About the Contributors

Victor C. X. Wang, Ed.D., joined Florida Atlantic University as an associate professor in 2011. Dr. Wang’s research and writing activities have addressed workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, cultural issues in vocational and adult education, distance education, human performance technology, instructional/administrative leadership, assessment and evaluation of learning, and curriculum development. He has published more than 160 journal articles, book chapters, and books, including two encyclopedias and three handbooks of research in 11 years and has been a reviewer for five national and international journals. Currently, he serves as the editor in chief of the International Journal of Adult Vocational Education and Technology. He has won many academic achievement awards from universities in China and in the United States, including the Distinguished Faculty Scholarly & Creative Achievement Award. Dr. Wang has taught extensively as a professor in Chinese universities (1989-1997) prior to coming to study and work (Kansas, Arkansas, and California, 1997-2011) in the United States. He has taught across the curriculum for the past 23 years in university settings. He has had extensive experience in chairing and mentoring doctoral dissertations. Three of the books he has written and edited have been adopted as required textbooks by major universities in the United States and in China. In addition, numerous universities worldwide including some ivy league universities have cataloged his books and journal articles.

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Azzam Abd-El Naby Ahmed is an Assistant Professor within the Department of Education Foundations at Beni Suef University, Egypt. His academic interests include higher education, human development and training, and comparing and analyzing educational systems in different countries.

Patricia Anderson has her B.S.E. and M.A.Ed. in Elementary Education from Delta State University in Cleveland, Mississippi. She earned her Ed.D. in Elementary Education from the University of Georgia. Dr. Anderson is a Professor in the Department of Elementary Education and Middle Grades Education in the College of Education at East Carolina University, Greenville, NC, where she teaches face-to-face and online undergraduate and graduate courses in Elementary Education. Her research explores the use of Second Life in online courses as used to supplement teacher education students in the designing of elementary classrooms, as well as the use of Second Life in other learning settings. Dr. Anderson is currently teaching courses in classroom management, models of teaching, and internship supervision.
**About the Contributors**

**Maysaa Barakat** has served as a school administrator in private schools in Cairo, Egypt for twelve years. She is currently a Ph.D. candidate at Auburn University, USA. Her research interests include diversity, social justice, and educational leadership preparation programs. She has served as the Senior Graduate Student representative for the AERA Social Justice Special Interest Group (SIG) 2010- Current.

**Débora Nice Ferrari Barbosa** received MS and PhD in Computer Science from the Federal University of Rio Grande do Sul, Brazil, in 2001 and 2006, respectively. She is a professor and researcher at Feervale University, Novo Hamburgo, Brazil. Her research interests include mobile/ubiquitous learning, distance learning, technology in education and multi-agent systems. She is a member of the Brazilian Computer Society (SBC).

**Jorge Luis Victória Barbosa** received his MS and PhD in Computer Science from the Federal University of Rio Grande do Sul (UFRGS), Brazil, in 1996 and 2002, respectively. Currently, he is a professor and researcher at the University of Vale do Rio dos Sinos (UNISINOS), São Leopoldo, Brazil. Additionally, he is the Head of the Mobile Computing Laboratory (MobiLab/UNISINOS). His research interests include mobile/ubiquitous computing, programming languages and mobile/ubiquitous learning. He is a member of the Brazilian Computer Society (SBC).

**Cynthia J. Benton** is professor of education at the State University of New York College at Cortland, where she teaches curriculum and instruction and research methods. Her research has focused on professional development, teachers as researchers, and male elementary teachers’ career choices. Dr. Benton has extensive experience with articulating theory-to-practice integrated curriculum paradigms in a number of national and international teacher education programs. She is a recipient of the State University of New York Chancellor’s Excellence in Teaching Award.

**Jennifer Lynne Bird**, Ph.D., teaches reading and writing classes for current and future teachers at Florida Atlantic University in Jupiter, Florida. She received her Bachelor of Science in Education in Secondary English Education, Master of Education in Secondary English Education, and Doctor of Philosophy degrees from Miami University in Oxford, Ohio.

**Carrie J. Boden-McGill**, Ph.D. is Associate Professor and Chair of the Department of Occupational, Workforce, and Leadership Studies at Texas State University. Dr. Boden-McGill’s research is primarily in the areas of self-directed learning, personal epistemology, transformative learning, and teaching and learning strategies. Dr. Boden-McGill’s book, *Pathways to Transformation: Learning in Relationship*, co-edited with Dr. Sola Kippers, was recently featured in the New York, Boston, and Philadelphia editions of Metro newspapers. Her latest book, *Conversations about Adult Learning in Our Complex World*, co-edited with Dr. Kathleen P. King, was released in October of 2012. Dr. Boden-McGill serves as the Co-Chair for the Research and Theory Special Interest Group for the Commission of Professors of Adult Education, a commission of the American Association of Adult and Continuing Education. She also serves as a Director on the Board of the Adult Higher Education Alliance.

