About the Contributors

Zongkai Yang is Professor and the President of Central China Normal University. Dr. Yang’s awards and honors include the Chairman of ISO/IEC SC36 WG6, Responsible expert for “educational information reform and development strategic planning” (Ministry of Education, China), Responsible expert for “E-education public service demonstration project”, (Eleventh Five-Year State Science and Technology Supporting Plan), Expert panel leader of educational informatization research group (2020 China education outline), and National Baiqianwan Talent Project Award.

Harrison Hao Yang is Professor in the Department of Curriculum and Instruction at State University of New York at Oswego, USA. He also holds a Distinguished Adjunct Professor at Central China Normal University, China. Dr. Yang’s research specialties include assessment and e-folios, distance/flexible education, information literacy, information technology diffusion/integration, learning theories, issues and trends on vocational-technical education, and Web/learning communities. Dr. Yang is the recipient of the SUNY Oswego President Award of Teaching Excellence (2006).

Di Wu is Professor in the National Engineering Research Center for E-Learning at Central China Normal University. Dr. Wu’s research interests include E-learning technology standard, education information technology standard, E-learning resource management and service, and education informatization strategy.

Sanya Liu is Professor and Deputy Director in the National Engineering Research Center for E-Learning at Central China Normal University. Dr. Liu’s research interests include Computer applications, artificial intelligence, education, and information technology.

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Essa Alfahel is with Al-Qasemi Academic College of Education, Achva Academic College of Education, and Kaye Academic College of Education, Israel. He has an MA degree in Educational Management, an M.Sc. degree in Biophysical Chemistry, and a PhD degree in Biophysical Chemistry from Ben-Gurion University. Essa Alfahel is a coordinator of projects and member of committees that deal with the process of practice teaching at schools, and with planning and founding centers for the professional development of science teachers. Dr. Alfahel’s research interests include teachers’ education in general, science teachers’ education in particular and factors that influence teachers’ practice at school. Specifically, he is interested in the influence of introducing new technological tools into the schools, among which is the interactive board.
Alia Carter is the program coordinator for the project “Integrating Computing across the Curriculum” at the University of Alabama at Birmingham funded by the National Science Foundation. She has over five years of research and development experience from the Massachusetts Institute of Technology and the University of Arizona in chemical engineering and biology. Passionate about incorporating science, technology, engineering, and mathematics in the classroom, Ms. Carter uses her knowledge of practical scientific application to design unique learning opportunities and curricula for elementary teachers and students.

Shelia R. Cotten is a Professor in the Department of Sociology at the University of Alabama at Birmingham. Beginning August 16, 2013, she will be a Professor in the Department of Telecommunication, Information Studies, and Media at Michigan State University. She studies technology use across the life course and the educational, social, and health impacts of this use for varying social groups. Her work is currently funded by the National Science Foundation and the National Institute on Aging. Her research has been published in *Computers and Human Behavior, Computers and Education, Social Science & Medicine, Journal of Applied Gerontology, Journal of Family Issues, CyberPsychology & Behavior,* and many others. From August 2012 – August 2013, she was the Chair of the Communication and Information Technologies section of the American Sociological Association.

Wajeeh Daher is a senior lecturer and department chair at Al-Qasemi Academic College of Education and an associate professor at An-Najah National University. He has academic degrees in mathematics, mathematics education, technological education, economics, and accounting. His PhD is from Haifa University and is in the field of Web-based mathematics education. Dr. Daher’s research interests include technology in education, alternative teaching methods of mathematics, distance learning, and teachers’ education. His articles probe the use of technology in the classroom, the integration of history in the mathematics classroom and the use of literature and language in mathematics lessons. Some of his latest articles examine the potentialities lying in using Web 2.0 applications, as well as the mobile phone in mathematics education.

Melanie G. Davenport is Associate Professor in Ernest G. Welch School of Art and Design at Georgia State University. After several years in the classroom in Fulton County public schools as an elementary art teacher and adaptive art specialist, Davenport earned her PhD in Curriculum and Instruction at Indiana University in 2001, and after a stint working in the University System of Florida, happily returned to her hometown of Atlanta to accept a position at Georgia State University in 2007. Her research interests include international-comparative art education, intercultural art education, gerontology, media literacy, and visual culture art education. Her global experiences include teaching in Japan and Mexico, working with indigenous students and urban populations, and serving as a World Councilor for the International Society for Education through Art (2008 – 2011). She currently serves on two editorial boards, and presents and publishes nationally and internationally on intercultural and global education.

