About the Contributors

Jared Keengwe is currently an Associate Professor of Education in the Department of Teaching and Learning at the University of North Dakota (UND). He previously taught at Muskingum University (Ohio) and Indiana State University, where he also received his PhD in Educational Technology. His research focuses on instructional technology integration and constructivist pedagogical approach to teaching and learning. Dr. Keengwe serves on the editorial board of various international peer-reviewed journals. His collaborative research has resulted in at least 100 publications in refereed journals, book chapters, and conference proceedings. He has recently co-edited two premier reference books: *Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes* and *Virtual Mentoring for Teachers: Online Professional Development Practices*.

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Amy Anderson is a Classroom Teacher at Yarbrough Elementary School in Auburn, Alabama, and has taught third grade for 12 years. She received her B.S. and M.S. in Elementary Education (Instructional Technology) from Troy University (Alabama). She has been recognized by *Reading Renaissance* as having a Model Classroom and has been honored as her school’s nominee for Teacher-of-the-Year. She has received a national grant from the Kids in Need Foundation as well as several local grants for classroom technology integration. In addition to participating in her district’s leadership academy, she serves as teacher leader and technology mentor at her school.

Jeffrey Anderson is an Instructor in the Management Department of Ohio University, where he has taught Management and Management Information Systems classes since 1988. He has taught large undergraduate courses as well as hybrid and online classes and has taught in undergraduate programs in Leipzig, Germany, and Ancona, Italy. Mr. Anderson also works for Ohio University’s E-Learning Division. There, he has helped develop, deliver, and lead business training programs that have served over 2,000 newly hired IT consultants for a major European consulting firm. In addition, he works as a subject matter expert and contributing author for two major textbook publishers, helping to develop online learning programs and textbook supplements. Professor Anderson is an active academic advisor and chairs the University Academic Advising Council at Ohio University. He was awarded as the Outstanding Faculty Advisor for Ohio University during the 2009-2010 academic year.
About the Contributors

Lucy Bush is an Assistant Professor in the Tift College of Education at Mercer University in Atlanta, Georgia. Prior to joining the faculty, Dr. Bush taught at the elementary, middle, and secondary levels. She currently teaches graduate courses in elementary social studies methods, elementary and secondary planning and organizing, and research methods. Dr. Bush’s primary research interests include educational technology, English language acquisition, and social science education.

Victoria M. Cardullo received her undergraduate degree from the University of Central Florida in Elementary Education. She went on to further her education and received a Master degree in Reading Education with a focus on Phonics. She is currently completing her Ed.D. in Curriculum with a concentration in Reading. Her area of research includes new literacies using electronic devices for reading. She has worked at the University of Central Florida as an Instructor in Elementary Education since 2006. Her research interest focuses on reading and New Literacies.

Regina G. Chatel is the Associate Dean for Assessment and Academic Affairs and Professor of Literacy Education at the University of Saint Joseph in West Hartford, CT. Her focus as an Associate Dean includes program assessment, NCATE, electronic portfolio development for teacher candidates, and development and implementation of faculty professional development programs with specific attention to the integration of technology into instruction. Dr. Chatel has previously taught literacy courses in the School of Education at the University of Saint Joseph. Her research interests include reading and English language arts for grades K-12, assessment of reading/language arts difficulties, miscue analysis, and technology integration in the classroom.

Gary Clure is a Data Analyst at the University at Albany’s Evaluation Consortium. His areas of expertise include large data set management and longitudinal time series analysis. He has served as data manager and methodologist consultant on multiple National Science Foundation and U.S. Department of Education sponsored projects. He has numerous presentations and publications related to educational curriculum outcomes including the sustained use of technology to support innovative instructional practices.

Thomas Cochrane is an Academic Advisor and Senior Lecturer in Educational Technology at AUT University’s Centre for Learning and Teaching (CfLAT). His research interests include mobile learning, Web 2.0, and communities of practice. His Doctoral dissertation was titled “Mobilizing Learning: Transforming Pedagogy with Mobile Web 2.0.” Thomas has managed and implemented over 35 mobile learning projects, with a recent focus upon Android and iOS smartphones and the iPad as catalysts to enable student-generated content and student-generated learning contexts, bridging formal and informal learning environments. He has over 70 peer-reviewed publications, receiving best paper awards at Ascilite 2009 and ALT-C 2011, and has been invited to keynote at educational conferences, including the New Zealand Moodle Moot 2011 and the inaugural Technology for Teaching and Learning Summit in Melbourne Australia. He was recently awarded as an Ascilite Fellow.

