, and school district reorganization issues. Professor Day holds a Doctor of Education degree from the University of Illinois at Urbana-Champaign in Educational Organization and Leadership, in which he was awarded the Outstanding Dissertation Award from the University of Illinois’ chapter of Phi Delta Kappa in 2000.
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Sebastián Díaz serves as Associate Professor in the Department of Technology, Learning & Culture at West Virginia University, teaching in the areas of Statistics, Program Evaluation, Measurement, and Education Law. He also serves as a Strategic Planning and Evaluation Consultant for WVU’s Office of International Student Affairs and Global Services. His research currently focuses on developing measurement instruments and evaluation methodologies germane to Intellectual Capital and Knowledge Management. As Senior Statistician for the PAR Framework project, funded by the Bill & Melinda Gates Foundation, he is conducting large-scale analytics on online course data from six colleges and universities. Before entering the tenure-track, Sebastián worked as a medical educator at both allopathic and osteopathic institutions. Sebastián earned a B.S. in Chemistry from Marietta College, a Ph.D. in Educational Research & Evaluation from Ohio University, and a law degree from the University of Akron.

Peggy A. Ertmer is a Professor of Learning Design and Technology in the College of Education at Purdue University. Her scholarship focuses on the impact that student-centered instructional approaches have on learning outcomes. She is particularly interested in the impact of student-centered instruction (problem-based learning, case-based learning) on higher-order thinking skills; the adoption of student-centered approaches by K-12 teachers; and strategies for facilitating higher-order thinking and self-regulated learning in online, problem-based learning environments. In addition, she explores the interplay between teacher beliefs and the use of student-centered instructional practices. Dr. Ertmer has published scholarly works in premier journals including the American Educational Research Journal, Journal of Educational Psychology, and Educational Technology Research and Development. She has co-edited three editions of the ID CaseBook: Case Studies in Instructional Design and is the founding Editor of the Interdisciplinary Journal of Problem-based Learning, published by Purdue University Press.

Linda Shuford Evans, PhD is an Assistant Professor of TESOL (Teachers of English to Speakers of Other Languages) in the Inclusive Education Department at Kennesaw State University. She holds B.S. and Ed.M. degrees in Elementary Bilingual Education from Boston University, and a PhD in Literacy and Language Arts from the University of South Florida, Tampa. She has worked as a bilingual teacher, ESL teacher, learning support specialist, and teacher educator. Her research interests include teacher education, language policy, dual/bilingual education, and migrant education. Dr. Evans has conducted numerous workshops and institutes for teachers and policy makers, and has presented at local, state, national, and international conferences.

Bas Giesbers obtained a Master’s 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 (e.g. of internships and thesis writing), and teacher professionalisation 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.

Yoshiko Goda is Associate Professor of Research Center for Higher Education and Instructional Systems Program Graduate School of Social and Cultural Sciences at Kumamoto University, Japan. She received her Ph.D. (Science Education) at Florida Institute of Technology in 2004 with partial support of a Fulbright scholarship. She has held teaching positions in various countries including as an instructor at
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Applied Language Department at Shu-Te University, Taiwan (1999-2000), an adjunct faculty at graduate school of FIT (2004), US, a visiting scholar at Research Center for e-Learning Professional Competency at Aoyama Gakuin University (2005-2008), Japan, and an Associate Professor at Faculty of Social and Management Studies at Otemae University, Japan (2008-2010). She has co-authored “Technologies and Language Learning in Japan: Learn Anywhere, Anytime” (pp.38-54), in Levy, M., Blin, F., Siskin, C.B., & Takeuchi, O. (Eds.), 2011, WorldCALL: International perspectives on computer-assisted language learning, Routledge Studies and “Application of social presence principles to CSCL design for quality interactions” (pp.31-48), in Jia, J. (Ed.), 2012, Educational stages and interactive learning: From kindergarten to workplace training, IGI Global. Her current research interests include selfregulated learning for e-learning, online education program evaluation, computer-assisted language learning, and innovative community for global education.

David S. Goldstein is a Senior Lecturer in the School of Interdisciplinary Arts and Sciences at the University of Washington Bothell, where he serves as Director of the Teaching and Learning Center, overseeing faculty development, community-based learning, and student tutoring in writing and quantitative reasoning. He earned a Ph.D. in Comparative Culture from the University of California, Irvine, and has published widely in ethnic American literature, including a co-edited volume, Complicating Constructions: Race, Ethnicity, and Hybridity in American Texts (University of Washington Press, 2007) and in the scholarship of teaching and learning. Goldstein received the University of Washington’s Distinguished Teaching Award in 2007.