**Kristin Brittain** is a doctoral student at Florida Atlantic University pursuing a degree in Educational Leadership: Adult and Community Education.
Stephen Brookfield began his teaching career in 1970. Stephen Brookfield has worked in England, Canada, Australia, and the United States, teaching in a variety of college settings. He has written fifteen books on adult learning, teaching, critical thinking, discussion methods and critical theory, six of which have won the Cyril O. Houle World Award for Literature in Adult Education (in 1986, 1989, 1996, 2005, 2011, and 2012). He also won the 1986 Imogene Okes Award for Outstanding Research in Adult Education. His work has been translated into German, Korean, Finnish, Chinese, Japanese, and Polish. In 1991, he was awarded an honorary doctor of letters degree from the University System of New Hampshire for his contributions to understanding adult learning. In 2001, he received the Leadership Award from the Association for Continuing Higher Education (ACHE) for “extraordinary contributions to the general field of continuing education on a national and international level.” In 2008, he was awarded the Morris T. Keeton Award of the Council for Adult and Experiential Learning for “significant contributions to the field of adult and experiential learning.” He currently serves on the editorial boards of educational journals in Britain, Canada, and Australia, as well as in the United States. During 2002, he was a Visiting Professor at Harvard University. In 2003, he was awarded an honorary doctor of letters degree from Concordia University (St. Paul). After 10 years as a Professor of Higher and Adult Education at Columbia University in New York, he now holds the title of Distinguished University Professor at the University of St. Thomas in Minneapolis-St. Paul, Minnesota where he recently won the university’s Diversity Leadership Teaching & Research Award and also the John Ireland Presidential Award for Outstanding Achievement as a Teacher/Scholar. In 2008, he also received the Morris T. Keeton Award of the Council for Adult and Experiential Learning for his outstanding contributions to adult and experiential learning. In 2009 he was inducted into the international Adult Education Hall of Fame and in 2010 he received an honorary doctor of letters degree from Muhlenberg College.

Carol A. Brown is Associate Professor in the Department of Mathematics, Science, and Instructional Technology in Education. Her research interests include digital literacy for K12 classrooms and design of professional development for teachers. She has a special interest in how the 21st century learning and innovation skills can be applied to literacy and reading in the content areas.

Valerie C. Bryan, bryan@fau.edu, is Professor in Educational Leadership & Research Methodology in Adult and Community Education at Florida Atlantic University. She has received a variety of awards and other recognitions including an Unsung Hero Award for mentor roles, 2013; Outstanding Academic Advisor of the Year, 2012; Outstanding Virtual Presentation Award at E-Learn 2011-2012--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, Hawaii; Charles Stewart Mott Eminent Scholar in Community Education, 2011; FAU Graduate Mentor Award, 2011; MacAWARD Exceptional Faculty for College of Education, 2009; FAU College of Education Distinguished Teacher of the Year, 2009; FAU’s President’s Award, 2006-2007; FAU College of Education’s Distinguished Teacher of the Year, 2006; FAU College of Education Teacher of the Year, 2005-2006; Clemson University’s President’s Award, 1993; North Carolina’s Individual of the Year, 1984; and Webmaster of One of Top Ten US Literacy Internet sites, 1998. At Florida Atlantic University, she teaches courses in adult learning, executive leadership, aging, integration of technology, and a host of other subjects, in multiple platforms. Her research areas focus on virtual learning communities, communities of practice, successful aging, and global learning. She has chaired over 60 dissertations and procured grants in the millions. Email: bryan@fau.edu URL: http://www.coe.fau.edu/faculty/bryan/documents/resume.pdf
About the Contributors

David D. Carbonara is Director of the Program in Instructional Technology and Assistant Professor at Duquesne University in Pittsburgh, Pennsylvania, USA. His previously edited book and over sixty-five peer-reviewed presentations document a research agenda that explores the use of instructional technology by pre-service and in-service teachers. His explorations centered on technology use and belief structures as manifested by data derived from disposition surveys and holistic portfolio reflections. He observed a change in these reflections written by pre-service and in-service teachers over their tenure in an instructional technology program. This longitudinal change is thought to characterize a path along a novice to expert continuum. During the proliferation of online programs, he observed expert face-to-face teachers become novice online teachers. He also teaches undergraduate, master’s degree, and doctoral degree courses. As chair of many dissertation committees, his doctoral students investigate the use of Technological Pedagogical Content Knowledge (TPCK) and ponder the connection between TPCK and the novice to expert continuum.

Laurence Robert Cohen renounced formal education at fifteen. At thirty-five, he returned to traditional learning at Arizona State University. After earning his Master’s degree in Interdisciplinary Humanities and English, he engaged in a rather peripatetic life as a teacher. He has served many different disciplines and populations from public elementary schools and charter high schools, to the university, community colleges, and proprietary employment centers and colleges.

Patricia Cranton earned her Ph.D. in Measurement, Evaluation, and Computer Applications from the University of Toronto in 1976. She has taught at McGill University, Brock University, University of New Brunswick, St. Francis Xavier University, and Penn State University. She is currently a Professor of Adult Education (retired) affiliated with the University of New Brunswick in Canada.

Christina De Simone is a professor at the University of Ottawa, Ontario, Canada. She attended both McGill University and Michigan State University. Her area of specialization is cognition and instruction. She teaches teacher candidates and graduate students.

Keri DeSutter is currently a faculty member in the School of Teaching and Learning at Minnesota State University Moorhead (Moorhead, MN). She teaches special education courses to help prepare both regular education and special education teacher candidates. Her research interests focus on best practices in teacher preparation, particularly inclusive education.

