About the Contributors

**Douglas McConatha** is a professor, entrepreneur, civic activist, and an award winning teacher, as well as a founder or partner in a variety of Internet companies. He has published more than 40 articles and three books dealing with aging, technology, and health. He holds a PhD from the University of Utah and an MPH from Yale University.

**Chris Penny** is a Professor of Education at West Chester University and a graduate of Penn State University. In 2011 he won the Lindback Distinguished Teaching Award for his excellence in the classroom, in 2007 he became an Apple Distinguished Educator, and in 2009 a Google Certified Teacher. His efforts in teaching and research have the focus of technology integration in education and he recently published an edited book titled Technology Leadership in Teacher Education: Integrated Solutions and Experiences. He has also published articles on eBook readers, eMentoring, 24/7 laptop access for teacher candidates, and ePortfolios. His most recent research revolves around the topic of mobile pedagogy. Outside of teaching and research, he serves on the Apple Distinguished Educator Advisory Board, is a proud parent of three amazing little boys, Conner, Liam, and Keagan, and believes that in a previous life he was a professional football (soccer) player.

**Jordan Schugar** is a former middle and high school English teacher who works at West Chester University where he teaches courses in the English, Literacy, and Professional & Secondary Education departments. His research interests include mobile pedagogies, eReading text comprehension, and figurative language. He has published articles in such journals as The Reading Teacher, The California Reader, and The Journal of Technology, Teaching, and Learning. Additionally, he has presented his work at local, state, and national conferences like the Keystone State Reading Association (KSRA), the National Council of Teachers of English (NCTE) and the Society for Information Technology and Teacher Education (SITE). Dr. Schugar earned his doctorate in Curriculum and Instruction from the University of Maryland, College Park and in 2013 he was named as an Apple Distinguished Educator.

**David L. Bolton,** Ph.D. graduated with his Master’s Degree in Research and Statistical Methodology from Andrews University in Michigan, and received his Ph.D. in Research and Measurement from Florida State University. He has been teaching Educational Technology, Evaluation and Measurement, research methods and statistics courses and workshops at West Chester University since 1991. An area of research interest for him has been the power of educational technology to engage students in the learning process, and he has presented on this topic at various conferences both domestic and overseas – most recently in Ghana, where he went to look into the possibility of arranging a telecollaborative exchange between West Chester University students and students from Ghana. He has been involved with mobile pedagogy since he joined with Dr. Penny, Dr. McConatha, and Dr. Schugar to study the power of mobile devices to transform the classroom.

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**Mawuadem Koku Amedeker** is an Associate Professor of Science and Technology Education at the University of Education, Winneba, Ghana. He obtained the B. Sc. (Education) degree in Physics, Mathematics and Education from the University of Cape Coast, Ghana; M. Sc. (Theoretical Physics) from University of Manchester, UK and Ph. D. from Edith Cowan University, Perth, Western Australia in Science and Technology Education. He is currently the Dean of the Faculty of Science Education, University of Education, Winneba, Ghana. Prof. Amedeker has profound experience in science teaching at both pre-University and University levels. He has various articles to his credit on issues concerning science teaching and using technology to enhance science teaching. He is also an educational analyst of the educational system in his country, Ghana. He believes that ICT integration into instruction in schools is the way forward to improving the quality of teaching and learning of science.

**Joanne Baham** received a Bachelor of Arts degree in Elementary Education from St. Mary’s College in Notre Dame, Indiana. She then went on to receive a Masters in Early Childhood Education with a focus in Leadership and Advocacy from National Louis University and a Masters of Business Administration with a focus in Human Resources from Roosevelt University. Currently, she is working on her PhD in Child Development with an emphasis in Early Childhood Education. She has spent the past ten years working in the Catholic school system. Currently, she has been the Director of Early Childhood Education at Bishop Dunne Catholic School for the past eight years. Responsibilities include running the onsite early childhood center, teaching high school child development classes, and running extended day and summer programs. She has acted as a graduate assistant, graduate research assistant, and instructor of record for child development courses at Texas Woman’s University.

**Ezzard Bryant** is a doctoral candidate in Adult Education at the University of South Florida. His research interests include mobile learning as well as Universal Design for Learning. Ezzard has experience with teacher preparation and developing training for educators about integrating emerging technology into the curriculum. He has trained educational professionals in the Dominican Republic and Puerto Rico as well as provided training for other international education professionals. He has worked in both the academic and corporate training environments. Ezzard earned his Masters degree in Curriculum and Instruction with an emphasis in Instructional Technology from the University of South Florida. He has a bachelor’s in Electronic Media Art and Technology from the University of Tampa.

