About the Contributors

Gulsun Eby is an Associate Professor in Applied Communication at the College of Open Education of Anadolu University. She undertook graduate studies at Anadolu University, Turkey (MA. Educational Technology) and the University of Cincinnati, USA (Ed.D. Curriculum & Instruction), and also has worked a post-doctoral fellow at the College of Education at New Mexico State University, USA (2001-2002). She is currently a graduate student in the Department of Computer and Instructional Technologies, and also an undergraduate student in the Computer Engineering at the College of Informatics Technologies and Engineering of Hoca Ahmet Yesevi International Turk-Kazakhstani University. Dr. Eby has over twenty-five years experience in focusing on the democratic and multicultural aspects of distance education; finding new answers, viewpoints and explanations to online communication problems through critical pedagogy; and improving learner critical thinking skills through project-based online learning. She continues to manage and provide pedagogical support for distance learning programs.

T. Volkan Yuzer, Ph.D. is an Associate Professor in Applied Communication at the Department of Distance Education, College of Open Education, Anadolu University, Turkey. He undertook graduate studies at Anadolu University, Turkey. His research interests are new communication technologies, synchronous, asynchronous, and interactive communications and transformative learning milieus in distance and online education. He has over fifteen years experience in exploring additional distance learning media and providing communication and technological support for distance learning programs as well as develop online learning courses. He has participated in projects related to distance learning, online synchronous learning, and virtual classroom. He has been teaching courses in distance learning, communication, and information technologies.

***

Henry C. Alphin Jr., MS, is a Higher Education Administrator and research affiliate of Drexel University, and a Higher Education Consultant. Mr. Alphin’s academic research focuses on the intersection of philosophy, economics, and higher education. His research efforts on higher education include: the history and future of global accreditation; philosophy of higher education; economic impact, development and analysis in higher education; e-learning accessibility and disability theory; virtual worlds and higher education; institutional research and assessment topics; nontraditional leadership; and strategic planning. Mr. Alphin holds a Bachelor of Science in Economics from Drexel’s Bennett S. LeBow College of Business, a Master of Science in Higher Education (MSHE) Research and Administration from Drexel’s Goodwin School of Education, and he is a Master of Business Administration (MBA) student at the Warwick Business School of Warwick University.
Simber Atay was born in Gaziantep on July 09, 1958. Finished primary and secondary schools there. Completed her high school education in İzmir Namık Kemal High School. Graduated from Ege University, Faculty of Fine Arts, Department of Cinema-TV (1980). The subject of her Undergraduate Thesis was: “Kemal Sunal Comedy”. Began working as a research associate in the department of graduation as from 1981. Studied the Master Degree and Doctorate in Dokuz Eylül University Institute of Social Sciences. The subject of her Postgraduate Thesis was: “The Early Period of Photography and Ottoman Photographers” (1983); the subject of Doctoral Thesis was: “Manners of Approach in Turkish Film Critics” (1990). Took her Associate Professorship in 1992, Professorship in 2000. Currently lectures in Dokuz Eylül University, Faculty of Fine Arts, Department of Photography and lectured in Anadolu University, Faculty of Communication Sciences, Department of Journalism, between 2006-2011. She conducted professional researches and examinations; in Rome Centro Sperimentale di Cinematografia in 1985-1986 academic year through the scholarship of the Italian Government, in Friuli on the occasion of Milano University, Organization of International Communication Laboratory in July, 1989, in Madrid Complutense University, Faculty of Communication in 1992-1993 academic year through the scholarship of the Spanish Government, in Bremen Goethe Institute in August-September 1995 through the scholarship of the Goethe Institute, in Paris in July 1998 through the scholarship of the French Government. She knows French, English, Spanish, and Italian.

Aneesha Bakharia is a PhD candidate at the Faculty of Science and Engineering, Queensland University of Technology. She has qualifications in Microelectronic engineering, digital design and music production. Aneesha has been employed as an educational technology researcher and has worked within the higher education and vocational education sectors. Aneesha is technical author and has authored books on Ruby on Rails, C#, ASP.NET and Java Server Pages. Aneesha’s current research focus is on the evaluation of algorithms (Non-negative Matrix Factorisation and Latent Dirichlet Allocation) to support qualitative content analysis in an interactive manner.

Mark Brimhall-Vargas is the Associate Director of the Office of Diversity Education and Compliance (ODEC), an arm of the Office of the President, and a Visiting Scholar for Multicultural Education and Organizational Development in the Center for Leadership and Organizational Change (CLOC), both at the University of Maryland, College Park. He has a Ph.D. in Educational Policy and Leadership from the University of Maryland, College Park with areas of expertise in religious identity development and its impact on dialogue experiences, dialogic pedagogy, and postmodern social theory. Brimhall-Vargas also has an M.P.P. from Harvard University, with areas of specialization in: equity- and diversity-related policy research, development, assessment, and advocacy; budget planning and analysis; and consensus process and decision-making.

