About the Contributors

**Angela D. Benson** is an Associate Professor of Instructional Technology at The University of Alabama. Her research addresses the influence of educational technology on individuals and organizations. She has given numerous conference presentations and published several academic articles and book chapters on the topic of distance and online learning. She is the co-editor of *International Perspectives of Distance Education in Higher Education* (2012) and *Research on Course Management Systems in Higher Education* (2013). Dr. Benson has designed and taught a variety of traditional and distance courses. Her professional experience includes thirteen years as a systems engineer in the telecommunications industry. She holds undergraduate degrees in Math and Industrial Engineering, master’s degrees in Operations Research and Human Resource Development, and a doctorate in Instructional Technology.

**Joi L. Moore** received her B.S. degree in Computer Science and M.S. degree in Management from North Carolina State University, both focusing on a minor in Management Information Systems. She earned her Ph.D. in Instructional Technology from the University of Georgia – with a cognate area of Management Information Systems. She serves as the Associate Division Director in the School of Information Science & Learning Technologies and a Core Faculty member in the Informatics Institute at the University of Missouri. Dr. Moore’s current research agenda is the application of appropriate design and evaluation principles for technology environments that support learning and/or effectively improve a desired performance. Additional areas of research include analyzing information architecture and pedagogical usability in distance learning environments; designing performance-centered applications; and Human Computer Interaction. She is specifically interested in designing tools that support the cultural norms of African American youth.
Shahron Williams van Rooij is an Associate Professor in the Instructional Design and Technology program at George Mason University. Her research interests include project management, open source software, e-learning, and workplace learning. Dr. Williams van Rooij received her Ph.D. in Instructional Technology with a minor in Software Information Systems from George Mason University in 2007. She also has a doctorate in Quantitative Methods from the Graduate Center of the City University of New York, a Masters in Political Science from the American University of Beirut, and a Bachelors degree in Romance Languages from City College New York. Further, she holds the Project Management Professional (PMP®) credential from the Project Management Institute, Inc., and the Certified Distance Education Professional (C.D.E.P.) credential from Texas A&M University. Prior to joining Mason, Dr. Williams van Rooij worked in the corporate sector for over 20 years.

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Michael Anderson is the Director of Online Learning at the University of Texas (UT) at San Antonio; prior to UTSA, he helped create the UT System TeleCampus. He holds an M.A. in Learning Technologies from UT Austin and has published articles in Campus Technology, Journal of Online Learning and Teaching, and USDLA Review. He has delivered presentations at South by Southwest Interactive, AACE, AERA, Educause, NUTN, IEEE, ASTD, and the UW Madison Conference. Projects he has worked on have won awards from ACM, AECT, Computer World, and WICHE, and he has served on conference planning committees for Sloan Emerging Technologies, Texas DLA, and WCET. He has taught workshops for SREB, Tennessee Board of Regents, University of Missouri system, and the College Board. Currently, he is the Project Investigator for the Texas Learning Object Repository, a project funded by the UT System Office of Health Affairs and the Texas Higher Education Coordinating Board.

Connie Bain earned her Masters and Ph.D. from The University of Alabama and her undergraduate degree from the University of Texas. Dr. Bain’s doctoral degree is in Instructional Leadership with a concentration in Instructional Technology. Dr. Bain taught science, math, and technology courses in public schools in Texas, Germany, and Alabama for nineteen years. She left the classroom to become one of the first three Instructional Technology Specialists (ITS) for Vestavia Hills City Schools in Alabama. The following year she moved into her current position of Technology Director. Dr. Bain has been responsible for implementing several technology initiatives within the school system. Under her leadership and guidance, the
school system has become a model for technology innovation. Dr. Bain has given numerous presentations and has published in refereed journals regarding integrating technology in education.

Sonya Bland-Williams is a doctorate candidate in Instructional Design & Technology at Old Dominion University in Virginia. In 2007, she accepted an Instructional Systems Specialist internship with United States Army Combined Armed Support Command (CASCOM) at the Deputy Commander for Training (DCT) in Fort Lee, Virginia, where she held training assignments with nine divisions of the command. Formerly, she held a full-time position with the Judge Advocate Generals’ Legal Center and School of the Army. She currently serves as a Course Manager with the US Army Ordnance School. Her research interests include the use of feedback strategies in motor learning, simulator training, and the use of instructional design methodologies in military training development. She is a member of the Association of Educational Communication and Technology (AECT).