**Selena Chan**, Centre for Educational Development and Christchurch Polytechnic Institute of Technology, is a baker and taught baking for twenty-five years before moving across into curriculum, technology-enhanced learning and academic staff development. Her research interests include apprenticeship systems, apprentices’ and trades tutors’ occupational identity formation, trades/skill learning and mobile learning. Over recent years, she has completed a range of vocational education research projects focused at enhancing learning opportunities for trades and work-placed based learners with support from Ako Aotearoa, the New Zealand Centre for Tertiary Teaching Excellence. Her reflections on vocational education research are archived on her blog http://mportfolios.blogspot.com. Her on-going research, teaching and learning have been recognised with various awards. Notably, a Service to the Industry award from the NZ baking industry in 2002 and the Prime Ministers’ supreme excellence in tertiary teaching award in 2007.
Byeong-Young Cho, Iowa State University. Byeong-Young Cho is an assistant professor in literacy education in the School of Education at Iowa State University and co-director of the Duffelmeyer Reading Improvement Clinic. Byeong-Young received his Ph.D. with a specialization in reading education from the University of Maryland-College Park and earned the 2013 Outstanding Dissertation Award presented by International Reading Association, for his dissertation about adolescent’s use of constructive reading strategies in a critical Internet reading task. The focus of his research is on new literacies, with a special interest in high order thinking strategies to comprehend and evaluate multiple Internet sources. He published his work on strategic processing of Internet texts in journals and books, including Reading Research Quarterly, Cognition and Instruction, The Reading Teacher, Handbook of Research on Reading Comprehension, Handbook of Reading Research, Assessing Higher Order Thinking, and Metacognition and Strategy Instruction.

John Conley is a Special Education teacher working for the Ann Arbor Public Schools in Ann Arbor, Michigan. His area of expertise is cognitive impairment. Mr. Conley is completing his master’s degree in Special Education at Eastern Michigan University and is a recipient of the prestigious Brehm Scholarship. His research agenda focuses on using iPads to operationalize Individual Education Plan goals for students with multiple disabilities. Mr. Conley has presented his findings nationally and internationally. His work has been generously funded by the University of Michigan’s Mott Family Network and by the Brehm Center for Special Education.

Therese Cumming is a Senior Lecturer in Special Education in the School of Education at the University of New South Wales. Her research interests are centred around special education, with a focus on the following areas: students with emotional and behavioural disorders, social skills training, positive behavioural interventions, the use of technology in the classroom, and life transitions for people with disabilities. As part of the School of Education’s Special Education Research Group, Therese’s research is focused on life transitions for people with disabilities, positive behaviour support, and using iPads to support individuals with disabilities.

Jason Drysdale is an instructional technologist, writer, and games-based learning specialist from Denver, Colorado. He has taught and developed online graduate courses in educational technology, designed courses in a host of other disciplines, and has acted as a consultant in gamification to elicit meaningful growth and outcomes. Jason holds a B.A. in Christian ministry from Abilene Christian University, where he graduated magna cum laude. He graduated with honors from the University of Colorado Denver with an M.A. in Information and Learning Technologies, with emphases in Adult Learning and Instructional Design. Jason’s research interests include games-based learning, gamification, mobile learning, online learning environments, skill transference, and innovations in instructional design. He lives with his wife Courtney on Colorado’s Front Range, and enjoys playing guitar, video games, exploring the natural beauty of his home state, and spoiling his Cavalier King Charles Spaniel, Kingsley.

Michael Sean Gallagher is currently researching mobile learning for higher education in the humanities in the universities of South Korea. He has experience working with universities in developing regions, including many of the universities of Africa, Asia, and North America. He has a background in education, having served in a management capacity for much of his professional experience. He has
About the Contributors

to Masters degrees and is working towards a PhD at the Institute of Education, University of London. He is currently Professor at Hankuk University of Foreign Studies in Seoul. He has published often as a result of his research collaborations with the University of Edinburgh and MobiMOOC. He is interested in mobile learning, elearning, ICT4D, the humanities, travel, and, most importantly, his wife. He writes often at http://michaelseangallagher.org.