Gail Fitzgerald is Professor in the School of Information Science and Learning Technologies at the University of Missouri. Dr. Fitzgerald received her Ph.D. in education from the University of Iowa and completed a post-doc fellowship in special education technology at the University of Kentucky. She has extensive clinical experience working with children with significant disabilities at the University
of Iowa Child Psychiatry Service and preparing instructional designers and researchers in educational technology at MU. Dr. Fitzgerald has directed a series of Office of Special Education Programs and Institute for Education Science research grants from which she has published extensively on computer applications in special education, multimedia case-based instruction in teacher education, and EPSS for students and teachers.

**Philip Alan Gibson** is a medical sociologist whose primary interests include mental health and social inequality. He is a doctoral student at the University of Alabama at Birmingham, where he is currently researching the effects of social roles and contexts on health behaviors and mental health outcomes. His previous academic career includes a Master's Degree in Public Administration from the University of Alabama at Birmingham and a BS in Psychology from Birmingham-Southern College. He most recently served as a research assistant managing and analyzing data for a National Science Foundation funded study of technology interventions in an inner city school system.

**Elisa Gopin**, M.E.T., is an educational game designer with a passion for STEM-focused games. After a decade as a technology project manager, she decided to focus her career on educational projects and started Lifelong Learner, an educational consulting company (http://www.lifelong-learner.com/). She currently consults on development of learning games and creates training modules for teachers on tech integration in the classroom. She also teaches Digital Storytelling and Game Making classes to middle school students and is always experimenting with ways technology can help kids use their brains in creative ways. Her articles have been published on numerous educational sites, including Edudemic and BrainPOP Educators.

**Niki Y Guo**, PhD from Department of Educational Technology at East China Normal University, is an assistant professor in the College of Education at Zhejiang University. Her research interests include educational data mining, social computing, and future learning environment.

**Xiangyang He** is a doctoral student of the College of Educational Information Technology at Central China Normal University. His research interests include Educational technology and educational informatization.

**Brad Hoge** is Associate Professor of Natural Sciences and Science Education in the Department of Natural Science at the University of Houston – Downtown. Dr. Hoge is also Director of HUNSTEM (Houston Urban Network for Science, Technology, Engineering, and Mathematics). He received his PhD from Rice University in 2004; his BS from Centenary College in 1985; post-baccalaureate teacher certification from Louisiana State University in 1987; and a MEd in curriculum and instruction from Texas A&M University in 1989. Dr. Hoge has taught every age level, and was Science Curator at the Children’s Museum of Houston where he was curator for the Magic School Bus Inside the Earth Travelling Exhibit. Dr. Hoge has been at UHD for the past 10 years. Dr. Hoge became involved with NCE through the Greater Houston Partnership Energy Workforce Committee. Dr. Hoge serves as liaison between the Houston Independent School District, Tietronix, Inc., and numerous sponsor organizations.
Jennifer Howell is a Senior Lecturer in the School of Education at Curtin University and is coordinator of the secondary pre-service teacher education programs. Dr. Howell teaches instructional technology units in the undergraduate, postgraduate, and offshore programs. She supervises a number of Higher Degree Research students and is the Chair of Committees for PhDs, EdDs, and M. Phils in the School of Education. She is an active researcher in the area of emerging technologies, Web 2.0, electronic research methodologies and the transition into the profession. Currently she has research projects concerned with the use of Web 2.0 social networking sites within higher education, LEGO Robotics in Prep-Yr1 classes, building ICT capacity within pre-service teachers, and the transition into the profession by beginning teachers.