Lesley Boyd is an independent consultant and trainer with many years experience in both the UK and South Africa. She specializes in supporting individuals and teams to collaborate together to understand, evaluate, and improve end-to-end processes. She has implemented quality management and IT systems in a variety of public and private sector service organizations, including local government, commercial IT training, air travel, and higher education. She facilitates change, which is recognized and adopted as positive, whilst also embracing necessary standards requirements and business imperatives. Ms. Boyd has a Masters in Business Management Systems from Warwick University, United Kingdom, and a postgraduate certificate in Technology-enhanced Learning. Her research interests focus on the collaborative use of technology for organizational learning, and how learning networks can be implemented to generate improvements across different boundaries and contexts.

Daniel Burgard is the Director of the Gibson D. Lewis Health Science Library at the University of North Texas Health Science Center at Fort Worth. In his time as Director, he has re-conceptualized Lewis Library’s operations and led the library staff in transforming nearly every aspect of the library’s space, services, and collections. His background is in Medical Informatics instruction and research support, two passions that he continues to practice on a regular basis. Prior to working at UNT, Mr. Burgard held research librarian positions at the University of Illinois at Urbana-Champaign and Oklahoma State University.
Autumm Caines is the Academic Technology Specialist at Capital University in Columbus, Ohio in the IT department and in the Center of Excellence in Learning & Teaching (CELT), the university’s faculty development center. Her educational background includes a B.S. degree in Communication Technology from Eastern Michigan University, as well as an A.A. degree in liberal arts and a certificate in Web development from Oakland Community College. Ms. Caines has a wealth of experience in synthesizing the needs of faculty, students, staff, and administrators to find and implement technology solutions that meet the teaching and learning needs of the institution. As a workshop facilitator, Ms. Caines provides education for professionals on college and university campuses in the practical use of learning management systems, audience response clickers, plagiarism checking, and other academic technologies.

Deborah Camp, Ph.D., is the Director of Elementary Curriculum, Teaching, and Technology for Hoover City Schools in Hoover, Alabama. She was a special education teacher, elementary teacher, middle school teacher, and reading coach for 16 years. Dr. Camp was among the first 900 teachers in the nation to achieve National Board Certification and was the Alabama Elementary State Teacher of the Year in 1998. She has presented at numerous conferences, published articles in professional journals, and provides workshops for educators. Dr. Camp is a co-author of Creating the Best Literacy Block Ever: A Framework for Successfully Managing, Teaching, and Assessing in an Extended Literacy Block published in 2009. She has been involved in several technology projects within her school district.

Travis Chillemi has designed and developed Web-based communications and training for more than a decade. Since graduating in 2003 with a B.F.A. in Multimedia, Mr. Chillemi has lent his talents to the following University of Colorado Denver (UCD) groups: Technology Learning Team, Center for Innovation in Teaching and Technology, and CU Online. Currently, he works as a Communications and Technology Manager for UCD. In addition to developing online classes and managing Websites for the University, he also conducts training and presents at conferences with topics including, “Working Efficiently with Technology,” “Online Tools for Working Remotely,” and “Wordpress: It’s Not Just for Blogging Anymore.” His recent endeavors include initiatives for cloud-based computing and collaboration, improving the usability of Web-based courses and Websites, and promoting the benefits of Web standards.
Karen Darroch is a fourth grade teacher at Green Valley Elementary School in Hoover, Alabama. She holds a Bachelor’s degree in Accounting from The University of Texas at Arlington and a Master’s degree in Early Childhood and Elementary Education from the University of Alabama at Birmingham. Mrs. Darroch works with technology with her students daily and continues to gain new technology skills and knowledge. She was involved in planning and piloting the Nook Project for the Engaged Learning Initiative with her fourth grade students in her school district. She has presented at conferences including the MidSouth Reading and Writing Conference, Alabama Educational Technology Conference, and for the Alabama Educational Technology Association regarding her experiences with using technology in the classroom. She also provides professional development workshops for other educators.

