About the Contributors

Ellen Smyth is Austin Peay State University’s 2010 Innovative Professor, an honor given by the Center for Extended and Distance Education. In 2011, Ellen received a summer research fellowship for exploratory work in open courseware. She publishes articles with Faculty Focus and has presented an online seminar through Magna Publications on the “Nine Essential Traits of the Effective Professor.” Ellen has presented conference workshops and information sessions with the Sloan-Consortium, the Teaching Professor, and Wisconsin’s Distance Teaching and Learning Conference. Ellen enjoys teaching a balance of face-to-face and online statistics courses where video and lecture capturing are her favorite technology tools, naturally.

John X. Volker, PhD, is a Professor of Management at Austin Peay (AP) State University and currently is developing the AP Business Entrepreneurship program. Dr. Volker earned his PhD in Management from Walden University and also holds an MBA and a BS from Murray State University. Dr. Volker has been involved in the entrepreneurship sector since 1983 and has worked with many entrepreneurs as a consultant over the years. Dr. Volker has numerous publications in entrepreneurship and maintains a steady research stream. Dr. Volker is committed to merging the liberal arts with the practice of entrepreneurship and unleashing the creativity inherent in each of us.

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Marianne Castano Bishop, EdD, is Director of the Center for Distance Education at Indiana University South Bend. She was the Instructional Strategist at the University Center for Excellence in Teaching. From Harvard University, she holds a Doctorate in Human Development and Psychology and a Master’s degree in Technology in Education. She has a Master’s degree in Educational Foundations from Boston College. She has written several articles and presented at conferences on several topics including instructional strategies, race and ethnicity, diversity, cross-cultural communication, gender equity, technology integration, distance education, evaluation, and assessment. She has served as administrative staff and in leadership roles. Teaching is a passion. She is associate faculty at IU South Bend, and has taught both undergraduate and graduate students in the East Coast. She enjoys spending time with her husband, their three cats and one dog. She creates jewelry mobiles and mixed media art. She also writes poetry.

Darnell J. Bradley, EdD, is an Assistant Professor of Leadership Studies at Cardinal Stritch University in Milwaukee, WI. He earned his BA in Political Science from Eastern Illinois University, MA in Public Administration/American Government from Eastern Illinois University; and his EdD in Adult and Higher
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Education from Northern Illinois University. Over the last twelve years Dr. Bradley has been involved in student development as an administrator in Greek Life, Leadership, Volunteerism, and Multicultural Education. His research revolves around the experiences of students of color, LGBT, fraternity/sorority life, and internet and technology ethnography.

Paul Chilsen after receiving his undergraduate degree started his professional film and TV career in Los Angeles as an Assistant Director on Disney films and as a Production Manager on the TV show Star Search. He left California to pursue an MFA at Columbia College Chicago, where his thesis film Gross Ratings was nominated for a regional Student Academy Award TM. Paul also did post-graduate work at UW-Madison and was a Follet Fellow at Columbia. A working filmmaker, he has directed and written theatrical feature films, numerous documentaries, and an Emmy Award TM winning TV show. Paul has taught at Columbia College, Northwestern University, and Carthage College. His focus is the definition and effective use of screen media and cinematic language, in production and media writing courses.

Christine Davis, EdD, specializes in Instructional Technology and Distance Learning. A retired school administrator, she is currently a contributing faculty member at Walden University. Research and presentations at international, national, and state conferences have focused on the use of multimedia based learning systems to support instruction and best practices in instructional design for teaching and learning with technology.

Julie A. DeCesare is Head of Research and Education for the Phillips Memorial Library at Providence College. Julie has a lifelong interest in film studies, audiovisual collections, and multimedia. Throughout her career, Julie has worked closely with instructional designers and faculty to bring multimedia content to course sites and to create vibrant web-based and physical audiovisual collections. She has recently added multimedia-on-the-web evaluation to her repertoire. In a previous life, Julie has held the positions of Digital Media/Film Studies Reference Librarian at Boston College and Technical Coordinator of Media Services at Brown University. She holds a BA in Comparative Literature with a concentration on Film Studies from the University of Massachusetts, Amherst and a MLIS from Simmons College. Julie also teaches Digital Research Technologies at the Marlboro College Graduate Center in the Educational Technology Master program.