Kenneth A. Connor is a Professor in the Department of Electrical, Computer, and Systems Engineering at Rensselaer Polytechnic Institute, where he teaches courses on Plasma Physics, Electromagnetics, Electronics and Instrumentation, Electric Power, and General Engineering. His research involves plasma physics, electromagnetics, photonics, engineering education, diversity in the engineering workforce, and
technology-enhanced learning. Since joining the Rensselaer faculty in 1974, he has been continuously involved in research programs at such places as Oak Ridge National Laboratory and the Universities of Texas and Wisconsin in the U.S., Kyoto and Nagoya Universities in Japan, the Ioffe Institute in Russia, and Kharkov Institute of Physics and Technology in Ukraine. He was ECSE Department Head from 2001-2008 and served on the board of the ECE Department Heads Association from 2003-2008. He is presently the Director of Education for the SMART LIGHTING NSF ERC and Director of the Mobile Studio Project.

Martha E. Crosby is a Professor in the Department of Information and Computer Sciences at the University of Hawaii. She has a background in Mathematics, Computer Science, and Educational Psychology and has consistently worked on the leading edge of computer applications. She conducts research in the design of human-computer interfaces of software systems. She was one of the first researchers to use eye movements to investigate the cognitive processes by which people understand algorithms, a methodology that has now become highly influential, with the greater availability of eye-tracking technology. Current research involves evaluating the effectiveness of user models in reducing cognitive load in complex systems and designing controlled experiments to determine potential indicators of cognitive load. The best combination of indicators will be used to adapt information filtering to the user’s current cognitive state. These studies will lead to the development of cognitive design criteria for more effective human-computer systems.

Terry Cumming is a Senior Lecturer in the School of Education at the University of New South Wales in Sydney, Australia. She has earned her PhD and M.Ed. in Special Education (EBD) from the University of Nevada Las Vegas, and her BSED Special Education from Bloomsburg University of Pennsylvania. Her research interests include: educational technology, emotional and behavioural disorders, positive behavioural interventions, intellectual disabilities, and inclusive practices. Recent research projects include: using iPads to support students with language-based disabilities, using iPads to support adults with intellectual disabilities in being researchers, teachers’ perspectives on student misbehavior, and using technology to enhance social skills instruction for students with emotional and behavioral disabilities. She has published a book and several journal articles and presented her work at both national and international conferences. Prior to her university and research work, Dr. Cumming has many years experience as a special educator and behaviour mentor.

Marialice B. F. X. Curran is an Assistant Professor of the School of Education at the University of Saint Joseph in West Hartford, CT. Her teaching, scholarship, and service have a focus on digital citizenship and social media in K-12 education. She is a former middle school teacher and principal, an advocate for young adolescents and is committed to student centered learning in a collaborative classroom environment. She is a constructivist teacher and views teaching and learning in the 21st century as a global network of endless opportunities.

Meghan Morris Deyoe is a Senior Evaluator at the Evaluation Consortium at the University at Albany/SUNY. She has assisted in the evaluation of both federally and state-funded grants, and her major areas of study include evaluation practices in K-14 settings, the incorporation of technology in education, innovative instructional approaches, and emerging practices/trends in childhood development. She has a Master of Science in Literacy (B-6), is certified in Childhood Education (B-6), and Literacy Education (B-6), and has a Certificate of Advanced Study in Educational Research.
Patricia J. Donohue is an Assistant Professor of Instructional Technologies in the Department of Equity, Leadership Studies, and Instructional Technologies, Graduate College of Education, at San Francisco State University. She currently teaches uses of emerging technologies for learning, instructional design theory, usability of instructional products, interface design, and courses in E-learning and project management of design teams. She is currently studying expansion of studio-based learning and design science models for mobile and alternative applications. Evolving research interests include development of adaptive learning solutions to guide individual metalearning skills and investigating methods for learner control of the interface between human and technology. Prior work on two federal grants involved teacher professional development in integration of technology for K-12 mathematics and science curricula. She has also taught high school science and English in rural and urban school districts.