Andrew Deane has worked in the Information and Communications Technology (ICT) field for almost 16 years. He received his B.Sc. degree in Electrical and Computer Engineering from the University of the West Indies, St. Augustine, Trinidad. He is a certified Project Management Professional (PMP®), a Six-Sigma Black Belt and an alumnus of the Project Management Institute (PMI) Leadership Institute Master Class. He was also the Vice President of Membership for the PMI Mid-Missouri chapter. Andrew has worked in Barbados, Trinidad and Tobago, and the USA as a senior project manager and ICT consultant for major global companies in the insurance, banking, telecommunications, agri-business and vehicle rental industries. Andrew has lectured at a number of tertiary level institutions in Trinidad and his areas of focus are ICT strategic planning, ICT infrastructure, enterprise project/program management, along with quality and process improvement.

Camille Dickson-Deane, Ph.D., is a certified Project Management Professional (PMP®) and a Six-Sigma Green Belt holder. Her professional experience includes project management and information technology consultancies in the Web development, banking, and education fields. She is also a professional trainer/instructor in the field of information technology, Web development, business/project management. She was a Senior Lecturer at the College of Science Technology and Applied Arts of Trinidad and Tobago and is currently a program consultant and adjunct faculty member of the University of the West Indies Open Campus. She is a past board member for the PMI Mid-Missouri Chapter and currently serves as the service delivery lead for PMI’s Global Diversity Community of Practice. Her research interests include workplace e-learning, usability evaluation of distance learning products, and cultural artifacts associated with both fields.
About the Contributors

Jackie Dobrovolny, Ph.D., started Triple Play, her instructional design and human performance technology company, in 1993. Her clients include Colorado Center for Nursing Excellence, Cooperative Organization for Meteorological Education and Training (COMET), J.D. Edwards, National Indian Gaming Commission, National Park Service, Nurse Family Partnership, Resort Computer Corporation, Up with People, URS Corporation, and Western Cooperative for Educational Telecommunications (WCET). From 1999 to 2004, she taught face-to-face graduate courses for the University of Colorado Denver, Information Learning and Technology program (UCD-ILT). From 2005 through 2012, she taught online graduate courses for UCD-ILT. Prior to starting Triple Play, Dr. Dobrovolny worked for McDonnell Douglas (16.5 years) where she managed trainers and software engineers who developed and supported a computer-based training system. She has published numerous journal articles and book chapters focused on instructional design, elearning, organizational change, and adult learning.

Renee Drabier joined the senior management team at the University of North Texas Health Science Center in November 2008. Her responsibilities as Vice Provost for Academic Affairs and Development/Chief Information Officer include oversight of: Gibson D. Lewis Library; Academic Affairs and Distance Learning; Professional and Continuing Education; Media and Print Services; The Center for Learning and Development; Information Technology Helpdesk and Customer Services; Infrastructure and Security; Record Information Management/Health Information Management; Interprofessional Practice Education; Center for Online Education; Bioinformatics; and Web and Programming Services. Dr. Drabier has a Ph.D. in Distance Education and Educational Technology from Texas A&M University, an M.B.A. from the University of Texas at San Antonio, and a Bachelor degree in Music Education/Music Therapy from the University of Kansas. Her professional experience includes senior roles at the University of Texas Health Science Center in San Antonio, Colorado State University-Pueblo, and University of Connecticut Health Center.

Nancy El-Farargy is an educationalist with scientific underpinnings and delivers on e-education, educational policy development and implementation. Within her work in the health service, she led the development of an Education Strategy; covering topics in learning management, personal development planning, knowledge management and evaluation. She obtained her PhD from the Faculty of Education at the University of Glasgow and prior to her post in the health service; she worked as a lecturer, covering science and healthcare courses.
About the Contributors

Elizabeth Fisher holds a Ph.D. from The University of Alabama in Instructional Leadership/Technology. Since 2004, she has worked in the higher education arena focusing on online teaching and learning in a variety of capacities—student, designer, administrator, researcher, content expert, and faculty. She has designed 100+ courses mostly for college credit, but several were non-credit training courses, two of which earned Quality Matters recognition. She holds certification as a Quality Matters Peer Reviewer and serves as one of UABs Quality Matters Institutional Representative. Additionally, she serves as president of the UAB Instructional Designer’s Consortium.