Albert Gras-Martí is Emeritus Professor of Applied Physics at the University of Alacant. With a PhD in Physics (in the field of Atomic Collisions in Solids –ACIS-) and a background in Science Education, Gras-Martí is a member of the Catalan Academy of Sciences (IEC), and has published extensively in the field of ACIS and in PER (Physics Education Research). Present research interests include PER and Science Education Research at all educational levels, especially the applications of information and communication technologies to science education and e-learning in general, both in face to face and distant education.

Kim Hosler is an Educational Technology doctoral candidate at the University of Northern Colorado. She has presented at AECT conferences as well as at the Sloan-C Consortium annual conference on topics ranging from student perceptions of Quality Matters, the use of text messaging to enhance online communities, to engendering cognitive presence and critical thinking in online courses. She teaches online and face to face classes in technical writing and research methods as affiliate faculty for The Metropolitan State College of Denver, Regis University, and the University of Denver’s University College. Previously, she managed several learning and professional development departments for technology and financial services companies. Kim’s research interests include building learning communities in distance learning environments, mobile learning, and technology use in higher education.

Phil Ice is the Vice President of Research and Development at American Public University System. Dr. Ice has an EdD in Education with concentrations in Curriculum & Instruction and Instructional Technology. He is a three time recipient of the Sloan-C Effective Practice Award, the Adobe Excellence in Education Award and the Wagner Award for Innovation in Distance Education. His research focuses on the intersection of learning theory and emerging technologies.
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Melissa Kelly is an Instructional Designer working on course development and research with faculty in the National College of Education at National Louis University. She is also working on completing a PhD in Educational Psychology. Over the past several years she has provided technical support for students enrolled in a wide range of online courses and has taught foundation courses.

David Kennedy is Professor in the Department of Educational Foundations, Montclair State University, and Fellow at the Institute for the Advancement of Philosophy for Children, also at Montclair State. He has contributed numerous chapter and journal articles on pedagogical, curricular and political aspects of community of philosophical inquiry in educational settings, eleven of which are collected in the recently published anthology, *Philosophical Dialogue with Children: Essays on Theory and Practice* (Mellen 2010). He is also the author of *The Well of Being: Childhood, Subjectivity, and Education* (SUNY Press, 2006), and *Changing Conceptions of the Child from the Renaissance to Post-Modernity: A Philosophy of Childhood* (Mellen, 2006).

Nadia Kennedy is Assistant Professor in the Department of Mathematics at Stony Brook University, where she teaches Mathematics Education, following 15 years of teaching math in elementary and secondary schools in her native Bulgaria. Her foci in community of inquiry studies include complexity and systems theory, argumentation theory, and dialogue theory. She is currently at work on a COI-based mathematics curriculum for middle-schoolers. Her recent papers include “Community of Philosophical Inquiry as a Discursive Structure, and its Role in School Curriculum Design” (*Journal of Philosophy of Education*, 2011) and “Between Chaos and Entropy: Community of Inquiry from a Systems Perspective” (*Complicity*, 2010), both co-authored with David Kennedy.

Kristine Korhumel currently serves as the Senior Programming Analyst for the NIH/HRSA Medical Education Partnership Initiative Coordinating Center (MEPI-CC) at the George Washington University (GWU) in Washington, DC. The MEPI-CC manages a series of institutional partnerships involving thirteen medical schools in Sub-Saharan Africa. Her primary work involves providing communications support between GWU and its African school partners, as well as designing and implementing the MEPI-CC’s communications strategy. This includes programming and designing the MEPI website, developing a content management system, and providing technical support on web-based teleconferencing and communications platforms. Before joining the MEPI-CC, Ms. Korhumel earned her BS in Mechanical Aerospace Engineering with a minor in Fine Arts and a focus in Mathematics from GWU.

Carol Leppa is a Professor of Nursing at the University of Washington Bothell. Dr. Leppa has a Ph.D. from the University of Illinois at Chicago and has been on the Nursing faculty at UW Bothell since 1992, and received the UW Distinguished Teaching Award in 1998. Her nursing research interests focus on end-of-life care policy. Leppa has also been a leader on the UW Bothell campus in creating faculty development programs for hybrid teaching and learning.

Simon Lygo-Baker, PhD, has worked in academic development for the last ten years, most recently at King’s College London. Whilst there he developed and delivered a range of accredited postgraduate programmes for staff across the university. In addition he established, in collaboration with academic staff, specific programmes and courses for departments and groups of staff aimed to enhance the learn-
Daniel B. Matthews is an Associate Professor in the Department of Educational Leadership at the University of Illinois Springfield (UIS) and a Fellow with the UIS Center for Online Learning, Research and Service (COLRS). His research is in the area of geographic diversity in online education, identifying factors related to success in online education, and improving online education through the use of the Quality Matters and Community of Inquiry frameworks. He is currently part of a research team that is using a multi-semester, collaborative design research approach to improve course processes and outcomes within a graduate program that is entirely online.