Eleanor Drago-Severson is an associate professor of education at Columbia University’s Teachers College. Her work includes school leadership for adults’ personal and professional growth, principal and faculty development, supporting adult development and learning in K–12 schools, ABE/ESOL and university contexts, and qualitative research. She has published four recent books, Helping Educators Grow (Harvard Education Press, 2012), Leading Adult Learning (Corwin/Sage, 2009), Becoming Adult Learners (Teachers College Press, 2004), and Helping Teachers Learn (Corwin, 2004). Helping Teachers Learn was awarded the 2004 National Staff Development Council’s Book of the Year Award. Leading Adult Learning was selected as the NSDC’s Book of Fall 2009. Ellie is currently writing Learning and Leading for Growth, which will be published by Corwin/Sage Press in 2013.
Matthew A. Eichler, Ph.D., is an Assistant Professor in the Department of Occupational, Workforce, and Leadership Studies at Texas State University. Dr. Eichler’s research is primarily in the areas of lesbian, gay, bisexual, transgender, queer, intersex, and ally (LGBTQIA) issues in adult learning and identity, adult students in higher education, and interdisciplinary research collaborations. Dr. Eichler has organized several conferences around LGBTQ+A issues in Adult and Continuing Education and has consulted with the United States Department of Justice on the treatment of LGBTI offenders in correctional settings. He also has an interest in cross-cultural collaboration, having recently traveled to the Philippines as an invited expert on research and keynote speaker for an international interdisciplinary research innovation conference at La Consolacion University Philippines in Malolos City, Bulucan. Dr. Eichler is involved with several projects around distance and online learning improvement and quality assurance at Texas State University and is a respected distance and online educator.

Maureen Ellis has her B.S. in Secondary Business Education/Business Administration from St. Mary-of-the-Woods College. She earned her M.S. in Adult Continuing Education and Ph.D. in Instructional Systems Technology from Indiana University, Bloomington, Indiana. Dr. Ellis is an Associate Professor and Graduate Program Director in the Business and Information Technologies Education Department in the College of Education at East Carolina University, Greenville, NC. Dr. Ellis teaches face-to-face and online undergraduate and graduate courses in Information Technology and Business Education. Her research explores the use of online courses in traditional, undergraduate education, implementation of instructional design theories in online learning, fostering online collaboration, evaluation, and assessment of experiential learning in online learning environments, and assessing the needs of adult learners in non-traditional classrooms. Dr. Ellis is currently teaching a course in and exploring applications for Second Life as a teaching platform in her Web 2.0 Technologies & Virtual Teams course. She also teaches a Web design course in Second Life for the Early College High School program.

Lesley Farmer, Professor at California State University Long Beach, coordinates the Librarianship program. She earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. Dr. Farmer has worked as a librarian in K-12 school settings as well as in public, special and academic libraries. She is incoming chair of the Education Section of the Special Libraries Association, and is the International Association of School Librarianship Vice-President of Association Relations. Dr. Farmer is a Fulbright Scholar, and has received a university Distinguished Scholarly Activity Award, several professional association awards, and national/international grants. Dr. Farmer’s research interests include information literacy, assessment, collaboration, and educational technology. A frequent presenter and writer for the profession, Dr. Farmer has published two dozen professional books, and over a hundred professional book chapters and articles. Her most recent books are *Instructional Design for Librarians and Information Professionals* (Neal-Schuman, 2011) and *Using Qualitative Methods In Action Research* (ALA) co-edited with Doug Cook in 2011.

Karen Fay, MNM, currently a PhD candidate in the adult and community education program in the department of Educational Leadership and Research Methodology at Florida Atlantic University, has over 20 years’ experience working with nonprofit organizations around the country. Her expertise is in developing programs and grant proposals to support the mission of nonprofits and working with
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them to support their organizational structure and operation. She served as the liaison to the President’s Committee for Persons with Intellectual Disabilities and as the President of the Coalition of Children’s Health. Her current research interests include the development of curriculum for adults in nonprofit education and work-based learning.

**Jovan Groen** is a Curriculum Design and Quality of Learning Specialist. Jovan works closely with the various faculties and departments in different processes of assessment, program development, and review at the undergraduate level. In addition, Jovan collaborates with faculty in different professional development activities such as educational workshops, personalized support and guidance, and ongoing research on innovative pedagogical practices. With a background in both the physical sciences and educational psychology, Jovan has worked at various levels within the public school system and as an instructor and consultant within the university setting.

**William R. Hamilton**, after graduation from the University of California at San Francisco in 1972, practiced as a hospital and community pharmacist in the Monterey Bay area of California and in northwestern Montana. He joined the faculty at Creighton University School of Pharmacy and Health Professions in 1993, where he is an Associate Professor. His primary teaching responsibility is Nonprescription Therapeutics. An interest in complementary or alternative approaches to chronic health problems has served as a guide to teaching an elective course titled “Integrative Medicine.” Dr. Hamilton’s scholarly interests include teaching, learning, and clinical applications of complementary medicine. He has received four awards for excellence in teaching.

**Jennifer A. Henriksen** serves as an Assistant Professor of Pharmacy Practice in the School of Pharmacy and Health Professions at Creighton University. At Creighton University, Dr. Henriksen teaches in the Pharmacy Skills Lab curriculum which includes six semesters of hands-on course work. She also teaches an elective course, Integrative Medicine, which introduces students to a variety of components of Complementary and Alternative Medicine and how to integrate those components into practice of pharmacy. Dr. Henriksen, a native of Mishawaka, Indiana, comes to Creighton University from the Appalachian College of Pharmacy. During the final three years of her five years as an Assistant Professor of Pharmacy Practice at that school, she served as the Director of Community Service and Outreach, in addition to her faculty role. Prior to the Appalachian College of Pharmacy and after graduating from Purdue University with a Doctor of Pharmacy degree, Dr. Henriksen completed a Pharmacy Practice Residency with an emphasis in academia at Caritas St. Elizabeth’s Medical Center and Northeastern University in Boston, Massachusetts. As part of her residency, Dr. Henriksen served as a Clinical Assistant Professor in the Department of Pharmacy Practice at Northeastern University.