Ashley FitzGerald is a fifth grade teacher at Harriet W. Gwin Elementary School in Hoover, Alabama. She graduated from York College of Pennsylvania in 2006 with a Bachelor’s degree in Education and a minor in Spanish. She will begin working on a Master’s degree in the near future. Mrs. FitzGerald has been teaching with technology since she began her teaching career, starting with teaching Spanish to elementary students. Technology impacts her teaching style and philosophy. She continues to advance her technology skills and knowledge on a regular basis. She piloted the Nook Project for the Engaged Learning Initiative, is the school’s publicity representative, and helped establish school-wide goals for technology. Mrs. FitzGerald has presented at several conferences and for the Alabama Education Technology Association regarding her experiences teaching with technology. She has presented several professional development workshops on incorporating technology in the classroom.

Jill Fresen has experience as a Mathematics teacher and lecturer, a computer programmer, both in higher education and the corporate world, and an e-learning project manager. She has been involved in technology-enhanced education for over two decades. Dr. Fresen was previously employed as a project manager for technology-enhanced higher education at the University of Pretoria, South Africa. She was involved in the management of web-supported learning projects, the coordination of a quality management system for e-learning, consultation with and support for academics interested in adopting learning technologies, academic staff training, and investigating faculty and student satisfaction. Dr. Fresen is now a Senior Learning Technologist with Academic IT Services, Oxford University, United Kingdom. She holds the M.Ed. and Ph.D. in Computer-Integrated Education, focusing on technology-enhanced teaching and learning in higher education. Her research interests include client satisfaction, evaluation, and the use of storytelling, scenarios, and anecdotes to enhance attention and motivation.
Jessica Hollis is an Educational Technologist at the University of Canterbury, New Zealand, providing pedagogical and technical expertise as well acting in a project management role on educational technology projects within the University.

Marianne Horner (CNM, RN, MS) is a Project Director at the Colorado Center for Nursing Excellence in Denver, Colorado. She has overseen numerous grant projects, including a faculty development initiative where a preceptor workshop and eventually the online course described in this book were developed. Nursing education is a theme woven throughout her career, having taught professional and graduate level nursing students, as well continuing education for professional nurses. Her education includes an M.S. and post-Masters certification in Nurse-Midwifery from the University of Colorado Denver. She practiced full scope nurse-midwifery and women’s health care for a number of years. She has been intimately involved in all aspects of several grants at The Center, including program design, curriculum development, writing, collaborative endeavors and actual teaching. Out of one grant there were six published articles where she was an author that aided in the dissemination of the successful Clinical Scholar model.

Lee Ann Kane (M.S.N., R.N.) is the Director of Nursing Education and Staff Development at a Denver Health & Hospital in Denver, Colorado. She has over 36 years of experience and expertise in a variety of health care settings working with diverse and at risk populations. She has developed and taught health education programs and classes for patients, families, students, and professional healthcare staff. She has supervised the ongoing development of competency-based education for over 20 years including online education/e-learning. As a faculty member at schools of nursing, she developed curriculum and instructed in many acute, sub-acute, and ambulatory care settings. She has served as a nurse consultant, presenter, and facilitator at symposiums and workshops.