Mei Wu Hoyt is an Assistant Professor of Curriculum and Instruction in the Department of Teacher Education and Administration at the University of North Texas in Denton, Texas. Her research focuses on digital media and curriculum, embodied learning, curriculum studies, and teacher education. Dr. Hoyt had been an assistant editor for the *Journal of Curriculum and Pedagogy* for five years, and currently she is the Communication Chair for the Confucianism, Taoism, and Education Special Interest Group of the American Educational Research Association (AERA). She extensively uses multimedia and online collaboration in her teaching and work, promoting digital proficiency among her pre-service and in-service teachers. Her scholarship includes journal articles, book chapters, podcasts, video productions, and numerous national and international conference presentations.

Kevin Hsieh joined the Art Education team at the Georgia State University in 2008. Before he joined the Ernest G. Welch School of Art and Design at the GSU, Dr. Hsieh interned as a research assistant under the Department of Eastern Asian Art at the Philadelphia Museum of Art in 2006. He taught art at the Si-Wei Elementary School for six years in Kaohsiung City, Taiwan. Dr. Hsieh received his Ph.D. in art education from the Pennsylvania State University in 2008, MFA in art history and BA in visual art education from the National Ping-Tung University of Education in Taiwan. He was awarded Georgia Art Education Association’s Higher Education Teacher of the Year in 2012. His research and teaching interests include: interdisciplinary art education, Chinese art history (Northern Song Dynasty landscape painting), museum education, art administration, and instructional technology in art education. He presented his research articles and papers both in the U.S. and overseas. His research articles were published in several research journals, such as *Art Education, Museology Quarterly, Humanities and Social Sciences Research, Journal of Fine Arts, and Journal of Liberal Arts and Social Sciences*. His works are shown both nationally and internationally.

Jackie HeeYoung Kim, Ed.D., is an assistant professor at Armstrong Atlantic State University in Savannah, GA, where she has taught online classes and childhood education courses for the past six years. She taught technology integration courses for pre-service teachers at State University of New York Cortland for two years before joining AASU in 2007. Her publications related to technology integration in the classroom have appeared in numerous professional journals and she has given many presentations at professional meetings. She enjoys Southern living, writing, and teaching in coastal Georgia.
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Kevin A. Koury, Ed.D., is the Dean of the College of Education and Human Services and Professor at California University of PA (Cal U). He is a co-developer of the KidTools/KidSkills support system. He worked with colleagues Fitzgerald and Mitchem on the federal grant projects from the Office of Special Education Programs and the Institute for Education Science. Currently his research interests include providing quality feedback in online teaching and continuing the development of online support applications for inefficient learners. He is involved in redesign of the Professional Development School project at Cal U and has presented nationally on that project.

Alex Kumi-Yeboah, Ph.D., received his bachelor’s degree in social studies education from the University of Cape Coast, Ghana, and M.A.T. (Masters of Arts in Teaching) in social sciences education from University of South Florida, Tampa. He received his PhD in curriculum and instruction with emphasis in adult education from University of South Florida. Kumi’s areas of research include multicultural education, teacher education preparation, literacy studies, distance, online, and blended learning, and transformative learning. He is a former high school teacher in Pasco County-FL and currently an assistant professor of education at Dalton State College, Dalton Georgia.

Alper Tolga Kumtepe received his M.A and Ph.D. degrees in the Program of Early Childhood Education at Florida State University, USA. His research mainly focused on math and technology in early childhood education and gifted education. He is currently working as an assistant professor at the College of Open and Distance Education, Anadolu University, Turkey. He has been teaching various courses in the field of early childhood education both at the undergraduate and graduate levels.

Evrim Genc Kumtepe received her Master and Doctorate degrees in the Program of Science Education at Florida State University, USA. She also holds a minor degree from the Program of Measurement and Statistics. Her primary research interests include science and technology in early childhood education and distance education. She is presently working as an assistant professor at the College of Open and Distance Education, Anadolu University, Turkey. She has been teaching science education courses in the field of early childhood and also statistics and research method courses both at the undergraduate and graduate levels. She currently serves as the Coordinator of Distance Science Education Practicum Courses at the Anadolu University.

