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**About the Contributors**

**Metta Alsobrook** works as a Director of Institutional Research and Effectiveness at Averett University in Virginia. She is responsible for planning, developing, directing, evaluating, and conducting institutional compliance and research. Prior to working at Averett she worked at the University of Texas at Dallas and served as assessment coordinator. She has taught face-to-face and online classes. Her recent research examines assessment of student learning outcomes in higher education. Her current research focuses on student retention and persistence in college. Metta has a PhD from the University of Texas at Dallas in Public Affairs.

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**Erin Augustine** recently became a pediatric emergency medicine Fellow at Children’s National Medical Center in Washington, D.C. prior to moving to the nation’s capital, Dr. Augustine did her residency in pediatrics at Lucile Packard Children’s Hospital at Stanford University in California. As a chief resident, she focused on resident education and contributed to the development of a national nighttime education curriculum. At graduation, she was honored to receive the Gold Foundation’s Humanism and Excellence in Teaching Award. Dr. Augustine attended medical school at the Mayo Clinic College of Medicine in Minnesota. She received an undergraduate degree in Chemistry and graduated *summa cum laude* from the University of Illinois at Urbana-Champaign.

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**Rebecca Blankenburg** currently serves as Interim Program Director for the Pediatrics and Pediatrics-Anesthesia Residency Programs at Stanford University in California. In her scholarly work, Dr. Blankenburg focuses on optimizing how people learn by promoting clinical reasoning in all learners; creating remediation tools and applying them when needed; teaching residents and faculty how to effectively and efficiently teach others; and now, in this era of changing work-hour requirements, optimizing the overnight learning environment. She led a national collaborative in creating and studying a curriculum for nighttime education at 89 residency programs and found significant improvements in attitudes, confidence, and knowledge. She was fortunate to be part of the first cohort of the Academic Pediatric Association’s Educational Scholars Program (ESP) and is now a faculty member for ESP, vice chair of the APPD Curriculum Task Force, and a member of the national Pediatric Hospital Medicine Education Task Force.

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**Ann-Louise Davidson**, PhD, is an Assistant Professor of Education at Concordia
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**Michele Estes** is an Assistant Professor at James Madison University where she is the Interim Director of the online Educational Technology Masters program, and Coordinator of the undergraduate Educational Media Minor program. For 19 years, she has worked in support of effective teaching and learning in business and higher education, with particular attention to distance learning policy, administration, and practice in higher education. Her research interests involve the design, development and diffusion of instructional innovations in authentic contexts and among underserved populations.

**Peter Fadde** is coordinator of the Learning Systems Design and Technology program in the Department of Curriculum & Instruction, College of Education and Human Services. Dr. Fadde has published theory and research papers in the area of expertise and expert performance, including acting as guest editor for a special issue of *Technology, Instruction, Cognition, and Learning Journal* on the topic. Dr. Fadde is an experienced video producer and has conducted research on the use of video analysis in teacher education. Dr. Fadde currently serves as Chair of the Technology, Instruction, Cognition, and Learning special interest group of the American Educational Research Association.

**Cynthia L. Ferrell** completed her medical education at the University of Nevada. Dr. Ferrell was a Pediatric Resident and Chief Resident at Oregon Health & Science University (OHSU). She attended the University of Southern California and received a Master’s degree in Education with emphasis on medical education. Currently, she is a generalPediatrician at Doernbecher Children’s Hospital and an Associate Professor of Pediatrics at OHSU; she is director of the Pediatric Residency Training Program at the same institution. Her main academic interest is graduate medical education with an emphasis on curriculum development.

**John Fraser**, PhD, AIA, a Conservation Psychologist, Architect, and Educator, is President & CEO of NewKnowledge.Org. His research focuses on how worldviews impact learning attitudes, motivations, and the ability to develop new knowledge in free-choice settings. Dr. Fraser is adjunct faculty member at Hunter College of CUNY and the Columbia University. He holds the California Academy of Sciences appointment as Associate Editor - Operations for *Curator: the Museum Journal*, is a Fellow of the Wildlife Conservation Society (WCS), and a Research Scientist at The Earth Institute (Columbia). Dr. Fraser lead evaluation for Model My Watershed, and
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recently concluded evaluation of the Language of Conservation study of poetry as tool for provoking conservation thinking and currently serves as the lead researcher/evaluator for EECapacity, the EPA funded effort to expand engagement with sustainability science literacy with under-represented communities across America.