Jenny Lamont (B.Sc., University of Kwazulu Natal, B.A. University of Johannesburg, Professional Graduate Diploma in Education [P.D.G.E.], University of South Africa) is a former teacher of Science and Biology at secondary school level. She has also worked as a workplace trainer, a training manager, and a skills development consultant. She currently works for Mindset Learn as the Content Manager responsible for Classroom Resources, ensuring the development and production of curriculum-aligned learning resources in video, interactive multimedia, print and online tutorial formats for subjects like Physical Sciences, Mathematics, Mathematical Literacy, and Computer Applications Technology. She lives and works in Johannesburg, South Africa.
About the Contributors

Patricia McGee is an Associate Professor and Program coordinator of Digital Learning Design at the University of Texas at San Antonio. Having directed several technology and teaching grants, she has also worked as research faculty through the Office of Naval Research, Air Force Research Laboratory, and the EDUCAUSE Learning Initiative (formerly NLII) studying emerging technologies and learning systems, particularly those used in distributed learning environments. She is also a recipient of a United States Distance Learning Association (USDLA) Gold Award for Online Technology in Higher Education. Dr. McGee is an active consultant and invited speaker in the areas of strategies for the development of online and blended courses, and pedagogically sound applications of digital tools and resources that support learning. Her most recent interests include storytelling as an instructional method and informal learning through varied technologies.

Tawnya Means is the Director of the Center for Teaching, Learning, and Assessment for the Warrington College of Business Administration at the University of Florida. Her primary roles in the college are to manage instructional design, technology integration, and faculty development for the college, and to serve as the subject matter expert on assessment and accreditation efforts. She earned her Ph.D. in Information Science and Learning Technologies with an emphasis in Learning Systems Design, from the University of Missouri. Her research is in online and blended learning and focuses on access to digital learning resources. Dr. Means is engaged in a number of campus initiatives and committees, and presents at conferences and other institutions and organizations on technology in online and blended courses and programs.

Margaret (Peg) Miller (R.N.-B.C., B.S.N., M.A.) has 44 years of clinical nursing experience, and has spent 11 years teaching new R.N. graduates, refresher R.N.s, and R.N. nursing students along with new associate orientation. She was Clinical Liaison for student placement and developed a Dedicated Education Unit for new R.N. graduates at Porter Adventist Hospital. Currently, she is the Director of Clinical Education at Colorado Christian University. Those responsibilities are oversight of all the clinical rotations for C.C.U’s B.S.N. and R.N.-B.S.N. programs. Through these experiences working with R.N.s and students, she has gained expertise in the delivery of nursing education, specifically in critical thinking and clinical decision making with the Benner Model of scenario presentations.
About the Contributors

**Eric Olson** is the Information Technology (IT) Director for the Warrington College of Business Administration at the University of Florida. His team of roughly 25 IT professionals provides a full range of services to the College’s faculty and students, including classroom technology, desktop support, Web content production, and application development. Eric earned an M.S. in Computer and Information Sciences from the University of Florida. He actively serves on campus IT Governance committees and as a board member for the Technology in Business Schools Roundtable.

**Carol Reiseck** holds a B.A. in Economics from Aurora University and a M.B.A. from Benedictine University. She received her Ed.D. in Education from Northern Illinois University. She teaches graduate level courses at Concordia University, including Adult Learning Theory, Organizational Learning Theory, and Distance Learning Theory, and is Executive Director of Innovative Programs and Learning Technology. She is an expert on adult learning and organization theory. Before joining Concordia’s faculty, she served at the University of Illinois, North Central College, and Waubonsee Community College. Dr. Reiseck has been a member of Concordia’s faculty since 2004.

**Margaret L. Rice, Ph.D.**, is an Associate Professor at The University of Alabama in the Computers and Applied Technology program. She is the program coordinator and teaches doctoral courses in distance learning, administrative technologies, networking, multimedia, and technology research. Her research focuses on the integration of technology in K-12 schools, including how much integration has already taken place, how educators are involved in integration, what factors influence the use of technology, how technology is being used, the effectiveness of integrating technology, and gender and technology. She has provided numerous professional development workshops and in-service presentations for educators, has published articles regarding technology integration in refereed journals and regularly presents at regional and national conferences.