Patricia Desrosiers, PhD, is an Assistant Professor at Western Kentucky University. She has taught in the Master of Social Work program (a weekend program consisting of hybrid and online courses) since 2008. Research interests include online teaching, leadership in social work, and trauma recovery. Dedicated to increasing the quality of instruction in her own classroom and others, Dr. Desrosiers has shared her expertise with others in trainings and presentations across the nation. Expertise in multiple video lecture tools including Tegrity™, Adobe® Connect™, and YouTube has been very useful to her in the context of her teaching.

Patricia J. Euzent received her BA in Social Sciences at Coker College, Hartsville, SC. She received an MA in Economics at Clemson University, Clemson, SC. She is currently an Instructor of Economics at the University of Central Florida, Orlando, FL. With more than 28 years of teaching experience she has increasingly taken on the challenges of new technology and applied it in the classroom. Her main research interests are in the History of Economic Thought and Economic Education.
About the Contributors

**Steve Garwood**, MLS, MCIS, is presently the Director of Instructional Design and Technology for the School of Communication & Information (SC&I) at Rutgers University. In this position he provides instructional technology support and instructional development assistance to instructors for on-campus, online, and hybrid courses. In his career Steve has developed and taught courses in general technology, web-design, and multimedia production and has lead efforts in staff training and development for a large university library and for a library cooperative. Steve has developed and led training programs and, for several years, worked as a librarian in public libraries. Steve is a member of the Sloan Consortium, New Media Consortium, and the American Society for Training and Development and is presently pursuing his EdD at the Graduate School of Education at Rutgers University.

**Robert Gibson**, EdD, is the Director of Learning Technologies and an adjunct graduate faculty member at Emporia State University in Emporia, Kansas. Rob holds multiple undergraduate and graduate degrees and is currently completing a Master’s degree in Business Administration. His professional interests include the application of technology in a variety of curricular areas to improve student learning outcomes. Rob has worked in higher education for nearly twenty-five years and at a variety of colleges and universities ranging from small liberal arts universities to Research I universities. Rob lives in both Emporia, Kansas, and Wichita, Kansas.

**Terri Gustafson** is the Assistant Director of the Center for Teaching and Technology in the College of Education at Michigan State University. She has worked in the field of multimedia and educational technology for fifteen years and holds a Master’s degree in Educational Technology from Michigan State University. As the Assistant Director of the Center for Teaching and Technology, Terri is responsible for faculty development in the areas of online teaching and learning and instructional technology integration in the face-to-face classroom. In addition, she is responsible for implementing and managing instructional technology programs such as lecture capture, e-portfolios, and iOS semester loan initiatives. Lastly, Terri is a Doctoral candidate in the Higher, Adult, and Lifelong Education program at Michigan State University. Her research interests include online and blended learning models for digital natives and policy analysis of state sponsored K-12 virtual schooling.

**Peter Jonas**, PhD, is a Professor of Research and Chairperson of the Doctoral Leadership Department at Cardinal Stritch University has become well known for his wisecracks and lectures on humor. Beneath the humor is a message: If you get people laughing, you can enhance learning. The Professor has written three books (two of them that were any good) in support of his research on humor including *Laughing and Learning: An Alternative to Shut-up and Listen* (2009) and *Secrets of Connecting Leadership and Learning to Humor* (2004). Peter has been at Cardinal Stritch University for more than thirty years teaching research, statistics, and leadership. He has a keen interest in technology and has made more than a hundred presentations, as well as being actively involved in consulting and writing, authoring more than forty books, manuals, and articles.

**Paula Jones**, EdD, serves as an Instructional Designer within the Instructional Development Center at Eastern Kentucky University. She also serves as an adjunct faculty member in the College of Education and the Gender and Women Studies Department at Eastern Kentucky University where she develops and teaches online courses. Dr. Jones serves as a Quality Matters (QM) Master Reviewer and an Online Trainer. She has presented at numerous conferences in the past five years including Sloan-C Conference,
Fred C. Kolloff, PhD, is Director of the Instructional Development Center at Eastern Kentucky University assisting faculty with online learning through instructional design, media production, and professional development services. He has also developed and conducted training for faculty in how to prepare and present through interactive video. Dr. Kolloff is an Assistant Professor in Communication and teaches online. He received a Bachelor of Arts in Speech and Theater from Kalamazoo College and a Master of Arts in Communications from Michigan State University. He holds a PhD from Indiana University in Instructional Systems Technology. Dr. Kolloff is a frequent presenter at national conferences including the Sloan-C, Wisconsin Distance Education, E-Learn World, SITE (AACE), and AECT Conferences in the areas of distance education and online teaching.

