About the Contributors

Robert Z. Zheng is Assistant Professor of Instructional Design and Educational Technology in the Educational Psychology Department at the University of Utah. His research agenda includes online learning and pedagogy, multimedia and cognition, and educational technology and assessment. He edited and co-edited several books including Understanding Online Instructional Modeling: Theories and Practices (2007), Cognitive Effects of Multimedia Learning (2008), and Adolescent Online Social Communication and Behavior: Relationship Formation on the Internet (2009). He is the author of numerous book chapters and peer-reviewed journal papers on the topics of cognitive load, multimedia, Web-based instruction, and problem solving in multimedia learning.

Jason J. Burrow-Sanchez, PhD, is Associate Professor of Counseling Psychology in the Educational Psychology Department at the University of Utah. His research interest is in the area of at-risk adolescents with a specific focus on the prevention and treatment of substance abuse problems in school and community settings. He is also a licensed psychologist and his clinical experience includes working with adolescents experiencing substance abuse and other problem behavior.

Clifford J. Drew is Associate Dean for Research and Outreach in the College of Education at the University of Utah. He is also a professor in the Special Education and Educational Psychology Departments. Dr. Drew came to the University of Utah in 1971 after serving on the faculties of the University of Texas at Austin and Kent State University. He received his master’s degree from the University of Illinois and his Ph.D. from the University of Oregon. He has published numerous articles in education and related areas including intellectual disabilities, research design, statistics, diagnostic assessment, cognition, evaluation related to the law and information technology. His most recent book, Designing and Conducting Research in Education (Sage, 2008) is Dr. Drew’s 30th text. His professional interests include research methods in education and psychology, human development and disabilities, applications of information technology, and outreach in higher education.

Christine Allison has undergraduate and master’s degrees in Special Education and Transition to Work for Students with Special Needs. She is currently pursuing a doctoral degree in Educational Psychology at Kent State University with a research focus on the use of use massive multiplayer online gaming environments as support for students with special needs.
Ikuko Aoyama is a doctoral student in Educational Psychology program at Baylor University. She is also involved in the federally funded program, called GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) as a research assistant. Her research interests are bullying/cyberbullying including cross-cultural study and development of valid/reliable instrument to measure cyberbullying.

Larry L. Burriss (Ph.D., J.D.) is a professor of journalism in the College of Mass Communication at Middle Tennessee State University where he teaches Media Law and Mass Media & National Security. He has served as dean of the College of Mass Communication and as director of the School of Journalism. He received his doctorate from Ohio University and his law degree from Concord Law School. Dr. Burriss has made numerous presentations at national and international conferences on the subject of children’s safety on the Internet, and has written extensively for both popular and academic publications.

Megan E. Call, MS, is a graduate student in the Counseling Psychology program in the Educational Psychology Department at the University of Utah. Her research interest is in developing and evaluation school-based prevention programming for adolescents at risk for substance abuse problems. Her clinical experience includes working with adolescents and adults experiencing substance abuse problems.

Muhammet Demirbilek (Ph.D.) is a visiting Post Doctoral Researcher at Games, Learning, and Society (GLS) group in the Educational Communications and Technology division of Curriculum and Instruction at the University of Wisconsin-Madison and an Assistant Professor of Educational Technology at Suleyman Demirel University, Turkey. Demirbilek was the partner and IT expert of Implementing Learning Game Resources Based on Educational Content project (ILGRECO: Grundtvig 1: European Union Cooperation Project). He is a team member of European Union Lifelong Learning program project titled Increased Mainstreaming of Games in Learning Policies (IMAGINE: Multilateral project. EU Lifelong Learning Program). Demirbilek earned his PhD and masters degree in Educational Technology program from University of Florida. He also holds B.S. and MS degrees in electronics engineering. He worked on the PT3 project and served as a graduate assistant in the School of Teaching and Learning at the University of Florida.