Katrina Meyer is Associate Professor of Higher and Adult Education at the University of Memphis and conducts research on a variety of topics related to online learning in higher education, such as online discussions, quality of and cost-efficiencies from online learning, student learning and faculty productivity online, as well as virtual universities. She also serves on the editorial boards of four research journals devoted to online learning and pioneered a methodology for studying institutional websites to determine a university’s “virtual face.”

Christine “Chris” Nickel works as an instructional designer at Regent University in Virginia Beach, VA, an occasional adjunct at Old Dominion University (Norfolk, VA) and freelances as an instructional design consultant. She received her Ph.D. in Instructional Design & Technology from Old Dominion University in 2010. Her research interests include cooperative and collaborative learning, online and blended learning environments, the community of inquiry framework, service learning, and creative and critical thinking strategies. Originally from the Rochester, NY area, Christine now enjoys warmer winters in Virginia. Every day she gets to experience love from her husband, son, dog, and cats in the home she affectionately calls “the petting zoo/crazy house.”

Ana Oskoz is an Associate Professor of Spanish in the Department of Modern Languages, Linguistics and Intercultural Communication at the University of Maryland Baltimore County (UMBC). Her research focuses on the use of synchronous and asynchronous communication tools such as online chats, discussion boards, blogs, and wikis for second language learning to enhance second language writing and foster intercultural competence development. Ana Oskoz has chapters on the topics of error correction, collaborative writing and articles in the use of technology in the language classroom. Her articles have appeared in journals such as Language Learning & Technology, Foreign Language Annals, and CALICO. She is also co-editor of the 2012 CALICO monograph.

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Richard “Rick” Overbaugh is a Professor of Education at Old Dominion University in Norfolk, VA. He currently teaches graduate and undergraduate courses in instructional design and technology integration. Rick’s current research interests include efficacy of instructional strategies and collaborative tools in distributed teaching/learning environments, and hierarchical assessment of knowledge acquisition. Rick designed a framework to coordinate and guide the development and subsequent investigation of educational environments based on certain aspects of the Sloan-C pillars of quality education. He has published more than 30 papers, counting 4 book chapters, and presented over 60 research papers. He has co-authored and co-presented with more than a dozen of his graduate students and a post-doctoral research assistant.

Ian Porter is a Learning Technologist in UW Bothell’s Learning Technologies. He holds dual graduate degrees from the University of Washington, Seattle, in Library and Information Science and Digital Media Studies. In autumn of 2012, he will begin doctoral course work and research in communication, rhetoric, and media studies in the Department of Communication at UW. His professional interests include principled design of assignments and courses using technology. His research interests include media theory and history, rhetorical theory and criticism, and, specifically, rhetorical inquiry concerning new media and technology.

Jennifer C. Richardson is an Associate Professor in the Learning Design and Technology Program in the College of Education at Purdue University. Dr. Richardson’s research focuses on distance learning, specifically the use of the Community of Inquiry Framework (CoI) and examining social presence and related strategies. She has also been working on developing professional development frameworks for mentoring graduate students to develop online courses and teach online. She has been teaching and doing research in distance education for the past eleven years and has been a recipient of the Sloan-C Effective Practices in Online Education Award, the AERA SIG Instructional Technology Leadership Award, and the Excellence in Distance Teaching Award from Purdue University. Jennifer is the past Chair for the AERA SIG Instructional Technology.

Bart Rienties is a Senior Lecturer at the University of Surrey. As economist and educational psychologist he conducts multi-disciplinary research on work-based and collaborative learning environments and focuses on the role of social interaction in learning, which is published in leading academic journals and books. His primary research interests are focused on computer-supported collaborative learning, the role of motivation in learning, the role of the teacher to design effective blended and online learning courses, and the role of social interaction in learning. Furthermore, Bart is interested in broader internationalisation aspects of higher education. He successfully led a range of national/European projects and received several awards for his educational innovation projects. Finally, he is chair of the international EDINEB Network.