Narelle Lemon is a Senior Lecturer at LaTrobe University, Melbourne, Australia. Dr. Lemon has published extensively in image-based research, honoring young peoples’ voice, Arts Education and reflective practice in peer reviewed journals and book chapters. She has an interest in narrative inquiry and arts based methodologies. She has also been inquiring into the value of social media in teacher education to support professional networking and communities of practice. As an early career researcher, she has been a project leader on several grants including an Office of Learning and Teaching 2013 project titled “Using Video to Improve Pre-Service Teacher Understanding of Children Under Three: Renewing the Curriculum” with Griffith and Deakin universities. Dr. Lemon was awarded the Early Career Researcher International Travel Award by RMIT University, Research Support and Performance Research and Innovation Portfolio for 2013.
Robert Leneway is an Associate Professor of Educational Technology in the Educational Leadership, Research and Technology Department, College of Education and Human Development at Western Michigan University. He earned a DPA in Public Administration and an M.A. from Western Michigan University, and an M.A. and B.A. degree from Michigan State University. Dr. Leneway teaches Educational Technology courses including Advanced Instructional Technologies, Planning and Administration of Education Technology, Educational Technology Academy on Adobe digital communication and Web development application products. His research focuses on school leadership, and advanced instructional technologies especially related to the use of Adobe digital and communication applications in the classroom. Dr. Leneway is an Adobe Educational Leader and spent over twenty years as a teacher and an educational technology consultant for Michigan Dept of Education. In 2006, he was named Michigan Technology Using Educator of the Year by the Michigan Association of Computer Users in Learning (MACUL).

Yan Li, PhD from Department of Agricultural Education at Texas A&M University, is an associate professor working at Institute of Educational Technology, College of Education, Zhejiang University. Her research interests include distance education, ICT education, media education, technology integration in education, diffusion of educational innovations, etc. Her publications include more than thirty academic journal papers and four books in area of educational technology. During April-July, 2009, she visited University of Florence, Italy, and conducted research work in area of media education. In 2011, Dr. Li was awarded as “Distinguished Young Scholar” of Zhejiang University. In 2013, Dr. Li was awarded as “Distinguished Young Social Science Scholar” of Zhejiang Province.

Sisi Liu is a master’s candidate of educational technology of Central China Normal University, China. Her research interest is application of digital media in education.

Susan McDonald is a Lecturer in the School of Education at Curtin University. Dr. McDonald specializes in mathematics education and learning theory. She is an active researcher in the areas of digital technologies (early years through to higher education), teacher preparation for mathematics teaching, and the identity formation of educators in prior-to-school settings. She maintains currency with in-service teachers by providing professional development workshops in regards to primary school mathematics content and pedagogy.

Michael S. Mills is currently an Assistant Professor of Teaching and Learning at the University of Central Arkansas (UCA). He has served nineteen years as a public high school teacher, literacy specialist, and university professor. His focus for the last decade has been on literacy development and the practical uses of educational technology, particularly on using collaborative tools to better engage students and to design strategies for effectively integrating mobile devices in the classroom.

Katherine Mitchem, Ph.D., BCBA-D, is Professor and Edith L. Trees Endowed Chair in the Department of Early, Middle, and Special Education at California University of Pennsylvania. She has published widely in the areas of self-management, professional development, multimedia case-based instruction, and electronic performance support systems. In a long-term collaboration with Dr. Gail Fitzgerald, University of Missouri, and five federal grants, they have developed and field tested multimedia case based instruction and a family of Electronic Performance Support Software (EPSS) that integrate
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evidence-based practices in content free and interactive software to support the effective inclusion of students with disabilities in general education classes and their transition to postsecondary education. Dr. Mitchem is currently exploring the use of Filemaker Pro to develop mobile apps that incorporate video, self-monitoring and dynamically graph progress of the individual.

LaToya J. O’Neal is a doctoral candidate in Medical Sociology at the University of Alabama at Birmingham. Her research interests are in the general area of social inequality with a specific interest in cumulative disadvantage, psychosocial development, and student success. With a background in career counseling and community mental health, Ms. O’Neal’s passion lies in determining the impact of developmental psychopathology on the long term outcomes of youth. She currently serves as project manager for the National Science Foundation funded project, Integrating Computing across the Curriculum. She has over seven years of research experience, including educational and health-based research.