Scott Hamm is the Director of Mobile Learning at Abilene Christian University where he directs the mobile learning fellows program focusing on the integration of mobile computing in face-to-face, blended, and online learning environments. He teaches in the graduate education and higher education programs at ACU. Scott teaches the Mobile Learning Mastery Series for the Sloan Consortium where he also teaches in their online teacher certification program. He directs a Next Generation Learning Challenge grant exploring Mobile Enhanced Inquiry Based Learning (MEIBL) in STEM lab settings working with two other universities and is participating in the Next Generation Learning Challenge Breakthrough Models Academy to develop more efficient models of delivery in Higher Education. He received Doctorate in Educational Ministry at the Southwestern Baptist Theological Seminary in Ft. Worth, 2006 and is currently a PhD student at Nova Southeastern University in Computing Technology in Education.

Shelley A. Jackson spent 10 years working as a school counselor prior to becoming a counselor educator in 1997. Since 1997 she has worked as a play therapist in addition to teaching full-time in traditional land based universities. Dr. Jackson has published in the areas of school counseling, expressive arts therapy, and counselor supervision. Her research and contributions to the literature in the area of bibliotherapy and counseling with children have been cited frequently. Dr. Jackson’s approach to teaching is student centered. She is mindful of the interaction between student’s professional selves and their personal selves. She believes that who you are as a person, is part of who you are as a counselor, therefore, her own personal interests follow closely to her professional interests. She has received grants to fund her research including a current study about the use of mobile learning devises in higher education. She works as a core faculty member at Walden University in the Counselor Education and Supervision program and is experimenting with providing online supervision to doctoral students using mobile technologies and expressive arts.

Yusuf Kalyango Jr., Ph.D., is Director of the Institute for International Journalism and Associate Professor of Journalism in the E. W. Scripps School of Journalism at Ohio University. Kalyango is author of African Media and Democratization (Peter Lang, 2011), book editor of Why Discourse Matters (Peter Lang, 2013) and published more than a dozen peer-reviewed journal articles and three scholarly book chapters between 2009 and 2012. His research focuses on comparative political communication, media and democratization, conflicts and crises, and public opinion. He is a recipient of several top research awards at major international academic conventions and national journalism conferences.

Ross (Kryp) Kendall lives in Auckland with his beloved partner. He lectures in Ethics, Research Methods and Sustainable Business Practice. As well as continually seeking ways to make students’ learning experiences more rewarding, he is also engaged in designing innovative blended learning delivery. His research includes Lacanian psychoanalytic investigations of andragogy and heutagogy. Ross is a prolific poet, painter and photographer, and a passionate cyclist.
Nilgun Ozdamar Keskin was graduated from Anadolu University, Department of Computer Education and Instructional Technologies in 2000. She did doctorate at Anadolu University Educational Sciences Institution in 2011. She served as visiting researcher at University of Central Florida (2009-2010), and as research assistant at Anadolu University (2005-2012). She still continues to serve as assistant of professor at Anadolu University. She has international and national articles on mobile learning, massive open online course (MOOC) and open and distance education. She got a best paper award at mLearn Conference 2011 in China. Also, she is currently managing an international project on mobile learning supported by British Council. She is interested in mobile learning, e-learning, open and distance education, and instructional design. More information at: http://home.anadolu.edu.tr/~nozdamar/default_ing.html.

Min Liu is Professor in the Learning Technologies Program in the College of Education at the University of Texas at Austin. Her teaching and research interests center on educational uses of new media and other emerging technologies, particularly the impact of such technologies on teaching and learning; and the design of new media enriched interactive learning environments for learners at all age levels. Her current R&D projects include studying the design and effectiveness of immersive, rich media environments on learning and motivation, examining the affordances and constraints of using mobile technologies in teaching and learning, and use of Web 2.0 tools to facilitate instruction.

Erin Maradiegue graduated from the Learning Technologies Program at the University of Texas at Austin with a Masters degree in 2012. Her research interests include mobile technology in teaching and learning, as well as the design and use of media in professional development. She currently works for Booz Allen Hamilton as an instructional designer. Previously, she has worked for the Petroleum Extension Service as an instructional designer at the University of Texas at Austin, creating trainings for the oil and gas industry.