Cathi Draper Rodriguez, Ph.D., NCSP, is an Assistant Professor in the School of Education at California State University, Monterey Bay. Dr. Draper Rodriguez teaches Curriculum, Assessment, and Introduction to Research in the Special Education and Masters programs. Since earning her Doctorate from the University of Nevada, Las Vegas, she has focused her research on using technology with English learners with and without disabilities, the diagnosis of disabilities in English learners, assessment in education, and multicultural education. Dr. Draper Rodriguez is a Nationally Certified School Psychologist. Her previous work experience includes serving as a bilingual school psychologist in a public school setting and as an early interventionist providing services to young Latina mothers.

Jennifer L. Fong is a third-year Doctoral student in the Leadership Studies Program at Bowling Green State University interested in literacy education, specifically reading comprehension and academic writing skills in AYA and undergraduate students. Other research interests include teacher education, and her proposed dissertation will explore how the processes of literature circles and dramatic inquiry influence cultural responsiveness in pre-service teachers. Jennifer was previously the Director of the Center for Professional Studies, a student resource center at Lourdes University in Sylvania, Ohio, and taught elementary and middle school for a number of years.

Teresa Franklin, Professor, Instructional Technology, Ohio University, has a passion for teaching and learning through the integration of technology into curriculum and instruction that spans thirty-four years. Research interests include: examination of online/e-learning environments, technology integration and development, mobile technologies (e.g. cell phones and iPads, tablets), virtual learning environments, and game development for digital learning. Dr. Franklin has significant journal publications and textbooks that integrate technology into science and math including *Teaching Science for All Children* (5 editions), *Virtual Games and Career Exploration*, and *The Mobile School: Digital Communities Created by Mobile Learners*. She is often a keynote speaker both nationally and internationally concerning faculty professional development in the use of technology for enhanced learning in higher education.

Eugene Geist holds the B.A. in History and the M.Ed. in Child Development and Early Childhood Education, both from the University of Cincinnati. He received the Ph.D. in Early Child Development and Education with a specialization in Piaget’s Constructivism from the University of Alabama at Birmingham. Dr. Geist currently teaches courses in the Early Childhood Education program and the Teacher Education Honors Program. His primary research interests include child development, constructivism, and the development of mathematical knowledge in young children.
Jeffrey Hall is an Assistant Professor in the Tift College of Education at Mercer University in Atlanta, Georgia. He is a former high school mathematics teacher, and currently teaches graduate courses in mathematics content, middle grades/secondary mathematics pedagogy, research methods, and assessment. Dr. Hall’s primary research interests include educational technology and mathematics education.

Ria Hanewald is a Research Fellow in the Centre for Educational Futures and Innovations in the Faculty of Arts and Education at Deakin University, Melbourne, Australia. Her training and experience is in the area of education, applied linguistics, and information technology. Her contributions to the wider community include the role of editor for the *ICT in Education Journal*, serving as a state council committee member of the Computer in Education Group of Victoria (ICTEV), and as a Consulting Editor for the *Australian Journal of Teacher Education*. Dr. Hanewald has co-authored 9 books, 12 book chapters, 15 journal articles, 44 conference papers, and presented key notes, workshops, seminars, and lectures to audiences in Australia, Canada, Germany, Japan, Spain, New Zealand, Thailand, Turkey, the UAE, and the USA.

Marilyn Hillarious is currently a Doctoral student and Adjunct Faculty in the Department of Curriculum & Pedagogy at The Graduate School of Education and Human Development at The George Washington University. She previously earned a Masters in International Education, also from The George Washington University, with a focus on educational technology, eLearning, and curriculum development. Since then, Marilyn has expanded her research interests to include areas such as psychoanalysis and education, student engagement in online learning contexts, feminist poststructuralist conceptions of technology in education, one-to-one laptop initiatives, and teacher education and leadership.

Jung Won Hur is an Assistant Professor in the Department of Educational Foundations, Leadership, and Technology at Auburn University. Her research interests include online communities of teachers, technology integration in K-12 classrooms, supporting teacher professional development online, and use of emerging technology. Additionally, she is interested in designing learning environments where all students are encouraged to achieve their potential.

Diana Jonas-Dwyer is the Associate Professor, Medical Education (eLearning) in the Faculty of Medicine, Dentistry, and Health Sciences at The University of Western Australia. Her main research interest is student learning and educational technologies. She is activity involved in developing staff capacity with information and communication technologies as well as teaching and supervising post-graduate students in Health Professions Education.