Stephanie Donnelly earned a BS in Psychology from Brigham Young University and a M.Ed in Counseling Psychology from the University of Utah. She is currently a doctoral student in the Counseling Psychology program at the University of Miami. Her research interests include the development of culturally adapted mental health treatments for underserved populations and the impact of immigration and acculturation issues on women’s decision to seek assistance for dealing with domestic violence.

Sharmila Pixy Ferris (PhD 1995, Pennsylvania State University) is Professor in the Department of Communication at William Paterson University of New Jersey. Her research brings an interdisciplinary focus to the study of computer-mediated communication, and her work can be seen in both online journals (such as The Journal of Electronic Publishing, Innovate, The Electronic Journal of Communication, Interpersonal Computing and Technology and First Monday) and print journals (such as Qualitative Research Reports, and The New Jersey Journal of Communication). She has co-edited several books in the area of CMC for IGI/Idea Group including Teaching and learning with virtual teams (2005) and
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**Mark Griffiths** (Ph.D.) is a Chartered Psychologist and Professor of Gambling Studies at the Nottingham Trent University, and Director of the International Gaming Research Unit. He has spent over two decades in the field is internationally known for his work into gambling and gaming. He has published over 210 refereed research papers, three books, over 55 book chapters and over 600 other articles. He has served on numerous national and international committees and gambling charities (e.g. National Chair of GamCare, Society for the Study of Gambling, Gamblers Anonymous General Services Board, National Council on Gambling etc.). He has won eight national and international awards for his work including the John Rosecrance Prize (1994), the CELEJ Prize (1998) and the Joseph Lister Prize (2004). He also does a lot of freelance journalism and has appeared on over 1800 radio and television programmes.

**Louis Leung** (Ph.D.) is Associate Professor in the School of Journalism & Communication at the Chinese University of Hong Kong and was Assistant Professor at the University of Hawaii at Manoa. He currently serves as Director of Center for Communication Research conducting public opinion polls on issues related to media and society. His research interests focus on the uses and impact of new communication technologies. He is co-editor of *Embedding into Our Lives: New Opportunities and Challenges of the Internet* (HK: Chinese University Press, 2008) and *Impact and Issues in New Media: Toward Intelligent Societies* (NJ: Hampton Press, 2004). Some of his recent publications appear in *Journal of Broadcasting & Electronic Media*, *Journalism and Mass Communication Quarterly*, *CyberPsychology & Society*, *New Media & Society*, *Telematics and Informatics*, *Telecommunications Policy*, *Asian Journal of Communication*, and *Gazette*. He holds a PhD in communication from the University of Texas at Austin.

**Gustavo S. Mesch** holds a PhD from the Ohio State University and is an Associate Professor of Sociology at the University of Haifa. He is currently the Chair of the Communication and Information Technologies section of the American Sociological Association. He had studied the effects of information and communication technologies on youth social networks, contextual factors affecting communication channel choice and parent-adolescent conflicts over Internet use. Currently he is conducting two major studies. The first is a 4 year longitudinal study on social inequalities in access to the Internet, focusing on the consequences of different Internet uses on the access to social capital in Israel. The second is a longitudinal study of the Internet population investigating the determinants of social networking sites drop-outs.

**Kenneth L. Miller** (Ph.D.) is Associate Professor in the counseling program in Youngstown University, USA. He earned his B.A. in Sociology (Social Work) from Purdue University, M.S. Ed. in Counseling from Purdue University Calumet, and Ph.D. in Counselor Education from Purdue University. Prior to joining the faculty at Youngstown State University, Dr. Miller held tenure-track positions at The University of Hawaii at Manoa, The Citadel, and California State University, San Bernardino. Dr. Miller’s teaching interests include appraisal techniques in counseling, counseling practicum/internship, and
clinical supervision. His research interests include: the effectiveness of Internet communication tools on relationship development, particularly in the delivery of clinical supervision; prevention and treatment of child abuse and neglect; the impact of Home Outreach Programs on autistic children’s attainment of communication and functional goals; and, measurement of cultural bias and discrimination.