Helen Butler is a Senior Lecturer at Australian Catholic University in the Faculty of Education at the Melbourne Campus. Building on a background in secondary teaching, student welfare and community health promotion, Helen’s recent work has bridged research and practice, health promotion and education at the Centre for Adolescent Health, University of Melbourne (1997-2007) and Australian Catholic University (2008-). Helen has worked extensively with schools and school-based research projects in Australia and internationally. She is currently developing and teaching courses for pre-service and postgraduate teachers in the area of student wellbeing and inclusive schooling. Her research interests include student wellbeing, community engagement of pre-service teachers, teacher professional identity, and building school community partnerships.
**Nuria Pons Vilardell Camas** is Professor and Researcher at the Federal University of Parana, Curitiba, Brazil. PhD in Education: Curriculum, Technology and Education on the shaft (2008) PUCSP, Master of Education in Higher Education, the line of research on Distance Education and Teacher Education (2002) PUCCamp, holds a degree in Literature from Mackenzie University (1985). A specialist in Critical Reading (UNESP - 2000). With experience in education, with emphasis on distance education, interactive learning methods and practices in distance education, blended education in higher education and distance education and online use of digital technologies in education.

**Christine Clark** is a Professor and Senior Scholar for Multicultural Education, and Founding Vice President for Diversity and Inclusion at the University of Nevada, Las Vegas. Clark was a Fulbright Senior Scholar in México and Guatemala, where she conducted research on school and community violence. Clark serves on the editorial board for *Multicultural Perspectives*, the journal of the National Association for Multicultural Education (NAME), and is the Associate Editor for the Higher Education section of *Multicultural Education*. In 2010, Clark was appointed to the National Advisory Committee of the National Conference on Race and Ethnicity (NCORE), and in 2011 she was appointed to the STEM Academic Advisory Commission (SAAC), a joint initiative of the Academic Network, Inc., and the National Institutes of Health (NIH) Office of Equal Opportunity and Diversity Management (OEODM). Clark’s research focuses on white antiracist identity development, dismantling the school-to-prison pipeline, sociopolitically located multicultural education, and multicultural organization development.

**Teresa Coffman** is an Associate Professor of Education at the University of Mary Washington in Fredericksburg, Virginia where she teaches graduate courses in curriculum and instruction, educational theory and research, and technology integration to pre-service teachers as they work toward initial licensure and a Master’s degree in Education. Her research interests are in the areas of educational technology, inquiry-based learning and collaboration, distance learning, and global education. She holds a Ph.D. and a Master of Arts in Education. Her professional background includes teaching at both the middle and high-school level, as well as serving as a technology coordinator and Director of Academic Technology in K-12 education. She has also consulted on technology issues to educators and previously worked in the telecommunications industry prior to academia.

**Sophi Danis** is the leading multimedia design and development consultant and developer as well as eLearning tutor and learning management systems administrator. Sophi is specialised in creative design and applications providing an edge toward imaginative multimedia productions as well as their applications in eLearning. She is a Web-Designer, Web-Developer, Graphic Designer, and an E-Learning expert with online teaching and training experience in a wide age range, from 3 to 73 years old.

**Kenneth Fasching-Varner** is the Shirley B. Barton Assistant Professor in Elementary Education at Louisiana State University. His areas of expertise include educational foundations, pre-service teacher development, reflective practice, literacy, second language development, critical race theory, culturally relevant pedagogy, and multicultural education. Previously Fasching-Varner was an Assistant Professor of Literacy and Bilingual Education at Edgewood College in Madison Wisconsin, and Assistant Professor of Literacy at St. John Fisher College in Rochester New York. Fasching-Varner has a multifaceted research agenda, centered in Critical Race Theory, which examines white racial identity development as it relates to educator identity, culturally relevant engagement, and the development of legal literacy in judicial and educational contexts.
Alain Gourdin is an expert in the domains of Information Systems and of higher professional education. From 1981 to 1991 Alain Gourdin was Manager of international IT projects and activities at companies Kone, Areva, Intertechnique, and Siemens. Since 1978 he is teaching in universities and polytechnic high schools like: University of Sherbrooke (Canada), INGM (Algeria), CBAM (Vietnam), ENSEA (France), ECP (France). Since 1996, he is Managing Director of an higher education IT-Institute pioneer in the Dual sector and apprenticeship education systems He has a long experience of curriculum development and technology transfer mainly in (Europe, Asia, Africa, …). He wrote university books and articles about technological and pedagogical issues. His domain interests are social processes (social changes, social networks, best pedagogical practices, and intercultural teams dynamics) and entrepreneurship management (innovation management, open innovation, companies/universities networks, technology transfer).