**H. Barrett Fromme** is an Associate Professor of Pediatrics and a Pediatric Hospitalist at the University of Chicago and Associate Program Director of the Pediatric Residency Training Program. Dr. Fromme has a Master’s degree in Health Professions Education. In her academic role, she helps develop medical students, residents, and faculty as educators, and she serves as director of several programs—the Pritzker School of Medicine Scholarship and Discovery Medical Education Track for medical students, the Pediatric Residency Program Scholarship Tracks, and the Medical Education Research Innovation Teaching and Scholarship fellowship for faculty. Beyond her scholarship interests in developing exemplary educators, she is focused on creating optimal learning opportunities for residents and students, including developing more theoretically sound methods of experiential learning and teaching. Her overall goal, through all of her efforts, is to build a community of exceptional educators and curricula in medicine that will improve the quality of pediatrics care and education.

**Julia S. Fuller** holds a BS and MA in Elementary Education and an EdS in Instructional Technology from the University of South Florida. She earned her EdD in Curriculum and Instruction with an emphasis on Educational Technology from the University of Florida. Her experiences include teaching at the elementary level and in a K-5 science lab setting. As a district-level Instructional Technology Specialist, she facilitates face-to-face and online trainings and works with teachers to integrate technology for improving student performance. Her research interests include teacher professional development, blended learning environments, technologically innovative approaches for engaging learners, and data-driven instruction. Dr. Fuller is a recognized instructional technology leader in the state as she has been a speaker at the Georgia Educational Technology Consortium conference yearly since 2006 and serves as a member of the GaETC conference Steering Committee.

**Susan Gill** began her career as an environmental planner after studying ecological analysis and design at the University of Pennsylvania (UPENN). During her planning career, she came to understand that broad-based environmental education was necessary if citizens were to make the informed decisions necessary to reduce human impacts. After ten years, she left that field to pursue an MA in Environmental Education at Arcadia University then continued on for a PhD in Environmental Geology at UPenn. She remained at the university to direct professional Environmental
Master’s programs, where she advised over 150 graduate students. Five years ago, she accepted a position at the Stroud Water Research Center as Director of Education. At Stroud, she works closely with research scientists to develop innovative education projects based on their research findings.

**Dana C. Hackley** is currently a Media Event Assistant for NASA’s Digital Learning Network. She’s also working as part-time faculty at Robert Morris University and finishing her doctoral candidacy at Indiana University of Pennsylvania studying Communications Media and Instructional Technology. She previously worked as a Visiting Assistant Professor and Broadcaster in Residence at Point Park University. During her Doctoral studies, Dana won the John P. Murtha Institute for Homeland Security scholarship and assisted in the creation of an internationally award winning video game that teaches undergraduates the perils of plagiarism. The game is also the subject of a book chapter co-authored by Dana within the text called “Let the Games Begin!” Before entering academia, Dana worked as a national television news producer and even produced live reports from Iraq in 2004. She received a M.S. from Robert Morris University and a B.A. from the University of Maryland College Park.

**Mark Hart** is currently an Instructional Designer for the College of Public Health and Health professions at the University of Florida. In this position he works to help instructors better integrate technology into their lessons and format their classes for online platforms. In addition to his work, he is also finishing his Doctoral degree at the University of Florida in Curriculum and Instruction - Educational Technology. Previously, Mark has 14 years of experience as an instructor of social studies and music at various public and private high schools in Maryland and Florida, as well as teaching and designing college courses for six years at Southwest Florida College. In 2009, Mark was named the Outstanding Social Studies Teacher for all Lee County Schools, Florida.

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plying them when needed; and teaching residents and faculty how to effectively and efficiently teach others. She was most recently the program director of the Pediatrics Residency Program at Stanford University and while there founded the combined residency in pediatrics and anesthesiology and collaborated on the national night shift curriculum for pediatric residents. She is most proud of the numerous teaching awards she has received from the students and residents she has mentored over her 25 year career in medical education.

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**Mary Beth Leidman** is a Professor in the Communications Media Department at Indiana University of Pennsylvania. She earned her Doctorate from Peabody College, Vanderbilt University and both her Bachelor’s and Master’s Degrees from Emerson College. In addition, she received a Certificate of Completion from the W.U.J.S. Graduate Studies Institute in Israel. Her areas of specialty include radio/television production techniques, children and media, and media criticism. Before beginning at IUP, Dr. Leidman served as the Seaboard Regional Director for Young Judaea Hadassah Zionist Youth Commission and is currently on the Board of Directors for Hillel at Pennsylvania State University. She also served as Educational Consultant for “Gina D’s Kids Club” and was a media critic for *The Washington Review* and *The Indiana Gazette*. Dr. Leidman has had articles concerning children, education, and technology appear in periodicals including the *Early Childhood Education Journal* and the *National Association of Laboratory Schools Journal*. 
Larysa Lysenko has been a researcher at the Centre for the Study of Learning and Performance, Concordia University since 2010. She has been involved in a number of research projects geared at integrating evidence-based educational technologies to support and enhance teaching and learning. Her research interests gravitate around the issues of educational innovation implementation. In particular, she is interested in the use of educational research knowledge to advance educational practice. She contributed to a number of publications and participated in international scientific congresses including Campbell Collaboration Colloquium, annual meetings of American Educational Research Association and Canadian Society for Studies in Education.