Nicole B. Masek, MA began her career as a preschool teacher in California in 1996. After a decade of service, and graduating Magna Cum Laude with a Masters degree in Education Leadership & School Policy at California State University, Northridge, she moved to Dallas, Texas. She was hired by a corporate preschool organization as District Director of Enrichment Programs, increasing enrollment by 182% her first year. Wanting to fulfill her dream of earning a doctorate, she enrolled at Texas Woman’s University Early Child Development & Education PhD program. Since her enrollment in 2011, Nicole Masek has taught an undergraduate course, served as a graduate research assistant on a technology innovation grant project, was inducted into Phi Kappa Phi, and began her own consultation business, Procece.org, providing customized professional development to preschool teachers in the Dallas area, while maintaining a 4.0. She is married and has two sons, Reese and Jack.

Diana Moore is the director of online learning at New England College in Henniker, New Hampshire and a member of the graduate teaching faculty. She has taught courses in American history, thematic synthesis and research methods both online and face-to-face since 2001. Diana holds a B.A. in history with a minor in psychology from Indiana University of Pennsylvania, where she graduated magna cum laude. She has an M.S. in library and information science from Drexel University. She has an Ed.S. from Nova Southeastern University, where she is currently a Ph.D. candidate in educational technology. Her
research interests include online learning environments, mobile learning, motivation and online attrition. Originally from Philadelphia, Diana lives in New Hampshire with her husband, daughter and their dog. She enjoys reading, traveling, running, hiking, skiing, and learning languages. She is working toward fluency in French and German, and has studied Latin and Ancient Greek extensively.

**Cesar C. Navarrete** is a doctoral student in the Learning Technologies Program at the University of Texas at Austin (UT). A teaching and graduate research assistant, his research interests include emerging and innovative technology for transformative pedagogical integration in formal educational environments. Current research projects include mobile learning; game design learning with middle school students; and computational thinking in community college mathematics education. Additional interests include instructional design for student engagement in 21st century learning for the development of technology literacy in the form of creativity and innovative learning.

**Ann Orr**, Associate Professor in Special Education at Eastern Michigan University, received her doctorate in Educational Studies from the University of Michigan. She teaches undergraduate and graduate courses in assistive technology, special education, and human development. Before coming to EMU, Dr. Orr taught in a residential facility for adolescents with serious emotional impairment and as a K-5th grade teacher consultant. Her higher education teaching includes adjunct positions at the University of Michigan and Madonna University. Dr. Orr has been a co-author/co-primary investigator on several research projects, including the Michigan Department of Education’s “Project Success: Assisting Students with Disabilities to Succeed in Mathematics”. Her research agenda currently focuses on using iPads and apps in special education and speech pathology. She has published a number of articles in scholarly journals such as Learning Disabilities Quarterly and the Journal for Ethnographic and Qualitative Research. Dr. Orr is the recipient of EMU’s Distinguished Faculty Award for Teaching.

**Luis Pérez** received his doctorate in special education from the University of South Florida. His dissertation focused on the lived experiences of graduate students with visual disabilities, and his research interests include qualitative research methods, disability studies, Universal Design for Learning, and assistive technology. Luis is the author of Mobile Learning for All: Supporting Accessibility with the iPad, from Corwin Press In recognition of his accomplishments in the field of educational technology, Luis was selected as an Apple Distinguished Educator (ADE) in 2009. He is currently on the Advisory Board for the ADE program.

**Laurie Rogers** is currently serving as a consultant and developer in the research, development, and enrichment of personnel and curriculum for education-based and corporate entities. Dr. Rogers draws from her expanse of diverse roles in education and business sectors to help promote individual learning and community development in a sustainable environment. She is also involved in promoting civic duty, and is interested in local historical preservation. Dr. Rogers’ hobbies include reading, writing, music, and working with young horses. She may be contacted at Laurie.Rogers@etechinc.com or lrogers318@yahoo.com.
**Diane M. Santori**, Ed.D., is an associate professor of literacy at West Chester University of Pennsylvania. She previously taught elementary school in the School District of Philadelphia and currently teaches graduate and undergraduate courses in literacy development and supervises a reading practicum for pre-service teachers in the elementary grades. Her research interests include technology-mediated literacy learning experiences, and dialogic instruction. She has published in Language Arts and English Education and has frequently presented at local, national, and international conferences. She can be reached at dsantori@wcupa.edu.

