About the Contributors

**Jeff Whittingham**, Ph.D. is a graduate of Southern Illinois University Carbondale. He is currently an associate professor at the University of Central Arkansas in the Department of Teaching and Learning. Prior to working at the university level Dr. Whittingham taught middle school for thirteen years. Dr. Whittingham’s research interests include literacy, technology, and adolescent literature. He has published articles in *Tech Trends, Educational Technology, Middle School Journal, School Library Research, Social Studies and the Young Learner, Journal of Adult Education*, and *Childhood Education*.

**Dr. Stephanie Huffman** is an Associate Professor in the Department of Leadership Studies at the University of Central Arkansas. She earned her Ed.D. in Educational Leadership from Arkansas State University. She also holds an MS in Library Media and Information Technologies and a BSE in Vocational Business Education. She currently serves as program coordinator for two graduate programs (MS in Library Media and Information Technologies and MS in Instructional Technology) and as Director of Distance Learning for the College of Education. Her research interests include distance learning, technology planning and leadership, literacy, technology integration. She is an active member in the American Association of School Librarians, Association for Educational Computing and Technology, and the International Reading Association. In 2009 she was named Technology Leader of the Year by the Arkansas Association of Instructional Media.

**Wendy A. Rickman**, Ed.D., is an Assistant Professor at the University of Central Arkansas. She teaches a variety of courses in both the Library Media and Information Technologies Graduate program and the Instructional Technology Graduate program. Dr. Rickman has a Master’s of Science in Library Media and Information Technologies from the University of Central Arkansas and earned her doctorate in Educational Leadership from Arkansas State University. With over 6 years of experience in K-12 education, Dr. Rickman has an incurable interest in technology, instructional integration, and censorship issues.

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**Rebecca S. Anderson** is a Professor in the Department of Instruction & Curriculum Leadership (ICL) at The University of Memphis. She holds her Ph.D. in Literacy Education and has over 30 years teaching experience with K-adult populations. Dr. Anderson has published widely in the field, operated reading clinics in three states, been a research evaluator of several literacy and educational reform initiatives, and served as a consultant for various local and state programs. Her current research interests include technology integration in K-12 settings, online teaching and learning, and writing across the curriculum.
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Christie Bledsoe is an Assistant Professor at the University of Mary Hardin-Baylor. She earned a Doctor of Education in Leadership in Education Administration. After 8 years of teaching secondary math and science in the public schools, she began a career in higher education teaching introductory mathematics courses. As a teacher educator, she taught math methods, science methods, and introductory education courses. Dr. Bledsoe currently teaches graduate research courses and enjoys supervising dissertation students. Her personal research interests include math education, science education, teacher preparation, and educational technology.

Craig Blum is an Associate Professor in the Department of Special Education at Illinois State University. An active scholar and national presenter in the area of technology integration in early childhood classrooms, he is also co-author of Instructional Technology in Early Childhood: Teaching in the Digital Age. His current research has focused on diverse technology applications, including use of VoiceThread in early childhood settings, development of a PowerPoint™-based curriculum and embedded prompting strategies paired with direct instruction to support emergent literacy skill development, and feature analyses of e-books for young children.

Maria Cahill is assistant professor of Library and Information Science in the School of Library and Information Studies at Texas Woman’s University in Denton, Texas. Her scholarship is balanced between education and library science with two research concentrations: one in the use of educational media to support literacy development, and the other in school library education. She is the PI on an IMLS Laura Bush 21st Century Librarian Program-funded training grant which is designed to prepare individuals to serve as children’s librarians with expertise in early literacy and family literacy programming.

Jason Edwards is currently a Ph.D. candidate in Rhetoric, Composition, Language, and Literacy in the English Department at the University of Arkansas. He received his Bachelor of Arts from the University of Miami in 1995 and taught high school English Language Arts until 2005. He received his Master of Arts from the University of Arkansas in 2007, and he will defend his dissertation, Do E-Books Influence Adolescents’ Reading? Observations on the Intersection of Technology and Literacy, on January 31, 2013. Jason’s research interests are in Literacy and Identity Development, Secondary English Education, and Digital Rhetoric.

Anya S. Evmenova is an assistant professor of Special Education in the College of Education and Human Development at George Mason University, Virginia. Dr. Evmenova earned her Ph.D. in Education from George Mason University in 2008. She also holds MA.Ed. in Learning Disabilities and Graduate Certificate in Assistive Technology from East Carolina University, NC. Prior to getting her Ph.D., Dr. Evmenova taught students with learning disabilities in elementary and middle schools in North Carolina. She regularly presents at national and international conferences, and she has numerous publications and federal funding grants in the area of assistive technology. Her current research interests focus on assistive and instructional technology tools for providing academic content-based instruction to students with various abilities and needs.