Ayesha Sadaf is a Doctoral candidate in the Learning Design and Technology Program in the College of Education at Purdue University. She received Master’s degree in Computer Graphics Technology from Purdue University. Her research focuses on technology integration, emerging technologies, creative and collaborative media, cognitive learning, critical thinking, and distance education. Ayesha is interested in exploring effective strategies to integrate emerging technologies in computer-supported
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**Annie Saint-Jacques**, having done all her graduate studies at a distance, and holding a graduate diploma in multimedia instructional design and a master’s degree in distance education, is currently writing the conclusion of her doctoral thesis “Effective Teaching Strategies for a Virtual Graduate Seminar: Developing a Community of Inquiry in Synchronous Mode within a Blended Online Learning Design Approach”. A seasoned telecommuter, she has an extensive background in education as a Teacher, Lecturer, Senior Manager, Instructional Designer, and Academic Advisor. Her research interests include increased and open access in higher education, learning communities, synchronous (real time) online learning, efficient online teaching practices, and higher education policies. Annie has presented at major international conferences such as the *American Educational Research Association*, the *Association for the Advancement of Computing in Education*, and the *Association for Educational Communications and Technology*.

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**Karen Swan** is the Stukel Professor of Educational Leadership at the University of Illinois Springfield (UIS) and a research associate in the UIS Center for Online Learning, Research and Service. Her research is in the area of media, technology, and learning on which she has authored over 100 publications, several hypermedia programs and two books. Dr. Swan has also been awarded several grants from such organizations as the National Science Foundation, the U.S. Department of Education, the New York City Board of Education, AT&T, and the Cleveland Foundation. Her current research interests include online learning, ubiquitous computing and learning analytics. Dr. Swan received the 2006 Sloan Consortium award for Outstanding Achievement in Online Learning by an Individual and in 2010 was inducted into the first class of Sloan-C Fellows. She also received a 2010 Distinguished Alumnus award from Teachers College, Columbia University, her alma mater.
Dirk Tempelaar, PhD, is Senior Lecturer at the Department of Quantitative Economics, Maastricht University. Next to teaching first year courses mathematics and statistics, and bridging courses to facilitate the transfer from high school to university, his research interests includes the investigation of student learning, and students’ achievements in learning, from an individual difference perspective. Students’ learning choices when learning in a blended learning environment, and the impact of individual differences on these preferred learning behaviours, is the main focus of his current research.

Aylin Tekiner Tolu, PhD is an Assistant Professor of in the English Language Teaching department at Yeditepe University, Turkey. She received her B.A. degree in Teaching English as Second Language and M.S. degree in Cognitive Science from Middle East Technical University in Turkey and a Ph.D. in Second Language Acquisition and Instructional Technology from the University of South Florida, Tampa. She worked as an ESL instructor and teacher educator. Her research interests include online education, ESL teacher education, and technology enhanced language education.

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Juny Montoya Vargas is presently the Head of the Centro del Investigación y Formación en Educación (CIFE) and directs the research group “Education in the disciplines.” She is Associate Professor of the Universidad de los Andes, PhD in Education by the University of Illinois (Fulbright scholar), a lawyer and specialist in Business Law of the Universidad de los Andes. In this University she has directed the Centro de Investigaciones Sociojurídicas (CIJUS) from the Speciality in Finance Legislation and from the Undergraduate Law School; she coordinates the Sochrates Programme of teachers’ formation of the Law Faculty and is a member of the Research Group in Interdisciplinary Studies of that Faculty.

Norm Vaughan, an Educator and Researcher with interests in blended learning, faculty development, and K to 12 schooling, is a Professor in the Department of Education, Faculty of Teaching and Learning at Mount Royal University in Calgary, Alberta. He is the co-author of the book Blended Learning in Higher Education (Jossey-Bass, 2008) and has published a series of articles on blended learning and faculty development. Norm is the Co-founder of the Blended Online Design Network (BOLD), a member of the Community of Inquiry Research Group, the Associate Editor of the International Journal of Mobile and Blended Learning and he is on the Editorial Boards of the International Journal of Excellence in e-Learning, Canadian Journal of Learning and Technology, the Journal of Distance Education, the Journal on Centres for Teaching & Learning, the Learning Communities Journal, and the Journal of Information Fluency.

Viviane Vladimirschi holds a Master of Education (M.Ed.) in Distance Education (Athabasca University, Canada) and a postgraduate degree in Educational Technologies (Pontificia Universidade Católica de São Paulo, Brazil). She is also certified in Online Teaching (University of California Los Angeles, USA). Since 2002, she is director and owner of E-connection, a company that specializes in the design and delivery of online and blended education for corporate and academic enterprises. E-connection also renders consulting, project management, training of staff for online teaching, design,
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ing, learning, and design for globalized e-learning.

Yianna Vovides is currently a Visiting Assistant Professor in the Communication, Culture, and
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focus on designing online learning activities at both course and curriculum level. Her research interests
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Constance E. Wanstreet, Ph.D, is an Adjunct Assistant Professor in the College of Education and
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Masanori Yamada is Associate Professor in Research Center for Higher Education at Kanazawa
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ing enviroment design, development and evaluation from 2006 to 2009. He is also a recipient of the
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