**Richard Richter** holds a B.A. in Education from Concordia Teachers College and a M.Ed. in Education from Concordia College Chicago. He is pursuing his Ed.D. in Instructional Technology from Northern Illinois University. Professor Richter has held many positions in instructional design such as Director of Media Production Services and Director and Manager of Instructional Technology at Concordia University Chicago. Currently, he serves as an Assistant Professor of Instructional Design within the Educational Technology department at Concordia University Chicago. He is also an active member in the ACI (Associated Colleges of Illinois),
Stephen R. Rodriguez is an Associate Professor in the College of Education at Texas A&M University – Corpus Christi. He has more than 30 years of experience teaching graduate courses in instructional design and technology. He is an experienced instructional designer, media developer, and program evaluator. A frequent presenter at international instructional technology conferences, Stephen has also published numerous scholarly articles and some book chapters. He has also served as a consultant with firms such as Apple Computer, Sun Microsystems, Electronic Data Systems, Educational Testing Service, and Computer Curriculum Corporation. His current research interests include applied learning theory, eLearning design, gender and technology, and educational leadership. Dr. Rodriguez holds a Ph.D. in Instructional Systems from Florida State University, an M.A. in Educational Technology from San Diego State University, and a B.A. in English from the University of San Diego.

Joey Spooner is a Web Manager at the American Association for the Advancement of Science (A.A.A.S.). Joey supports and leads the Web operations and strategic initiatives of A.A.A.S. primary Web presence. In his current role, he is responsible for increasing the usability and functionality of the Web presence. Prior to working at A.A.A.S., Joey worked at the University of Florida’s Warrington College of Business Administration where he was responsible for the oversight and management of projects and systems that included content management, customer relationship management, custom technology integrations, and information technology system operations.

Andrew A. Tawfik received his B.S. degree in Management Information Systems from Bradley University and his Master’s in Information Science from Indiana University. He later completed his doctoral degree in Information Science and Learning Technologies from the University of Missouri. Dr. Tawfik is currently an Assistant Professor of Instructional Design and Technology within the College of Graduate and Innovative Programs (GIP) at Concordia University Chicago, where he teaches courses in collaborative learning and emerging technologies. His research interests include problem-based learning, case-based reasoning, case library instructional design, human-computer interaction, and computer-supported collaborative learning.
**Sharon Y. Tettegah** has a Ph.D. in Educational Psychology from the University of California. She is a tenured faculty member at the University of Illinois at Urbana-Champaign in the College of Education. She is also a part-time faculty member at the Beckman Institute of Advanced Science and Technology, and has a faculty affiliate position with the National Center for Supercomputing Applications. She completed a two-year rotation (2010-2012) at the National Science Foundation as a Program Officer. Her research focuses on the integration of psychology, empathy, game technology, and virtual environments. Her fields of professional interest are educational applications of MRIs, biometrics, simulations, games, virtual environments, and other learning technologies. She has two edited books, *Identity Learning and Support in Virtual Worlds* (Sense, 2009), and *Technology and Education, Volume 8: Issues in Administration, Policy and Applications in K12 Schools* (Elsevier, 2006), and over 40 publications.

**Herbert Thomas** holds a Ph.D. in Computer-integrated Education and a Master’s Degree in Linguistics. He is currently the Electronic Learning Media Team Leader in the Digital Media Group at the University of Canterbury, New Zealand. Previously he held the position of Head, Division e-Learning at the University of the Free State, South Africa. He has taught English at both secondary and tertiary levels and has been involved in the field of e-learning and e-learning management for more than 10 years. His research focus is on matters relating to definitions of learning in the digital age; the design of learning spaces and environments; education and complexity; and e-learning management.

**Dennis Thorp** is Senior Vice President of Product Development & Client Services at LearnSomething, Inc. in Tallahassee, FL. He holds the Ph.D. in Education from Florida State University, M.Ed. in Education from Oregon State University, and B.S. degree in Business from the University of North Dakota. Dr. Thorp has more than 20 years of experience developing, producing, and deploying eLearning training products for major training and development organizations, winning numerous national and international awards for best multimedia products during this time. He has directed many large and small product development teams including staffs of over 140 (Florida State University, Center for Instructional Development) and 120 (Viacom/Paramount Pictures, Computer Curriculum Corporation) with annual budgets in the millions. He has also been an eLearning consultant working with the Navy communication intelligence community and Army Apache combat helicopter unit, with a Top Secret/Special Intelligence classification.