MaryAnn Kolloff, EdD, is an Assistant Professor in the Curriculum and Instruction Department at Eastern Kentucky University. Dr. Kolloff is active in presenting workshops focusing on distance education for university faculty and in-service teachers at national and state conferences. She teaches technology courses as well as adolescent and young adult literature courses in online learning environments. She holds an EdD from Indiana University in Instructional Systems Technology. Other degrees include a Bachelor of Science from Northern Illinois University in Early Childhood Education and a Master of Arts in Special Education from National Louis University located in Evanston Illinois. She has successfully published in many different academic journals and has presented at national conferences including Sloan C, E-Learn World Conference, SITE (AACE), Wisconsin Distance Education Conference, AECT, and the Lily Conferences.

Curtis Kunkel, PhD, was born and raised in rural southwest Minnesota, where he attended the University of Minnesota, Morris. He received a BA in both Mathematics and Computer Science in 2003, before pursuing aspirations of higher education in the area of mathematics. Curtis attended Baylor University in Waco, TX, where he earned both an MS in 2005 and a PhD in 2007. Both degrees were in Mathematics specializing in ordinary differential equations. For the past 5 years, he has been teaching at the University of Tennessee at Martin, where he currently holds the rank of Associate Professor in the Department of Mathematics and Statistics. He continues to pursue interests in both ordinary differential equations and technology related to mathematics education.

Thomas L. Martin, PhD, received a BS in Mathematics and a BA in Economics in 1975 from Wake Forest University, Winston-Salem, North Carolina. He went on to earn a PhD in Economics in 1981 from Rice University, Houston, Texas. There he chose a field of specialization in International Economics. His teaching and research interests are in the areas of International Economics, as well as Applied Microeconomics and The History of Economic Thought.
Gail Matthews-DeNatale, PhD, is a Senior Faculty Fellow at Northeastern University’s Graduate School of Education, where she specializes in adult learning and emerging trends in education. Dr. Matthews-DeNatale co-leads the GSE’s Pedagogically-Sound, Technology-Savvy group and serves as institutional PI for University’s Connect to Learning ePortfolio Initiative. Prior to Northeastern, she held both faculty and academic administrative positions at Simmons College and Emmanuel College in Boston, George Mason University, and the University of South Carolina. She is a founding member of the Board of Trustees for the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL), former member of the NERCOMP Board of Trustees, and a recent grants panelist for the National Endowment for the Arts, Arts in Education program.

Tom McBride, PhD, is Professor of English and holds the Keefer Chair in the Humanities at Beloit College. He is a graduate of Baylor University and earned his Doctorate at the University of Illinois at Champaign-Urbana. A veteran of almost four decades in the classroom, he is co-founder of Beloit’s program in Rhetoric and Discourse and, for more than a decade, has chaired the college’s First Year studies program. He has published both critical essays and creative non-fiction and has been a popular commentator on language for Wisconsin Public Radio. Tom McBride and Ron Nief have been partners in the Mindset List project since its since inception in 1998. They are the coauthors of The Mindset Lists of American History: From Typewriters to Text Messages, What Ten Generations of Americans Think is Normal, published last year by John Wiley and Sons.

Ann M. Miller, PhD, teaches in the Department of Counselor Education at Emporia State University in Emporia, Kansas. She is also the Director of the department’s counselor training facility/clinic, Community Counseling Services. Ann received both her Master’s degree in Community Counseling and her Doctorate in Counselor Education and Supervision from North Dakota State University. Her professional interests include supervising students working with clients at the practicum and internship level, exploring client experiences at counselor education program training facilities, and evaluating professional and ethical standards in counselor education programs and clinical training facilities. She is a nationally certified counselor and a licensed professional counselor in the state of Kansas. In her leisure time, Ann enjoys being with her family and her animals, doing yoga, watching football and basketball, listening to live music, and being outdoors.

Patrick Moskal, PhD, is the Director of Testing and Evaluation in the College of Business Administration at the University of Central Florida. He has over twenty-five years of experience in the field of education, training, and program evaluation, with the past twenty-three years at the University of Central Florida. Dr. Moskal coordinates the collection and analysis of student data to support course and degree program improvement as well as accreditation in the college. He also conducts research related to instructional technology within the college. His teaching experience includes statistical methods, program evaluation, learning and memory, and introductory psychology. He received his PhD from the University of Notre Dame.
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Patsy Moskal, EdD, is an Associate Director of the University of Central Florida (UCF) Research Initiative for Teaching Effectiveness. She is currently working with UCF faculty to evaluate the effectiveness of their online and traditional courses. She also has worked as a consultant for the Brevard, Volusia, and Orange County Public Schools, as well as the Miami Desegregation Center. This work consisted of evaluating programs and providing research design and statistical analysis expertise. She has served as a consultant to government contract firms providing both research design and instructional design services. Patsy serves as an adjunct faculty member in the Educational Foundations department where she teaches graduate statistics. She received her BS and MS degrees in Computer Science, and her EdD in Curriculum and Instruction from UCF.