Sheila Flihan is an Associate Professor of Teacher Education at The College of Saint Rose in Albany, N.Y. She specializes in research, theory, and practice related to Literacy Teaching and Learning. She presents her work at regional, national, and international conferences and provides professional develop-
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Gretchen S. Goode taught for ten years in K-12 classrooms, including three years in a 1:1 laptop school. She has also worked as an adjunct instructor in freshman composition courses. She is currently a Doctoral Candidate in Instruction and Curriculum Leadership with a concentration in Reading at The University of Memphis, where she was selected as the Outstanding Reading Doctoral Student in 2011 and served on the Reading Program Advisory Board. Her research interests include the integration of technology and literacy, writing instruction, and teacher education. She plans to work in higher education upon the completion of her degree.

Liz Hollingworth is a professor in the College of Education at the University of Iowa. Her research and teaching interests are centered on curriculum, leadership, and assessment. In particular, her work explores how federal school reform policies affect classroom practice. Dr. Hollingworth earned a Bachelor’s from UCLA, a Master’s in Education from Northwestern University, and her Ph.D. in Education from the University of Iowa.

Jean Kiekel is Director of the 5th year MAT program and Secondary Education at the University of St. Thomas-Houston. She received her Ph.D. in curriculum and instruction from Kansas State University. Dr. Kiekel’s research interests are related to use of technology for student instruction, including the use of mobile devices. In addition to research related to instructional design of technology and visual literacy, Dr. Kiekel is collaborating on a STEM research project with a group from Texas State University related to using mobile devices in high school math classrooms. Prior to joining the University of St. Thomas this fall, she was a faculty member in Educational Technology at the University of Houston.

Margaret E. King-Sears is a professor of Special Education in the College of Education and Human Development at the George Mason University, Virginia. Dr. King-Sears received her Ph.D. in Special Education from the University of Florida in 1989. Prior to receiving her doctorate, she taught elementary and secondary students with disabilities in Jacksonville, FL, Schweinfurt, Germany, and Okinawa, Japan. From 1989 until 2005, she was a professor at Johns Hopkins University, where she coordinated federally-funded teacher preparation grants from the U.S. Department of Education. Additionally, she was the principal investigator for a research grant on self-management. Some of her research interests are in self-management, universal design for learning, and co-teaching.

Elizabeth Kirk is an Assistant Professor of Literacy Education in the College of Education at Concordia University Chicago. Dr. Kirk brings 12 years of teaching experience in K-5 schools, literacy coaching, supervision of student teachers and higher education instruction to the College of Education at Concordia. Literacy 1, Literacy in Middle and Secondary Schools, Literature for Children and Ado-
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Lescents, and Curriculum and Methods for Literacy Instruction and Classroom Assessment are among
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Ruth McKoy Lowery is an associate professor in Language and Literacy Education in the College
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Katie Luthin is a Masters candidate in the Department of Communication Sciences and Disorders
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educational applications of VoiceThread and e-books. She is currently conducting research on the impact
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strategies for including young children with disabilities in planned early childhood classroom activities.

Anne McGill-Franzen is a professor of Education in the department of Theory and Practice in
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Theresa McGinnis is an associate professor in the Teaching, Literacy and Leadership Department at
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Michael S. Mills is currently an Assistant Professor of Teaching and Learning at the University of
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with a focus on integrating educational technology. His last two years have been in higher education and
has been continuing his focus on educational technology, particularly using collaborative tools to better
engage students and designing strategies for effectively integrating mobile devices in the classroom. Dr.
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Howard P. Parette, Jr. is Professor in the Department of Special Education and Director of the Special Education Assistive Technology Center at Illinois State University. Since 1988, he has been engaged in scholarly work focusing on assistive technology service delivery for children with disabilities. He is the founding Editor of Assistive Technology Outcomes and Benefits, a cross-disciplinary, peer-reviewed journal providing a forum for dissemination of assistive technology research. He teaches courses in assistive technology, including Technology for Young Children with Disabilities, a unique course designed for early childhood majors who are learning how to integrate 21st Century technologies into the curriculum. He is co-author of a new textbook, Instructional Technology in Early Childhood: Teaching in the Digital Age, that presents a conceptual model connecting early childhood standards/ benchmarks to instructional strategy, technology, assessment, and problem solving (for children with disabilities) decisions made by early childhood education teachers.