Maria Ranieri, PhD in “Telematics and Information Society,” is an Aggregate Professor of Educational Methods and Technology at the Department of Education and Psychology, University of Florence (IT). Since 2001, she has been working in the field of educational technology, technology-enhanced learning, and e-learning. Her main research areas include theory and methodology relating to media and technology in education, as well as work around teachers’ practices and students’ learning. She is currently investigating the interplay between mobile learning and social networking in formal and informal contexts of learning. Her publications include some more than thirty papers/chapters on these topics and four books on learning methods and technologies. She is member of SIRD (Italian Association of Educational Research) and of the executive council of MED (The Italian Association of Media Education).

Nagayuki Saito is a former Policy Analyst of OECD, Directorate for Science, Technology and Industry, Special Appointment Senior Research Fellow of Ministry of Internal Affairs and Communications (MIC), Institution for Information and Communication Policy and visiting researcher of Aoyama-Gakuin University Human Innovation Research Center. He is a part-time teacher of Aoyama-Gakuin University Department of Education, Psychology and Human Studies. He graduated from a Doctorate Program of Keio University Graduate School of Media Design (PhD. Candidate in Media Design) and acquired master’s degree at the Master’s degree of Economics at Chuo University Graduate School, International Public Policy. He is also a committee member of the Committee for Information, Communications and Consumer Policy Division, Working Party on Information Security and Privacy in OECD. His research theme is about making a safer Internet environment for the youth, which focuses on awareness education, making collaborative e-learning system based on theory of social constructivism; information and communication policy.

Zachary Simoni is a graduate student at the University of Alabama at Birmingham. Zachary’s research lies in the areas of medicalization, health disparities, and technology integration. His thesis, titled “Riches and Ritalin Romance: A Multivariate Analysis of ADHD Medication Rates and Socioeconomic Status,” investigates the role of social class and receiving medication for ADHD. He is currently writing his dissertation that studies classroom management strategies utilized by teachers and the medicalization of ADHD. Zachary is contracted as a research assistant for a NSF funded research project “Integrating Computing Across the Curriculum” (ICAC). Through this project, he helps integrate technology in the Birmingham City school system. He is trained in quantitative and qualitative methods and hopes to work conducting research and teaching.
Kristi Stringer is currently a PhD student at the University of Alabama at Birmingham (UAB). Kristi’s independent research is focused on the health related consequences of stigma and discrimination, specifically as it relates to HIV and substance abuse treatment. Her dissertation, titled “Substance Abuse Stigma and Engagement in HIV Care,” is inspired and informed by her community outreach experiences aimed at improving the welfare and lives of substance using people living with HIV. Kristi has devoted her academic career to understanding how labels and stigma act as treatment barriers for this population.

Xuejun Wang is a doctoral student of the College of Educational Information Technology at Central China Normal University. Her research interests include Educational technology and educational informatization.

Leticia S. Watkins is the Assistant Program Coordinator for the Integrating Computing across the Curriculum project, funded by the National Science Foundation, at the University of Alabama at Birmingham (UAB). An alumnus of the graduate medical science program at UAB, Ms. Watkins is experienced in scientific research methodologies in industry and academia. Her past research has included the effects of genetic diversity on immune responses, with co-author publications in the *Journal of Immunology* and *Journal of European Immunology*. Passionate about student development, she currently applies her knowledge of research and development to aid in science and technology exposure to students and teachers in Birmingham City schools.

Caiping Xiong is Professor in the College of Educational Information Technology and in the National Engineering Research Center for E-Learning at Central China Normal University. Dr. Xiong’s awards and honors include the executive member of the information technology education professional committee of primary and secondary schools of China education technology association, the executive member of the institute of China Computer-Based Education, responsible expert for projects of “The New Century Talents Program” (2007) (Ministry of Education, China) and the National Natural Science Foundation (2005, 2012) (China), Excellent Achievement Award of Humanities and Social Science Research (2013) (Ministry of Education, China). Dr. Xiong’s research interests include Educational technology, educational informatization, education management and policy, etc.

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Mingzhang Zuo, Ph.D, is a professor of Educational Technology and the Associate Dean of the College of Educational Information Technology, Central China Normal University, China. His research interests include basic theory of educational technology, educational technology policy, education informatization strategy and application of digital media in education. His recent works focus on the applications of information technology in K-12 schools.