Ron Nief, PhD, is Director of Public Affairs Emeritus at Beloit College, retiring in 2009 after more than forty years of communicating the work of higher education. He has served his alma mater, Boston College, as well as Brandeis and Clark universities, and Middlebury College. He has written for the New York Times, the Boston Globe, and the Christian Science Monitor and has been honored by both the Public Relations Society of America and the Council for the Advancement and Support of Education. He created the Mindset List in 1998 and joins Tom McBride in appearances and talks around the country throughout the year.

Kristopher (Kris) Purzycki is a graduate student at Old Dominion University where he is currently pursuing his Master’s degree in Rhetoric & Composition. Kris’ background rests predominantly in the professional area of digital design and composition. Although interested in digital rhetoric of a myriad of forms, Kris focuses his research on how electronic media impacts self-identification. With an eye towards issues of social justice in the information age, he is beginning work on his thesis which examines altruism and compassion in virtual negotiations.

Rochelle (Shelley) Rodrigo is Assistant Professor of Rhetoric & (New) Media at Old Dominion University. She was as a full time faculty member for nine years in English and film studies at Mesa Community College in Arizona. At MCC she also served as instructional technologist and faculty professional development coordinator. Shelley researches how “newer” technologies better facilitate communicative interactions, more specifically teaching and learning. As well as co-authoring The Wadsworth Guide to Research, Shelley also co-edited Rhetorically Rethinking Usability. Her scholarly work has appeared in Computers and Composition, Teaching English in the Two-Year College, EDUCAUSE Quarterly, Journal of Advancing Technology, as well as various edited collections. In 2012 she was awarded the Digital Humanities High Powered Computing Fellowship. Shelley currently serves as co-chair on the EDUCAUSE Evolving Technologies Committee and was elected to the Conference on College Composition and Communication Executive Committee. In 2010 she became a Google Certified Teacher.

Sharon Stoeger, PhD, is the Director of the Information, Technology, and Informatics program at Rutgers. Her teaching experience ranges from gender and computerization to instructional technologies to media writing courses. Dr. Stoeger’s research areas of interest include computer-mediated communication, social informatics, and educational uses of social media including virtual worlds. She is also interested in online and blended teaching approaches. Dr. Stoeger has presented her work on the educational uses of technology at a number of national and international conferences including Association for Library
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and Information Science Education (ALISE), New Media Consortium, the eLearning Forum Asia, and Online EDUCA Berlin. She has also written several articles and book chapters on the educational uses of social media, rich media, and virtual worlds.

Elizabeth Vincelette, PhD, is a Lecturer in the English department and the Director of the Writing Center at Old Dominion University in Norfolk, VA. Her research interests include writing assessment, editing, genre, and the representation of American literature in digital spaces. Dr. Vincelette is a member of the Modern Language Association and the National Council for Teachers of English and has presented at a number of conferences, including the MLA, the Conference on College Composition and Communication, and the American Literature Association.

Christine Wells began her career in education in the North Shore area of Chicago after receiving her undergraduate degree at Illinois Wesleyan University. Now a National Board Certified Teacher and Department Chair in general and vocal music in Deerfield, Illinois, she focuses on teaching and integrating technology in K-12 curricula. Christine earned an MEd from Carthage College in Creative Arts and Learning, and now teaches screen media and education courses at Carthage. She helped to develop and establish the Rosebud Institute in 2009. As Program Manager of the Rosebud Institute, Christine works on promotions and research, conference presentations, program and curriculum development, and teaching screen media literacy to a wide variety of constituencies.

Jim Yocom, Director of Instructional Media Services at Indiana University South Bend, is a lifelong communicator. Beginning with a love of writing and photography, he spent a decade teaching video production in higher education while playing out his summers as a freelance video producer. Jim now advises students, faculty, and schools on how to communicate effectively through video and multimedia. His intuitive approach and knack for explaining technology in easily understandable ways have resulted in frequent invitations to speak at local and international conferences on topics related to learning, technology, and media. When not working, Jim will be performing indigenous music, photo trekking in nature, or setting up a new art exhibit in his home gallery.