Karin Perry is an Assistant Professor at Sam Houston State University in the Department of Library Science. Prior to working at the university level, she worked as a school librarian in both the elementary and middle school settings. Her research interests include reading motivation, technology and reading for pleasure, and young adult literature trends. Dr. Perry is one of the authors for AudioTalk, an audio book column in VOYA, and wrote a chapter for True Stories of Censorship Battles in America’s Libraries chronicling an issue she faced surrounding an Ellen Hopkins author visit. Dr. Perry spends most of her free time reading young adult literature and reviewing books for her blog at http://www.karinsbooknook.com.
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Dawn Peterson is a Ph.D. student in Reading and her minor in Learning Technologies at Texas Woman’s University. Her research interests include distance education, mobile learning, and the literacy found in video games. Dawn currently works as the distance education graduate assistant for her department where she assists with graduate level courses taught in a blended learning environment. She began her teaching career in the elementary grades, but her interests have moved to pre-service teachers. Before starting graduate school, Dawn travelled the world to learn about new and interesting cultures and hopes to continue traveling after finishing her graduate studies.

Jodi Pilgrim is an assistant professor at the University of Mary Hardin-Baylor in Belton, Texas. She received her doctorate in Reading Education at the University of North Texas and currently teaches literacy courses for pre-service teachers. With over 10 years of experience in developing literacy in children, Jodi’s passion is ensuring struggling readers receive the instruction and motivation they need to experience success in the classroom. Jodi is active in the International Reading Association, the Literacy Research Association, the Texas Association of Literacy Educators, the Association of Teacher Educators, and the International Dyslexia Association. Her personal research interests center around online reading, educational technology, teacher preparation, and dyslexia.

James R. Stachowiak, MSE, ATP is the associate director of the Iowa Center for Assistive Technology Education and Research (ICATER) in the College of Education at the University of Iowa. James has a BSE in Industrial and Operations Engineering and an MSE in Biomedical Engineering from the University of Michigan. James is a member of the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA), and is a RESNA certified Assistive Technology Professional. James has also served as the chair of RESNA’s Education Committee and Educator’s Professional Specialty Group. James has presented several presentations on providing AT training to pre-service teachers at conferences such as RESNA, Closing the Gap, ATIA, and Regional and National Dyslexia Conferences.

Rachael F. Thompson is a doctoral student in the Department of Instruction & Curriculum Leadership (ICL) at The University of Memphis. She earned her Master’s degree from The University of Tennessee in Elementary Education before moving back to Memphis, Tennessee to teach 1st and 2nd grade at the University of Memphis Campus School. There, she serves as both a classroom teacher and pre-service instructive mentor for the Ready to Teach program. Rachael has published in the Tennessee Association of Middle School Journal and presented at local, regional, and national conferences.

Chris Underation is an Assistant Professor of Communication at The University of Findlay, Ohio. In this role he oversees Findlay’s award-winning campus newspaper and the radio station WLFC-FM. Underation has published a number of academic works on political rhetoric, digital literacy and communication theory. Prior to coming to The University of Findlay he worked in commercial radio, daily and weekly journalism, and public relations for regional and national non-profits. Underation holds advanced degrees from Kent State University, Kent, Ohio and Gordon-Conwell Theological Seminary, S. Hamilton, Mass. He is a doctoral candidate at Regent University, Virginia Beach, Va.
Donna Wake is an assistant professor and teaches at the University of Central Arkansas (UCA) in Conway, Arkansas in the Master of Arts in Teaching Program. Prior to teaching at UCA, she worked at the University of the Ozarks and at La Salle University in Philadelphia, PA. She taught as a public school English and reading teacher in Jackson, MS, and Philadelphia, PA. She has a doctorate from Temple University in Curriculum, Instruction, and Technology with an emphasis on K-12 literacy. She is an active member of the national and state chapters of the National Council of Teachers of English (NCTE). Her research interests include critical literacies, multiliteracies, writing and writing instruction, digital writing, social justice, teacher narrative, teacher education reform, and technology in education.

Erin White specializes in Instructional Design and Technology. During her role as Coordinator of Learning and Technology at Purdue University North Central, she has created the PNC Online Academy for Effective Instruction as well as a series of workshops, seminars, webcasts, articles, a rubric for evaluating online courses, and web-based instructional materials for faculty that aim to improve course design and pedagogy. Erin is also an advocate of the language acquisition experience for English Language Learners throughout K-12 schools. As an action research project, she created a Web-based instructional module that aimed to help better prepare teachers to accommodate the needs of the ELL population and this module was piloted by 13 professors throughout the state of Indiana in which qualitative student feedback indicated that it had made a significant positive impact. She has also presented at conferences and published articles on the potential benefits of integrating a systematic technology-based literacy instruction model for ELL students nationwide, as well as her models for assessment and faculty professional development at the higher education level.