**John A. Henschke**, Ed.D., is an Associate Professor of Education, Chair of the Andragogy Doctoral Emphasis Specialty, Instructional Leadership Doctoral Program, Lindenwood University, St. Charles, MO, USA. He is a Board Member of the International Adult and Continuing Education Hall of Fame (IACEHOF). He is a Visiting Professor of The Beijing Radio and Television University, Peoples’ Republic of China (PRC). He has been President of the: American Association for Adult and Continuing Education (AAACE); and, Missouri, USA/ Para, Brazil Partners of the Americas. He has chaired the Commission on International Adult Education (CIAE) of AAACE. Dr. Henschke has chaired 42 completed Doctoral
Dissertations and served as a Dissertation Committee Member on 38 other completed Doctoral Dissertations at Lindenwood University, University of Missouri-St. Louis, and four other Universities around the globe. John has been researching and testing his adult education (andragogical) ideas in the USA and 17 countries around the world since 1970 (e.g., Brazil, South Africa, Mali, Thailand, Austria, Germany, Peoples’ Republic of China, Italy, Australia, etc.). He also has worked with adult educators from 85 countries. Dr. Henschke’s Andragogy Website is http://www.lindenwood.edu/education/andragogy.cfm.

**John Hope**’s professional background is teaching in New Zealand primary, intermediate, and secondary schools. He left school teaching after some years as the principal of New Zealand’s largest primary school; a school featuring nationally recognised programmes for gifted students and an international reputation for use of ICT. Later in his career John became a school inspector and curriculum writer and was seconded to the University of Auckland as Director Primary Teacher Education to establish initial teacher education programmes. Following successful establishment of teacher education programmes, other University of Auckland appointments followed, including Director of the University of Auckland Principals Centre, and Associate Dean (International) positions in two faculties. He currently directs several overseas twinning degree programmes, coordinates international activity within the Faculty of Education, and has university-wide international responsibilities. Teaching and supervision interests include pedagogical applications of ICT in learning, educational leadership, gifted education and international education. Research publications at national and international level include journal articles and book chapters in the fields of initial teacher education, Internet safety, use of educational technology in teacher education, use of educational technology in adult education and globalisation/internationalisation.

**Wen-Hao David Huang** received his engineering (BS) and education (Ph.D.) degrees from Purdue University. He also holds an Executive MBA degree from NYIT. Currently Dr. Huang is a tenure-track faculty at the Human Resource Development Division at Department of Education Policy, Organization and Leadership at University of Illinois at Urbana-Champaign. His research focuses on the empirical relationship between cognitive and motivational processing afforded by highly interactive learning environments such as Digital Game-Based Learning Systems (DGBLS). Dr. Huang also carries out research projects in the context of open courseware to promote learner-friendly online open learning processes.

**Pedro F. N. João** received a 5-year B.S. degree (licentiate) in Mathematics from University of Coimbra, Portugal (2002), and a 5-year B.S. degree (licentiate) in Informatics Teaching from University of Beira Interior, Portugal (2008). His main research focus is on Learning Technologies. Currently, he is teacher at the School “Escola Secundária Quinta das Palmeiras,” Covilhã, Portugal.

**Beth Kania-Gosche** is the Supervisor of Graduate Research at Lindenwood University. She earned her PhD at Saint Louis University after teaching high school English.

**Ioannis Kazanidis** is an Adjoined Assistant Professor at Kavala Institute of Technology, Greece. He received an MSc degree in Computing from the Coventry University and his PhD degree in Educational Technology and Adaptive Educational Systems at University of Macedonia. He has an extensive experience in lifelong learning, helping adult groups. His main research interests lie in the area of adaptive systems, data mining methods and algorithms, virtual words in education and computer supported col-
laborative learning. He has published 13 articles in international journals and book chapters, and more than 20 papers in proceedings of conferences.

Lydia Kyei-Blankson is an Assistant Professor in the Educational Administration and Foundations Department at Illinois State University. Her expertise and training is in research methods, applied statistics, and psychometrics. Her assignment at ISU includes teaching research methods and statistics graduate courses in the College of Education. Dr. Kyei-Blankson’s research agenda focuses on the scholarship of teaching and learning and the implications of effective technology integration in teaching and learning.

Kathleen A. Lawrence is an associate professor of communication studies at the State University of New York, College at Cortland, where she teaches a broad range of courses including interpersonal and intercultural communication, media, interviewing, public relations, and event planning. Dr. Lawrence has been recognized for her extensive co-curricular work with students in internships and public service. She is a recipient of the State University of New York Chancellor’s Excellence in Teaching Award.

Lynda Leavitt is an Associate Professor in the EdD program at Lindenwood University. She served as a special education administrator in multiple districts in the St. Louis area.

Chen Kang Lee is currently a registered PhD candidate with University Tenaga Nasional, Malaysia. He received his BIT (Hons) degree in Information Technology from the University of Tenaga Nasional, Malaysia in 2004 and Master of Knowledge Management with Multimedia from Multimedia University in 2007.

Crystal Loose has worked for the Ephrata Area School District for the past 16 years. For the past five years, she has worked with teachers in the area of literacy instruction. Currently, she educates parents and teachers in grades pre-k to 12 in the role of Coordinator of Learning Development. She is a doctoral student in the Adult Education program at the Pennsylvania State University. This will be her second publication. Her research interests include pre-k parent education and transition programs and teacher staff development models. Her pre-k parent program information can be found at the following Website in January 2013: www.safarilearning.org.