Mirac Banu Gundogan is an Instructor in Computer Education and Instructional Technology Department of Middle East Technical University. As an Industrial Design graduate, she started her career working on hands on science exhibits and managed Turkey’s first science centre, Feza Gürsey Science Centre project in Ankara. Working on the development, implementation and management of instructional design projects regarding interactive science education, she has developed bilimce (science language) project and managed science school - science camp projects. While transferring ‘bilimce’ activities to the web, she started studying distance education and is continuing her studies focusing on the ecology and sustainability issues regarding open and distance learning.

Shalin Hai-Jew, Ed.D., works as an Instructional Designer at Kansas State University and teaches for WashingtonOnline. She has B.A.s in English and Psychology and an M.A. in English from the University of Washington, and an Ed.D. in Educational Leadership from Seattle University (2005). She is a Hugh Paradise Scholar (UW) and Morford Scholar (SU). She reviews for a variety of educational publications. She has written several books and has edited others in information technology (IT). She has worked in both the public and private sectors. She has recently been working on projects using social network analysis and agent-based modeling.

Nicholas D. Hartlep is an Assistant Professor of Educational Foundations at Illinois State University. He completed his Ph.D. as an Advanced Opportunity Program (AOP) Fellow at the University of Wisconsin-Milwaukee. His research interests are critical race theory, the model minority stereotype, and segmented assimilation. He currently sits as the Chair of the Graduate Student Council (GSC) of the American Educational Research Association (AERA).

Figen Kilic is an Assistant Professor in Faculty of Education at Mersin University, Turkey. She graduated from the Department of Educational Sciences at the Faculty of Education of Anadolu University. She took her master degree in the Program Development in education and took on her PhD degree at Cukurova University. Her research interests focus on curriculum development and content arrangement as well as concept and generalization teaching. She has had a lot of studies published about distance education, teacher education, and arrangement content.

Mary Beth Klinger is a Professor of Business and Management at the College of Southern Maryland in La Plata, Maryland where she teaches undergraduate courses in business, management, leadership,
organizational behavior, small business and entrepreneurship, and marketing. Her research interests are in the areas of knowledge management, leadership, innovation, and global education. She holds a Ph.D. in Organization and Management, a Master’s in Business Administration, and a Master’s in International Management. Her professional background includes educational consulting, employment in private industry in logistics and supply chain management, as well as several federal government agencies, to include the Office of Personnel Management, the U.S. Department of Labor, and the Federal Trade Commission.

**Niki Lambropoulos** is an experienced researcher, consultant, e-learning expert, HCI designer, and online communities’ manager. Her interest fall in the field of collective intelligence, translated into collaborative e-learning in computer supported collaborative learning; idea group management for distributed leadership; and user innovation networks in innovation and open innovation. She was born in Ancient Olympia, Greece. She holds two BAs and a Diploma in Education from the University of Athens, Greece and an MA in ICT in Education from the Institute of Education, University of London. She finished her PhD at London South Bank University, UK. Since 1989 she has worked as a Greek language and ICT teacher, ICT coordinator, researcher, consultant and Project Manager mostly over the Net. She has published widely in her fields of interest. Outside her office she is a Yogic Arts Sensei and also likes reading, music, arts and design, swimming, and cloud watching. She enjoys working collaboratively over the Net.

**Neli Maria Mengalli** is a Doctoral student in the Post Graduate Program in Education: Curriculum and professor at the School of Education at the Sao Paulo Pontifical Catholic University (PUC-SP). She has functioned as facilitator in the process of integrating educational technology in training courses to prepare School Managers to be able to use information and communication technology as part of the Technologies and School Management Project. In this project she worked as an educational designer, and developer and administrator of e-learning communities. Her current research projects include development of educational curriculum and design of educational communities of practice (CoP), and the study of collaborative learning environments, interfaces for interaction, and social media.

**Vardan Mkrttchian** is Professor and Chief Execute – Rector at the All Armenian Internet University (HHH University) of HHH Technology Incorporation at Sydney, Australia. He is Professor in Institute of Continuing Education of Astrakhan State University (Russian Federation). He has authored over 250 refereed publication including 7 books and 29 patents. Dr. of Sciences Mkrttchian is a recipient of the Award of Pioneering and Innovation in Internet Education system, and he received the USSR Award for Innovation. His current interest is in discourse theory; meta-communication model design, reflective practice, intercultural communication; Information Systems development; discourse ethics; avatar manager and student reflective conversations pedagogy theory; virtual teaching system; web-based courses and sliding mode control system and practices.