Marian B. Maxfield is currently an Assistant Professor at Ashland University, Ashland, Ohio, USA. Dr. Maxfield received a B.A.Ed. in Secondary Education English, Psychology, and Sociology from the University of Akron, Akron, Ohio, USA. She holds a M.Ed. in Instructional Technology and a Ph.D. in Educational Psychology and Instructional Technology from Kent State University, Kent, Ohio, USA. She previously taught in K-12 in face-to-face and online environments. She designed online K-12 curriculum for First Ladies National Library and taught technology to international secondary teachers and administrators through the IREX grant. She is a faculty senator in the College of Education. Dr. Maxfield’s primary research interests are technology integration for pre-service teachers and professional
development in K-20, mobile technologies, problem-based learning, electronic portfolios, discussion forums, and information literacy. Her scholarly work has won awards, including AERA dissertation second place, and appeared in multiple national and international peer-reviewed educational and medical journals, proceedings, and magazines.

Kerry McKee is a PhD student in mathematics education at NMSU, specializing in mathematics education. She has presented at the 11th Annual RUME Conference, at Topic Study Group 17 of the 11th ICME, at the 33rd Annual Conference of PME, at the Southwestern Section of the MAA, and at the 12th and 13th Annual R. L. Moore Legacy Conferences. In addition, she coauthored, “Affect, Behavioral Schemas, and the Proving Process,” which appeared in the International Journal of Mathematical Education in Science and Technology (iJMEST). In Summer 2010, she was selected to attend the CERME-sponsored European Summer School for Ph.D. researchers in mathematics education. She has also worked for Mathematically Connected Communities, a federally funded professional development project. Kerry has an M.S. in Mathematics from NMSU and an M.S. in Secondary Mathematics Education from the University of North Texas.

Natalie B. Milman is an Associate Professor of Educational Technology and Coordinator of the Educational Technology Leadership Program at the George Washington University’s Graduate School of Education and Human Development. She earned her Doctorate in Instructional Technology from the University of Virginia’s Curry School of Education with a graduate specialization designed to prepare technology leaders. Her primary research interest is 21st century pedagogies, including one-to-one laptop and tablets initiatives, student engagement and learning through distance education, strategies for effective integration of technology at all academic levels, and the use of digital portfolios for professional development. She has published numerous articles and presented at many conferences. She has co-authored two books about digital portfolios. She is the co-editor of the Current Practices Section of the journal, Contemporary Issues in Technology and Teacher Education, and is on the AERA Technology committee.

Santosh Kumar Mishra is Demographer and Researcher. He acquired M.A. in Economics, Certificate in Population Studies, Diploma in HRD, Ph.D., and M.Sc. in Hotel Management. He is associated with the Population Education Resource Centre, Department of Continuing and Adult Education and Extension Work, S. N. D. T. Women’s University, Mumbai, India, since 1987. His areas of interest are population and development education, women’s development, and allied subject areas. Dr. Mishra has authored over 35 research articles and book chapters, and has presented papers at international seminars and conferences held at New Delhi, Karachi, Mumbai, Manila, Hong Kong, and Dar es Salaam. He is reviewer for four international journals and is advisory board member of the American Academic & Scholarly Research Center (editor@aasrc.org, http://aasrc.org/?page_id=38). He was invited as Guest Speaker at Pakistan’s 11th International Convention on Quality Improvement (2007). Mishra can be reached at: drskmishrain@yahoo.com.

Dianna L. Newman is a Professor in Educational Psychology and Methodology and Director of the Evaluation Consortium at the University at Albany/SUNY. Dr. Newman has served as principal evaluator for multiple federal and state-funded technology-based curriculum integration grants and is currently developing and piloting an innovative model of evaluation that will document systems changes resulting
Dr. Elizabeth Newman is an expert in technology-based curriculum integration into instructional settings. Dr. Newman is widely published in the area of technology innovation, K-12 curriculum and instructional practices, and higher education STEM technology support for learning. Her more recent publications include qualitative meta-analyses of evaluations documenting technology integration that supports hands-on and student-centered learning in K-12 and higher education classrooms.