Teresa Marquis is a secondary school English, drama, and social studies teacher. Her career began in Montreal, Quebec and it has taken her to Russia, Pakistan, China, Switzerland, and India. Now making her home in Ottawa, Ontario, Teresa is pursuing her MEd at the University of Ottawa, while teaching International Baccalaureate (IB) English at Elmwood School.

Patricia Maslin-Ostrowski: A professor in Florida Atlantic University’s graduate program of educational leadership and research methodology, Pat Maslin-Ostrowski’s work focuses on the human dimensions of leadership and the quest for more effective policy and practice to support leader learning and growth. Co-author of The Wounded Leader: How Real Leadership Emerges in Times of Crisis (Jossey-Bass). Her research has expanded to school leaders in international settings and college presidents.
Cheryl McFadden, Ed.D., an associate professor in the Department of Higher, Adult, and Counselor Education at East Carolina University, has worked as an educational consultant both in higher education and the public school sector. Her research interests include teaching and learning in higher education, leadership styles and behaviors, online education and international education. She has presented her research at over a hundred state, national, and international conferences and has published over 35 articles and book chapters.

Olutoyin Mejiuni is an Associate Professor in the Department of Continuing Education of Obafemi Awolowo University, Ile-Ife, Nigeria. She possesses a Ph.D in Adult Education. Her research interests lie in the political dimensions of adult education, women’s learning, and women’s concerns in teaching-learning interactions and contexts.

Pellas Nikolaos is a Ph.D. Candidate at the Department of Product and Systems Design Engineering, University of the Aegean, in Greece. He obtained a Masters degree in Education with ICT, in the field of e-learning through virtual worlds in 2010 at the Aristotle University of Thessaloniki. In 2011, he wrote a research book about the pedagogical value-added of e-learning process in virtual environments and administration of the organizational complexity of avatars’ interactions. Currently, he has begun dissertation research that applies this configuration and utilization of virtual worlds in education. Learning applications with the teamwork technique “Jigsaw” and the investigative independence of engagement factors, and the sense of users’ presence in communities of inquiry, are also in his research field. He has an extensive experience in e-Education, especially teaching in adult groups. His research interests include the use of ICT in education, with emphasis on learning progressions through “open-source” virtual worlds as “Metaverse” skins, according to contemporary instructional methodologies.

Esther Ntuli is an Associate Lecturer in the Department of Educational Foundations at Idaho State University (ISU). Her expertise and training is in curriculum and instruction, early childhood education, instructional technology, and children’s literature and writing. Dr. Ntuli teaches undergraduate instructional technology courses, and blended early childhood undergraduate and graduate courses at ISU. Her research interest focuses on technology use and practice in early childhood instruction, teacher education, and assessment.

Cyntianna C. Ledesma Ortega is a doctoral student in the Adult Education and Human Resource Development program at Florida International University in Miami, Florida. Her research interests include faculty motivation, faculty risk taking, training, online education, and educational technology. Her collaborative research study about the positive and negative personal, educational, social, and work related consequences of playing video games was published in Educational Media International. Cyntianna currently works at Florida International University as an Instructional Designer for online courses.

Victor Padron, Ph.D., is a pharmacist and Associate Professor in the Creighton University School of Pharmacy and Health Professions Department of Pharmacy Sciences. He has taught in the School of Pharmacy and Health Professions since 1991. He teaches nonprescription drug products and therapeutics, home medical aids, injectable drugs and is a consultant on pharmacy technician programs, hormone therapies, and compounding pharmacy. Dr. Padron has taught in pharmacy schools and been licensed to
practice pharmacy in two other states. He has published papers in professional and scientific journals on disease state management, nonprescription drug therapy, infectious diseases, endocrinology, and pharmacy education. He has written book chapters on nonprescription products and presented his treatises and research at local, national, and international venues. Dr. Padron is a pharmacy technician accreditation specialist for the Accrediting Bureau of Health Education Schools, has served on the board of directors of Lutheran Family Services of Nebraska, is a charter member of the Nonprescription Medicines Academy, and is a certified immunization trainer. He is a regular reviewer and author for several books and journals. He frequently speaks to the media as someone who tries to translate scientific material for understanding and consumption by the public.

**Judith Parker** is an adjunct Assistant Professor in Organization and Leadership at Teachers College/ Columbia University in New York teaching graduate courses on the theory and practice of adult learning that are totally on-line, totally classroom and blended delivery formats. She has earned a doctorate, Ed.D. degree, and an M.S. degree in Adult Learning and Leadership from Teachers College/Columbia University, an M.S. degree in physics from Purdue University in Indiana, and a B.S. degree in physics and mathematics from Notre Dame College in Ohio. Judith is a co-author of the book *Pedagogical and Andragogical Teaching and Learning with Information Communication Technologies* and is on the editorial review board for the *International Journal of Adult Vocational Education and Technology*. She has authored numerous chapters and articles on cross-cultural workplace training and learning and the history, philosophy, practice and theories of adult learning and technology integration for effective education. She has presented numerous papers at conferences globally, most recently at The International Transformative Learning Conference in Athens, Greece but also at the Academy of Management, American Society of Training and Development, College Industry Education Conference, Quality and Productivity Management Association, Business and Multimedia Conference in Ireland, Lisbon 2000 European Conference on ODL Networking for Quality Learning, and World Open Learning for Business Conferences in the UK. Judith has over 20 years’ experience in leadership positions within global business organizations. She has worked extensively with technical managers and technical employees in Asia and Europe in leadership education and training and technical employee skill development by using an action-learning model and integrating distance-learning technologies with classroom sessions. She has received the American Association of Physics Teachers Innovative Teaching Award and the 3M Community Volunteer Award and has been elected a Fellow of the American Association for the Advancement of Science.