**Susan Miller** (Ph.D.) earned a bachelor’s degree at the University of Chicago and master’s and doctoral degrees (educational psychology) at Purdue University. Prior to joining the faculty in educational psychology and instructional technology at Kent State University, Dr. Miller held a tenure-track position at Temple University and a tenured position at Texas A & M University-Commerce. Dr. Miller’s teaching includes the areas of development, educational psychology, cognition, and educational technology. Her research interests focus on the use of advance technologies, simulations, and gaming in academic settings. She has been awarded several federal and state grants in the area of technology and learning. Dr. Miller has published extensively regarding the use of technology for learning as well as the measurement of cultural bias and discrimination in higher education.

**Berna Mutlu** is a Ph.D. candidate at the University of Florida in ESOL/Bilingual Education program. She currently teaches courses on ESOL methods and strategies for pre-service teachers at the same institution. Her research interests include innovative instructional strategies for successful second language development and computer assisted language learning.

**Myron Orleans** (Ph.D.) is a retired professor who continues to teach sociology and criminology online courses for different universities. He travels frequently to Asia and Brazil while maintaining his Internet connections. His publications have been in the area of social theory, computer use, communications, deviance and aging. He founded and co-edited a now non-operational online journal that remains accessible on the Internet: The Journal of Mundane Behavior: http://www.mundanebehavior.org. He is active in fitness activities, enjoys cultural learning with a particular emphasis on spicy foods. His post-adolescent children survived the usual cyber challenges and are engaged in productive early adulthood pursuits. Currently, Orleans is striving to attain the proper balance between enjoying the fruits of a long professorial career while remaining an engaged scholar.

**Bryant Paul** (Ph.D. in Communication [2003]: University of California, Santa Barbara) is an Assistant Professor in the Department of Telecommunications at Indiana University. His research and teaching interests include the social and psychological effects of mediated sexual depictions and evolutionary psychological explanations for media effects.

**Maja Pivec** is Professor of Game-Based Learning and e-Learning at the University of Applied Sciences FH JOANNEUM in Graz, Austria. For her research achievements, Maja Pivec received in the year 2001 Herta Firnberg Award (Austria) in the field of computer science. In the 2003 she was awarded by European Science Foundation in form of a grant for an interdisciplinary workshop organisation in the field of affective and emotional aspects of human-computer interaction, with emphasis on game-based learning and innovative learning approaches. Maja’s full academic resume can be viewed on http://www.majapivec.com.
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Paul Pivec has worked in computing for over 30 years in all aspects of the industry. He has consulted to both game development and publishing companies, and teaches game development at tertiary level. He has a Masters degree in Computer Technology with specific emphasis on digital games. His thesis showed that multitasking skills are enhanced from player immersive computer games. He also has a graduate diploma in higher education and is currently working on his PhD in Game-Based Learning at Deakin University in Melbourne, Australia. Paul’s academic history can be seen at http://www.paupivec.com.

Lelia Samson is a PhD student at Indiana University, Department of Telecommunications. Her research focuses on processing arousing media messages, media content analysis, dynamic systems and developmental psychology.

Dr. Tony L. Talbert, Associate Professor in the School of Education at Baylor University, is a qualitative and ethnographic researcher whose teaching and research areas of expertise include: qualitative research design and analysis; social studies education; democracy education; peace education; and, social justice education. Dr. Talbert’s refers to his field of research as Education As Democracy which integrates democracy, peace, social studies, and social justice education into a focused discipline of qualitative and ethnographic inquiry examining teacher and student empowerment through activist engagement in political, economic, and social issues confronting education.

Laura Widyanto (Ph.D.) is a psychologist who recently completed her doctoral thesis on Internet addiction at the Nottingham Trent University. Dr Widyanto has published her research into online identity and Internet addiction in a number of journals including CyberPsychology and Behavior and the International Journal of Mental Health and Addiction.

Zheng Yan received a doctoral degree in Human Development and Psychology from Harvard University Graduate School of Education and currently is Associate Professor of Educational and Developmental Psychology at State University of New York, Albany with primary research interest in Internet and child development and longitudinal research methodology.