Vince O’Neill is currently Special Assistant to the Director of Office of Professional Preparation and Accreditation and a Doctoral candidate in the Department of Curriculum & Pedagogy at The Graduate School of Education and Human Development at The George Washington University. He has worked as an Adjunct Faculty at Johns Hopkins University as well as The George Washington University. Vince spent a year as the first Associate Head of School of The George Washington University Online High School. He earned his MS degree from Drexel University in Mathematics Instruction and his BS in Management from Chestnut Hill College. He worked for eight years in the banking industry and designed computer-based training modules for retail banking before starting his career in education. Vince’s research is centered on the classroom environment examining ways secondary mathematics teachers create supportive environments for learning.

Nathaniel Ostashewski works as an Online Educational Developer in an academic research and support role for Curtin University in Perth, Australia. In this role, he supports business courses in their use of learning technologies supporting authentic student engagement through discussion and collaboration. His current research interests include online and social media that can support blended and fully online learning, mobile learning implementations, iPad use in education, digital storytelling, and the design of online learning in social networking sites. In the past, Nathaniel has worked as a K12 teacher, a chief financial officer, an instructional designer, and professional development lecturer. Nathaniel also continues to teach and choreograph staged Ukrainian Folkdance for dance groups in both Canada and Australia. Some of his not-for-profit activities involve supporting and leading the development of an online learning community that connects Ukrainian Dance instructors around the world.

Doug Reid is the Manager of Instructional Media and Design Group at Grant MacEwan University in Edmonton, Alberta, and is responsible for the development and production of online courses. His PhD is in Educational Computing, focusing on online teachers’ capabilities and delivery of distance learning opportunities. In the past, Doug has worked as a K12 teacher, a professor, an instructional designer, and professional development facilitator. Doug has designed and overseen many projects that involved processes in education, instructional design, videoconferencing, and supervising educators. Doug has delved deeply into using mobile technology to support student learning. Most recently, he has continued his exploration into mobile technology use, including digital storytelling supporting special needs students and early childhood students.

Deanna Romano is an Associate Professor of Curriculum and Instruction at Ashland University. She earned an Ed.D. in Instructional Technology and Distance Education from Nova Southeastern and a Bachelor of Science and Master of Science degrees in Education from Cleveland State University. Her areas of expertise include educational technology, distance education, and instructional design. Dr. Romano is the Chair of the University Technology Committee and Graduate Curriculum Committee.
About the Contributors

She serves as a faculty senator and the Dwight Schar College of Education representative to the Graduate Council. Her research interests include mobile technologies, online learning environments, ubiquitous computing, and professional development. She has presented at local, national, and international conferences, and has studied abroad through a faculty exchange program between Ashland University and National Taichung University in Taiwan.

Milos Savic was born and raised in the Chicago land area. He received his BS in Mathematics at Ball State University in 2004. He spent one year teaching Pre-Calculus at the University of Hawaii and a year teaching Algebra at McKinley High School in Honolulu, Hawaii. In 2006, he moved to Las Cruces, New Mexico, to start working on his M.S. in Mathematics at New Mexico State University, which was completed in 2008. He stayed at NMSU for his Doctorate, which he completed in August of 2012. He is now a part of a professional development team of post-doctoral faculty at Michigan State University that concentrates on teaching calculus and preparing teaching assistants to teach calculus.

Peggy Lynn Semingson is an Assistant Professor of Curriculum and Instruction at The University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson has experience as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos, in 2004, and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from The University of Texas at Austin in 2008. Her research interests include social contexts of literacy learning, digital pedagogies, and students who face challenges in reading. She has published in Teachers College Record and other peer-reviewed journals. She is also interested in the historical contexts of literacy learning and politics of reading and was awarded the Jeanne S. Chall Research Grant from Harvard University during 2009-2010.

Zarrin S. Siddiqui, MBBS, MCPS (Psychiatry), MEd Studies, is an Associate Professor at the University of Australia in Medical Education. Her current role involves teaching and supervising postgraduate students in health professions education and to oversee assessment in the Faculty of Medicine, Dentistry, and Health Sciences. She has been earlier associated with the WHO Collaborating Centre for Education and Training of Health Professionals in the Eastern Mediterranean Region and has served as Director General at Higher Education Commission, Pakistan.