**Gregory Petty**: Director and Advisor of 27 Doctoral Dissertations and 20 Master’s Theses; Approved by the graduate council to direct dissertations until November 2016; Published 39 Competitive Peer Reviewed Journal Publications, 15 Refereed Book Chapters, 55 Scholarly (Reports or Peer Reviewed) Publications and 93 Competitive scholarly refereed papers and 54 Technical Instructional Videos; More than 20 grants and contracts; copyright holder of four psychometric instruments with international use; Editorial Review Boards for two International Journals; Teach Biostatistics for the Department of Public Health; Summer Lecturer at the University of Michigan for supervision and leadership for the National Training Institute; Organizational Development and HR Consultant with international corporations.

Lori M. Risley is an Assistant Professor at the University of Central Oklahoma. She recently completed her Ed.D in Instructional Leadership with the emphasis specialty in andragogy at Lindenwood University. Her dissertation research was exploring the congruency between the practice and scholarship of a leading scholar in the field of adult education: John A. Henschke. She continued her research with learners at Lindenwood University in the spring of 2012 focusing on learner’s perceptions of trust in learning environments. She founded Andragogy Academy for Teaching and Learning offering guidance and resources for facilitators and learners. Additionally, she has a master’s degree in Nursing with a concentration in nursing education. She has been helping adults learn since 2009 as an adjunct professor at local nursing schools and as a doctoral assistant in the andragogy department at Lindenwood University. Most recently, her focus is on the learners using Andragogy Academy’s Virtual Writing Communities©. Her interests include public health nursing, helping empower and support learners in the process of dissertation writing and adult education focusing on helping adults learn to facilitate the learning of other adults.

Joel J. P. C. Rodrigues is a professor at the University of Beira Interior (UBI), Covilhã, Portugal, and researcher at the Instituto de Telecomunicações, Portugal. He received a PhD degree in informatics engineering, an MSc degree from the University of Beira Interior, and a five-year BSc degree (licentiate) in informatics engineering from the University of Coimbra, Portugal. He is the Director of the Master degree in Informatics Engineering at UBI. He is the leader of NetGNA Research Group (http://netgna.it.ubi.pt), the Chair of the IEEE ComSoc Technical Committee on Communications Software, the Vice-Chair of the IEEE ComSoc Technical Committee on eHealth, and Member Representative of the IEEE Communications Society on the IEEE Biometrics Council. He is the editor-in-chief of the International Journal on E-Health and Medical Communications, the editor-in-chief of the Recent Patents on Telecommunications, and editorial board member of several international journals. He has been general chair and TPC Chair of many international conferences. He is a member of many international TPCs and participated in several international conferences organization. He has authored or coauthored over 220 papers in refereed international journals and conferences, a book, and 2 patents. He had been awarded the Outstanding Leadership Award of IEEE GLOBECOM 2010 as CSSMA Symposium Co-Chair and several best papers awards. Prof. Rodrigues is a licensed professional engineer (as senior member), member of the Internet Society, an IARIA fellow, and a senior member of ACM and IEEE.
Marianne Robin Russo hails from the corporate sector, having been an Assistant Vice President and HR Director of a financial institution early in her career. She then spent 21-years as an educator with field experience at all levels of K-12, including administrative components. She has been adjunct faculty at Florida Atlantic University for approximately 16 years and is now a Visiting Assistant Professor and Associate of the Graduate Faculty who specializes in the teaching of qualitative and quantitative research, inclusive of statistical applications. She holds five college degrees: a BS in Business Management (The Florida State University); an MS in English Language Education (Indiana University); a MEd in Elementary Education (Florida Atlantic University); an EdS in Educational Leadership (Florida Atlantic University); and an EdD in Educational Leadership (Florida Atlantic University). She is a member of the following honor societies: Phi Lambda Theta, Phi Kappa Phi, Kappa Delta Pi, and Phi Delta Kappa. She received the Exceptional Faculty Award at Florida Atlantic University for 2011-2012 (Northern Campuses Achievement Award). Her research is based within the framework of higher education, adult education, technology, and social justice.

Chinmoy Sahu is Assistant Dean for finance programmes at the U21Global Graduate School, Singapore. Dr. Sahu earned his doctorate in Business Administration (Finance) from Utkal University, India, and his MBA (Finance) from Berhampur University, India. His current research interests include financial reporting, behavioral finance, cost management, and e-learning. Dr. Sahu is also a regular contributor of papers to reputable international conferences across the globe. He is also an ad hoc reviewer for scholarly international journals like the Australasian Journal of Educational Technology, Journal of Behavioral Accounting & Finance, and Parikalpana. His work has been published in scholarly business management journals, including International Journal of Web-Based Learning and Teaching Technologies, International Journal of Effective Management, Review of Business and Finance Case Studies, Vikalpa, Finance India, Paradigm, Management & Accounting Research, and Management Accountant. Dr Sahu has also led and edited the book, Managing Finance and Growth: Emerging Issues and Challenges (New Delhi: Excel Books).