**Firat Sarsar** is a research assistant at Ege University, Department of Computer Education and Instructional Technology in Turkey. He earned his BA and MS degrees in the Department of Computer Education and Instructional Technology in Turkey. He was awarded Fulbright Scholarship for his Ph.D. studies, and he is currently pursuing his Ph.D. in Instructional Technology at Georgia State University in USA. He was also awarded the outstanding Ph.D. Student in Instructional Technology in 2013 by College of Education at Georgia State University. He was recently elected as a President of Graduate Students Assemblym (2013-2014) of Association for Educational Communications and Technology. His research interests are motivation, online learning, mobile technologies and online feedback strategies. Some of his papers were published in different journals and conference proceedings.

**Heather Schugar** is an associate professor in the Literacy Department at West Chester University of Pennsylvania. Before earning her Ph.D. at the University of Maryland, College Park, she taught second grade in the Montgomery County Public School system in Maryland. Her research interests include children’s eReading comprehension on mobile devices as well as primary-grade students’ informational text comprehension. She has published in journals such as The Reading Teacher, Journal of Technology in Teaching and Learning, International Electronic Journal of Elementary Education, Journal of Educational Development and Exchange, and The California Reader as well as in several books. Additionally, she has presented widely at local, national, and international conferences.

**Carol A. Smith**, Ed.D., is an associate professor of literacy at West Chester University of Pennsylvania. Having formerly taught reading, language arts, and literature at the middle and high school levels, she now teaches graduate and undergraduate courses in literacy development and supervises a reading practicum for pre-service teachers of the middle grades. Her research focuses primarily on professional development of teachers for designing and implementing technology-mediated learning experiences. Her publications have appeared in the English Journal, The Reading Professor, The Reading Teacher, and the Journal of Educational Technology Development and Exchange. Current research projects include an exploration of iPad-mediated teaching and learning in diverse middle school settings. Carol also co-edits Pennsylvania Reads: The Journal of the Keystone State Reading Association, in which she helped establish a feature column exploring digital literacy and learning. She can be reached at csmith3@wcupa.edu.

**Sharla L. Snider** was a classroom teacher and library media-specialist for a period of eight years prior to her current appointment. She has been on faculty at Texas Woman’s University since 1997. Her major research interests focus on the impact of emerging technologies on the growth and development of young children, teachers, and their families. She has been the recipient of numerous University internal and external grant awards including the Corporation for Public Broadcasting and a four-year
grant funded through the Department of Education designed to better prepare pre-service teachers to use technology. As the Principal Investigator of this project, she directed an on-campus support center structured to facilitate collaboration among faculty and students while accomplishing the program goals of the initiative. Dr. Snider is an active member of numerous professional organizations including the Association for the Advancement of Computing in Education, the National Association for the Education of Young Children, and Phi Kappa Phi Honor Society. She has presented at numerous state, national, and international conferences.

**Pamela E. Walck** is a Ph.D. student at Ohio University. Before returning to graduate school, Walck spent 16 years in the newspaper industry where she held various newsroom positions including government and military beat reporting, editing and coaching staff writers. She is the recipient of several statewide press writing awards in Pennsylvania and Georgia. Her research focuses on the use of Twitter and new technology in newsrooms, historic journalism and the African-American press.

**Jennifer Wivagg** is in the process of completing her Ph.D. in Learning Technologies from the University of Texas, Austin while currently serving as Instructional Technology Coordinator at Comal ISD. Prior to this, Jennifer has worked in Texas schools since 1996 as a classroom teacher at the elementary, middle school, high school, and college levels with her most recent position prior to joining Comal ISD as Instructional Technologist for Hays Consolidated ISD. Jennifer is professionally engaged in educational research and has presented at numerous national and state conference including ISTE and AERA. Her research interests are focused on how students and teachers use mobile devices for instruction in the K-12 classroom.

**Lindsay Woodward**, Iowa State University. Lindsay Woodward is a doctoral candidate in the School of Education at Iowa State University. Previously, Lindsay taught high school English in Lansing, NY and was an instructional support specialist for the Athens-Clarke County School District in Athens, GA. She works as a research assistant in the literacy program and teaches literacy methods and assessment courses for both undergraduate and graduate students. Lindsay’s interests include technology use in adolescent literacy instruction, preparing pre-service literacy teachers to use technology, and supporting practicing literacy teachers’ use of technology through professional development. Her work to date has focused on how teachers choose digital and non-digital tools to accomplish specific learning objectives and how pre-service English teachers use and evaluate digital texts for use in the classroom.