Iva Strnadová is a Senior Lecturer in Special Education at the University of New South Wales in Sydney, Australia. She is also an Honorary Senior Lecturer at the University of Sydney, Faculty of Education and Social Work, Australia. Iva Strnadová has a strong history in securing national and international research grants. Since 2005, she has participated in more than fifteen different research projects on a national and international level. She has published two professional books in the field of special education, co-authored eight other books, and co-edited two books. Her research interests include ageing with intellectual disabilities, women with intellectual disabilities, across the life span experiences of families caring for a child with a disability and inclusive education.
Yanyan Sun is a Doctoral student in Instructional Technology Program at Ohio University. She received her Master degree in Foreign and Second Language Acquisition from The Ohio State University and had several years of experience in teaching Chinese as a Foreign Language. Her research interests include computer-assisted language teaching and learning, educational applications of Web 2.0 technology, mobile learning, social media, and the integration of technology in curriculum development. She is also involved in studies of using social media technology to improve students’ performance in foreign/second language teaching and learning practice.

Karen Trujillo serves as the Grant Coordinator for the National Science Foundation Project, Math Snacks: Using Innovative Media to Address Conceptual Gaps in Mathematics. Karen works on research design, data collection and analysis, and serves as the liaison between the university and school community. She has been a principal, a teacher, a math and technology implementation specialist, and professional development provider. She specializes in grant writing and evaluation in both technology implementation and mathematics. Karen has presented at ISTE, SITE, and NTCM national and regional conferences and works directly with students and teachers in the classroom. She has a B.S. in Secondary Mathematics Education, an M.S. in Mathematics Education, and a Ph.D. in Curriculum and Instruction from New Mexico State University.

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Karin Wiburg is currently the Associate Dean for Research in the College of Education at New Mexico State University in Las Cruces, New Mexico. Since 1987, she has been a Professor of Learning Technologies with a focus on designing, implementing, and evaluating learning environments involving mathematics education and learning for English Language Learners. Karin Wiburg has worked previously as a public school administrator, teacher, mathematics specialist, and counselor for fifteen years in Seattle, Washington, and San Diego, California. She has published many articles and four books—most recently on the use of Lesson Study to increase achievement for diverse students. She frequently presents at conferences particularly in relation to research in Science, Technology, Engineering, and Mathematics (STEM) education. She is currently the Principle Investigator of a National Science Foundation project, Math Snacks: Using Innovative Media to Address Conceptual Gaps in Mathematics.

Nance S. Wilson is an Associate Professor and Director of Middle Childhood Education at the Lourdes University, College of Education. Her research focuses on professional development, online learning, and adolescent literacy. Dr. Wilson’s work has been published in Middle School Journal, Journal of Adolescent and Adult Literacy, Reading Horizons, Literacy, Metacognition and Learning, California Reader, Florida Educational Leadership Journal, and Florida Association of Teacher Educators, among others. She serves in several editorial roles, including Reading in the Middle. She serves in leadership positions in the American Reading Forum and the Middle School Reading Special Interest Group of the International Reading Association.
About the Contributors

Nick Yinger is presently pursuing a PhD in Instructional Technology at Ohio University. He has a Master’s degree in Applied Linguistics with work experience primarily in Southeast Asia and Europe. Nick has twice been a Paul Heng Fellow at the University of Cambodia, where he helped run teacher training workshops and created an international scholarship database for students. Working as a U.S. Department of State Summer Intern at the U.S. Embassy in Hanoi, Vietnam, Nick conducted and helped organize seminars, workshops, and public events for Vietnamese university students in support of public diplomacy. While there, he served as a member of the Fulbright Student Fellowship selection committee and helped design a webpage to establish Vietnamese and U.S. educational partnerships. Nick is working toward a dissertation on mobile technology for cross-cultural collaboration.

Vassiliki Zygouris-Coe is an Associate Professor of Education at the University of Central Florida, College of Education. Her research focuses in literacy in the content areas, online learning, and professional development. Dr. Zygouris-Coe has impacted reading instruction in the state of Florida through the Florida Online Reading Professional Development Project—Florida’s first online large-scale project for preK-12 educators. Her work has been published in *The Reading Teacher, Reading & Writing Quarterly, Reading Horizons, Childhood Education, Early Childhood Education Journal, The International Journal of Qualitative Studies in Education, Focus in the Middle, Journal of Technology and Teacher Education, The International Journal of E-Learning, Florida Educational Leadership Journal, and Florida Reading Quarterly*, among others. She serves in several editorial roles, including Co-Editor of the *Literacy Research and Instruction Journal*, Associate Editor of *Florida Educational Leadership*, and the *Florida Association of Teacher Educators Journal.*