Javier Sarsa is an Electrical Engineer with specialization in Informatics, Electronics, and Control by the University of Zaragoza (Spain). He lives in Zaragoza and teaches Educational Technology at this university since 1995. His major fields of research are those related with educational technology, mainly multimedia programming, video and audio editing, videoconferencing, e-Learning and LMS, e-Learning standards. He has published a substantial number of papers in national and international conferences. He has been participating in some outstanding R&D projects as, in MINERVA: Wireless Content and Language Integrated Learning, in PROFIT-Ministry of Industry program: Multimedia and Multilanguage Platform for e-Learning Contents Contribution; in ALFA program: Teaching Computer Graphics and Multimedia; for the Ministry of Education: Design of Teaching Plans in the EHEA harmonization process based on using e-Learning Tools; for the Autonomous Government of Aragón: Development and Implementation of a Pilot System for Delivering Audiovisual and Multimedia Contents through Internet, etc. His current research is focused on the impact of rich and comprehensive multimedia educational contents including video streaming sequences. Prof. Sarsa has been collaborating as reviewer in some panels and in Scientific Committees of relevant international conferences and journals such as e-SOCIETY from 2007 to 2012, SPDECE from 2007 to 2012, BJET 2006 to 2012, etc.
Marilyn A. Schiavo attended Southern Illinois University, graduating in 1971 with both a Bachelor’s and Master’s Degree in Special Education. Dr. Schiavo then moved to Baltimore, Maryland, to pursue a career in teaching students with disabilities. In 1978, she accepted a job in special education at Congress Community Middle School in Boynton Beach, FL continuing a classroom teaching career until 1981. In 1986, she received an Educational Specialist degree in Educational Leadership from Florida Atlantic University in Boca Raton, FL. In the years that followed in Palm Beach County School District (PBCSD), she held the following jobs: Area Staffing Specialist, Beginning Teacher Program Specialist, Staff Development Specialist, Personnel Recruitment Specialist, and finally returned to Exceptional Student Education Department as a Florida Inclusion Network Facilitator, where she remained for 10 years until her retirement in 2010. She earned a Doctorate in Education (Educational Leadership) from Nova Southeastern University (NSU) in 1996 and is currently an adjunct professor in their online Master’s Degree Program in Teaching and Learning (MATL). She is also an adjunct professor in the Master’s degree program at Lynn University in Boca Raton, FL. An additional job function she has recently undertaken is that of a University Supervisor for both Clinical Interns and Practicum programs at Lynn University. Dr. Schiavo is a strong advocate for teachers, parents and students relative to the implementation of a more collaborative environment in K-12 classrooms across the district. She has provided professional development training to thousands of teachers, administrators, paraprofessionals, and parents throughout the district, which has in turn supported the educational focus in the school district-enabling diverse learners to achieve in all classroom settings.

Amy L. Sedivy-Benton is an Assistant Professor for Teacher Education at the University of Arkansas at Little Rock. Prior to her appointment in Arkansas, Dr. Sedivy-Benton worked with several not-for-profit organizations focusing on teacher quality and policies around teachers and education. Dr. Sedivy-Benton’s research has focused primarily on teachers’ intentions in the profession, and policies surrounding those decisions. She has presented both regionally and nationally, as well as serving on editorial board for The Journal of Educational Research. She is a member of American Educational Research Association.

Manjit Singh Sidhu is currently an Associate Professor in the College of Information Technology, University Tenaga Nasional, Malaysia. He received his BSc. (Hons) degree in Computer Science from the University of Wolverhampton, UK, in 1997, and Masters in Information Technology from University Putra Malaysia in 2000. He completed his PhD in Computer Science from University of Malaya in 2007. He is a Chartered IT Professional and a member of the British Computer Society, a member of the Institute of Electrical and Electronics Engineers (IEEE), a member of the Malaysian Nasional Computer Confederation and Associate Fellow of the Malaysian Scientific Association. His research interests include user interface design approaches in multimedia and virtual reality applications.

Rebeca Soler is currently a teacher of Didactics, School Organization and ICT within the Teacher Training degree in the Faculty of Education, University of Zaragoza (Spain). She graduated in Psycho Pedagogy in 2007, Teacher Training in 2003, and English Philology in 2002. She has obtained a Bachelor of Arts in English and likewise has a Diploma in Education and also holds a PhD in teacher training. Her doctoral thesis deals with specialised vocabulary in the language of Education and Dr. Soler’s research specialises in e-learning teaching models, methodology and assessment. Within the University of Zaragoza Dr. Soler holds the position of Assistant Professor in the Department of Educational Sciences.
She has written one book and co-written another, as well as authoring over 6 peer-reviewed journal articles, abstracts, book chapters, and invited papers. Her most influential publication is probably “The Language of Pedagogy in School’s Life.” In addition to a number of articles on ICT, virtual learning environments, assessment and in particular school organization, she has authored several research and innovation projects. She is a reviewer of various international journals and is a member of different education association research communities, worldwide. She has made several postdoctoral research stays at foreign universities and has developed foreign lines of her research area.

Krista Steinke is a doctoral student in the Adult and Community Education program at Florida Atlantic University. She received her Master’s degree in Educational Leadership from FAU in 2010. Her current research interests include teacher attrition and teacher education programs, both at the K-12 and Higher Education levels. She has also published “SDL as Professional Development in K-12” in the International Forum of Teaching and Studies.