Jennifer Maniscalco is a Pediatric Hospitalist at Children’s Hospital Los Angeles (CHLA) and an Assistant Professor of Clinical Pediatrics at the University of Southern California Keck School of Medicine. Dr. Maniscalco is Director of Education for the Division of Hospital Medicine and Director of the Pediatric Hospital Medicine Fellowship at CHLA. She received her undergraduate and medical degrees from Georgetown University in Washington, D.C., and she earned her Master’s degree in Public Health from The George Washington University in Washington, D.C. She completed a general pediatrics residency and pediatric hospital medicine fellowship at Children’s National Medical Center, also in the nation’s capital. Her primary interest is in medical education, primarily for pediatric residents, pediatric hospital medicine fellows, and practicing pediatric hospitalists. She was the co-editor of the Pediatric Hospital Medicine Core Competencies, and she currently serves as the chair of the Pediatric Hospital Medicine Education Task Force.

Nanette Marcum-Dietrich, Ph.D. began her career as a secondary science teacher where her passion for sharing the wonder of science flourished. After a decade of classroom teaching, she completed her PhD in Curriculum and Instruction in Science Education at the University of Delaware. Now an Associate Professor at Millersville University of Pennsylvania, she teaches both Instructional Technology and Science Education courses. As the co-founder and coordinator of the University Professional Development School, she is committed to improving the preparation of future secondary teachers. She has numerous publications in scholarly journals including Science Activities, Journal of Geoscience Education, The Science Teacher, and Journal of Latinos and Education. Her research interests include the effect of residency models on pre-service teacher training and the use of data-driven technologies in the secondary science classroom.
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**Jorge Tiago Martins**, BSc, PgC LTHE, FHEA, is a Lecturer in Organizational Informatics at the Information School, University of Sheffield, UK. He is a member of the Information Systems and of the Knowledge and Information Management Research Groups. He was the recipient of a research grant awarded by the Portuguese National Foundation of Science and Technology, and is finalizing his doctoral studies with a dissertation that looks at academics’ perceptions and attitudinal alignment regarding the embedding and provision of E-learning in Higher Education Institutions. He is the author of circa 15 refereed articles published in academic conferences and academic journals. His research interests include e-learning, organisational trust, change management, and research methods in IS and KIM research.

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**Jessica Myers** is a Neonatal Hospitalist at Lucile Packard Children’s Hospital at Stanford University in California and a Pediatric Hospitalist at California Pacific Medical Center. Dr. Myers has been active in curricular development and neonatal clinical research, and she served as the resident liaison on the steering committee for the national pediatric nighttime curriculum. She completed her pediatric residency training at Lucile Packard Children’s Hospital and medical school at University of California, San Francisco, where she was awarded Excellence in Student Teaching and was inducted into Alpha Omega Alpha Honor Society.

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Vivek Venkatesh, PhD, is Associate Dean, Academic Programs and Development at the School of Graduate Studies and Assistant Professor in the Department of Education. His research publications traverse the areas of learning sciences, the impact of social media on online learning, and the integration of information and communication technologies in university settings. Venkatesh is also Chair of the provincial sous-comité sur la pédagogie et les technologies de l’information et de la communication, which functions under the auspices of the conférences des recteurs et des principaux des universités du Québec.

Anne Wade is Manager and Information Specialist for the Centre for the Study of Learning and Performance at Concordia University and has been a sessional lecturer in Concordia’s Department of Education for 20 years. Wade is currently Coordinator of the Inquiry Strategies for the Information Society in the Twenty-first Century (ISIS-21) software development project, and served as Coordinator of the ePEARL project since its inception over 10 years ago. She is also former President of the Eastern Canada Chapter, Special Libraries Association and the Quebec Library Association.
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**Scott J. Warren** works as an Associate Professor of Learning Technologies at the University of North Texas. His research examines the use of emerging online technologies such as immersive digital learning environments and educational games and simulations in K-20 settings. Prior to working in higher education, he taught both social studies and English in public schools. His early work included creating the *Anytown* world to support writing, reading, and problem solving. His current work includes *The 2015 Project* and *Refuge* alternate reality courses.