**Millie Olcay** is a Project Manager of Building the Remote Indigenous Early Childhood Workforce project. Millie commenced her career as a participation officer for children and young people. For the past fifteen years, she has been working as an early childhood educator and researcher. In particular, her focus of research is in inclusive education with a particular focus on children with disabilities. Her research gives voice to young children’s experiences and perspectives of their participation in early...
childhood educational settings. More recently, her teaching and learning focuses on the education of Aboriginal children in remote indigenous communities.

Berrin Ozkanal was born in 1968 in Eskisehir. She graduated from Anadolu University, Communication Sciences Faculty, Department of Cinema-TV in 1992. She received her MS in 1996 from Anadolu University Graduate School of Social Sciences in the Cinema-TV field. She worked as a script writer at Anadolu University Open Education Faculty, Radio-Television Center, between 1994-1996. Between 1996-2008 she was responsible for Press-Public Relations of Open Education Faculty. She received her PhD in 2006, from Konya Selcuk University, Graduate School of Social Sciences in Public Relations field. Since 2008, she has been working for Press-Public Relations Anadolu University. Her main interests include public relations, websites, social media, and the relations among them.

Anne L. Scott is a Senior Lecturer at Australian Catholic University in the Faculty of Education at the Melbourne Campus. Having commenced her career as a primary school teacher she continues to work closely with both preservice and inservice teachers in the areas of literacy and numeracy education. In particular, her focus of research not only identifies key similarities and differences between these disciplines but also investigates the effective uses of Information Communication Technologies (ICT) for learning them. Other related areas of research involve incorporating technology to promote transformative learning in preservice primary education. In 2009, Dr Scott won the Faculty of Education Excellence in Teaching Award and in 2010 an Australian Learning and Teaching Citation.

Marcella Soamiadana was born in 1974. She is a specialist in the domains of mathematics and statistics. Marcella holds a Master of Sciences in mathematics and a Master in digital signal and image processing from the University of Cergy. From 2003 she is teaching mathematics and advanced algorithms to 1991 at ITIN. From 2008 she teaches mathematics at the University of Cergy, France.

Galina Stephanova is Professor and First Vice-rector of Astrakhan State University (Russian Federation). She is professor of department of Physics and Methodology of Physics Education. She has authored over 150 refereed publication including 10 books. Dr. of Education Sciences Stephanova is founded new scientific school of Theoretical Fundamentals of Realizing the Principle of Practical Tendency of Training in Teaching Physics. Her current interest is in Virtual Informatics and Training of Avatar Moderator in Sliding Mode Control Environment for Virtual Project Management.

Gwen Stowers is Professor of Teacher Education and Program Lead for the Teaching and Learning in a Global Society concentration in the School of Education and National University in San Diego, California. Stowers began her tenure with National University in 2000, just as the University was beginning its foray into online education. Today, most of Stowers work with National is online. Stowers lives with her husband in rural, working class border town in Southern New Mexico. Together they promote border rights (taking pride in being called “border rats” and “horse traders”), teach English on both sides of the border, work as real estate agents for new immigrants, publish the bilingual newspaper, Las Fronteras, and continue to make aesthetic improvements on their hand sculptured adobe house.
About the Contributors

**Mediha Tezcan** was born in 1959, in Turkey. The author has undergone her undergraduate, graduate, and Doctorate education on Economics at the Anadolu University. By her thesis titled “Economic Structure Analysis in Distance Education: Cost-Effectiveness Comparison of Formal and Distance Education in Turkish Higher Education,” she received her Doctorate degree in 2000. The author has numerous publications on distance education, online education, education economy, and economic growth and development. She has started to work as an academician at the Anadolu University Open Education Faculty in 1994. During the initial years of her employment, she has provided face-to-face consultancy in various provinces, to distance education students on economics. Continuing her academic studies at the central campus of the Anadolu University Open Education Faculty since 1999, the author continues to serve as “education designer” in the preparation of distance education course books, “face-to-face and on-line academic consultant” and “researcher”.

**Bryce L. Walker** is a Doctoral candidate and Graduate Research Assistant at The George Washington University. His research interests are primarily geared around student use of technology to facilitate learning. His current research revolves around the a variety of areas included pre-service teachers in urban settings, the effects of technology intervention in higher education, the growing interest in Science, Technology, Engineering, and Mathematics (STEM) education in high schools, and the relationship between technology and literacy in national longitudinal scale data. He is currently serving as the Junior Newsletter Editor for the Graduate Student Council (GSC) of the American Educational Research Association (AERA).