Valerie A. Storey is associate professor and coordinator of the Ed.D. in Education & Executive Ed.D. in Educational Leadership programs in the School of Teaching, Learning & Leadership in the College of Education, at the University of Central Florida. She received her undergraduate degree from Leeds University (UK), her master’s from Manchester University (UK) and earned her Ph.D. in Educational Leadership, Policy, and Organizations from Peabody College, Vanderbilt University. In the public schools, she has served as an administrator at the school and district level. Dr. Storey’s research focuses on leadership preparation, ethical decision-making, and policy. She is a member of CPED’s Executive Committee, Chair of CPED’s Publication Committee and a member of CPED’s Dissertation in Practice Committee. She is currently secretary of the Florida Association of Professors of Educational Leadership. Dr. Storey is the author of New DEEL: An Ethical Framework for Addressing Common Issues in Florida Schools and has had research publications appear in national and international peer-reviewed journals including Educational Administration Quarterly, National Council for Professors of Educational Administration Publications, Journal of Applied Research in Higher Education, National Society for the Study of Education, 2009 Yearbook, International Electronic Journal for Leadership in Learning, Values and Ethics in Educational Administration, and International Journal of Behavioral and Healthcare Research.

Erin L. Tabor is an English instructor at North Arkansas College where she has taught Fundamentals of Composition, English Composition I, and English Composition II, both in the classroom and online. She is also a candidate for the degree of Doctorate of Philosophy in the Post-Secondary and Adult Education specialization. Her expected graduation date is March 2013. As part of the research for her dissertation titled “Is Cheating always Intentional? The Perspective of College Students toward the Issues of Plagiarism,” she carried out a qualitative study that involved open-ended interview questions with college students in order to better understand their views on various aspects of plagiarism as those views differ from those of faculty and scholars in the field. The content of the chapter for this book stemmed from the literature review that was carried out as part of this research study.
Isabel de la Torre Díez was born in Zamora, Spain, in 1979. She received her M.S. and Ph.D. degrees in telecommunication engineering from the University of Valladolid, Spain, in 2003 and 2010, respectively. Currently, she is an associate professor in the Department of Signal Theory and Communications at the University of Valladolid. Her teaching and research interests include development of Telemedicine applications, EHRs (Electronic Health Records), EHR standards, biosensors, e-learning and e-commerce applications. She has published around 80 articles in peer-reviewed publications, book chapters, books, and conferences in the above-mentioned fields. She has participated in 13 funded European, national, and regional research projects. Moreover, she has been organized of 2 national conferences, and reviewer in well-know journals like International Journal of Medical Informatics, IET Journal, International Journal of E-Health, and Medical Communications, etc.

Jo A. Tyler Ed.D. is Associate Professor and Program Coordinator of the M.Ed. program in Training and Development at Penn State University – Harrisburg. Building on her experiences as a corporate practitioner, her teaching, research, and consulting interests are organization development and adult learning with a particular focus on storytelling, listening, and visual arts in organizational settings. She has published a variety of journal articles and book chapters on these subjects.

María D. Vásquez-Colina is an Assistant Professor in the Department of Educational Leadership and Research Methodology at Florida Atlantic University, with primary responsibilities in teaching undergraduate and graduate courses in educational research and statistics as well as educational measurement and evaluation. Her research interests include assessment methods, research methodologies, and the utilization of supportive technology in multicultural educational contexts. She has vast experience teaching in K-20 educational settings, in the United States and Peru; she has also served as a guest lecturer in a Malaysian University. Dr. Vásquez-Colina is fluent in English, Spanish, and French.

Eric Wanner, DPT, is a physical therapist at Gold Coast Physical Therapy Associates, LLC in Palm Beach Gardens, Florida. He received his Bachelor of Science in Exercise Science degree from The Ohio State University in Columbus, Ohio, and his Doctor of Physical Therapy degree from The University of Dayton in Dayton, Ohio. Dr. Bird and Dr. Wanner are currently collaborating on a research project, determining if expressing feelings in writing during a healing process affects a patient’s recovery in a more positive way. Dr. Bird and Dr. Wanner plan to continue to research and write about the connections between the field of education and medicine to improve patient awareness and patient education.

Catherine M. Wehlburg, PhD., is the Assistant Provost for Institutional Effectiveness at Texas Christian University. She has taught psychology and educational psychology courses for more than a decade, serving as department chair for some of that time and then branched into faculty development and assessment. Dr. Wehlburg has worked with both the Higher Learning Commission of the North Central Association and the Commission on Colleges with the Southern Association of Colleges and Schools as an outside evaluator.

Sherrie Wisdom is an Associate Professor in the EdD program at Lindenwood University. She taught high school physics for many years and served as department chair.
About the Contributors

James E. Witte is a Professor in Adult Education within the Department of Educational Foundations, Leadership, and Technology at Auburn University, USA. His academic areas of interest include training program development and evaluation, individual learning styles and how learning is assessed in both conventional and distance learning settings.

Maria Martinez Witte is an Associate Professor in Adult Education within the Department of Educational Foundations, Leadership, and Technology at Auburn University, USA. Academic areas of interest include analyzing effective content, context, and processes that enhance the teaching-learning environment, learning styles, and the assessment of learning.

Helen Yeh. Over the past 10 years, Dr. Helen Yeh has taught in secondary schools and various tertiary institutions. Since 1999, she has been providing various kinds of consultancy for language teachers to make use of Information and Communication Technology for language teaching. She has also been doing research on learner autonomy, effective language teaching, teaching & learning methodology, and computer-mediated communication. She is currently working in the Hong Kong Polytechnic University (HKCC). She has published more than 10 books about English teaching and learning and several journal papers.