About the Contributors

Ġorġ Mallia is on the staff of the Faculty of Media and Knowledge Sciences, University of Malta. He holds a Ph.D. in Instructional Technology from the University of Sheffield, UK. He specializes in Print and Presentation Media, Graphic Communications, Personal Communications and Branding, and Instructional Design and Technology (particularly Transfer of Learning). His main areas of research are Social Network and New Media Technology impacts on the individual and in education. He also researches the storytelling techniques of graphic narrative. He has presented at international conferences and published extensively in both of these areas. Dr Mallia is one of the organisers of the annual International Conference on Information Communication Technologies in Education (ICICTE). He has lectured in a number of countries, particularly at the Universities of Lund and Malmö in Sweden. Outside his academic work, he is a published children’s author, illustrator and cartoonist. From 2005 to 2013 he was the chairman of the Maltese National Book Council.

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Wajeehah Aayeshah has been teaching Media and Communication courses, part-time, for 4 years at the Swinburne University of Technology, Melbourne, Australia. Before becoming an academic, she experimented with journalism and worked as a journalist in Pakistan. She has also been involved in documentary making. She has spent some time in New Zealand and now lives in Melbourne. Her Ph.D. study examines the use of games in journalism education. Her research interests include: Media and Journalism Education, Alternate Reality Games, Education Technology and Social development.

Glenn Auld is a Senior Lecturer in Language and Literacy at the School of Education, Deakin University, Melbourne, Australia. Auld researches and teaches in the areas of language, literacy and new media within the field of education. He has explored Indigenous children’s interactions at home around touch screen computers and has worked with community members to develop computer mediated talking books in their minority language. Glenn was the inaugural winner of the Betty Watts Award for research in Indigenous Education from the Australian Association of Researchers in Education. The study and application of ethical practices is a fundamental concern when working with Indigenous children and consequently has been a drive in the development of his chapter.
Nimer Bay’a is a senior lecturer and computer consultant at “Al-Qasemi” Academic College of Education – Baqa El-Gharbiah, Israel. He is also the supervisor of computers in the Arab schools in the Ministry of Education in Israel. Nimer Bay’a worked previously as a senior lecturer & chair of computer science department at The Academic Arab College for Education in Israel – Haifa. He was an assistant professor in the Department of Mathematics and Computer Science at the American University in Washington DC between the years 1985 and 1988. His current research focuses on using ICT, cellular phones, Facebook, and history in teaching mathematics. He received his doctorate in mathematics education in 1985 and his M.Sc. in computer science in 1988 from The American University in Washington DC. His Masters in mathematics and mathematics education he received in 1982 from the University of Haifa in Israel.

Saba Bebawi is a journalism and media researcher with research interests in the role of media in democracy-building, and media power. Saba holds a Ph.D. on the topic of international news and alternative representation from the University of Melbourne, an M.A. in media policy for community radio from Queensland University of Technology (QUT), and an M.A. in Communications from Monash University. She has had practical experience as both a broadcast and print journalist within Australia and internationally since 1995. She was a broadcaster/producer for Radio Jordan English service for four years. She also worked on a contract basis for CNN, World New Events (USA), and Dubai TV. In Australia she worked at 3ZZZ Melbourne Ethnic Community Radio, a consultant for SBS, and is a certified radio trainer. Dr Bebawi has previously held academic positions at Monash University in Australia and Zayed University in the UAE. She is currently a lecturer in Journalism at Swinburne University in Melbourne.

Lisa A. Best is an Associate Professor and Director of Graduate Studies in the Department of Psychology at the University of New Brunswick in Saint John, New Brunswick, Canada. She received her Ph.D. in psychology from the University of Maine. She teaches undergraduate courses in the history of psychology, research methods, perception, and cognitive neuroscience, and runs graduate seminars in biological psychology, individual differences, and statistical methods. Her current research interests include graphical perception and cognition, history of scientific data analysis, addictive behaviours, and the scholarship of teaching and learning. She has co-authored refereed articles and book chapters and presented at national and international conferences in all of these areas.

Philip Bonanno graduated from the University of Malta (UoM) as a Science teacher with a B.Ed (Hons) in 1982. He obtained a MPhil in Instructional Design in 2001 from the Centre for Communication Technology, UoM. Since 2006, he has been a full-time lecturer in Technology-Enhanced Learning at the Faculty of Education, UoM. He holds a doctorate (Summa Cum Laude) in Instructional Psychology and Technology from University of Joensuu, Finland. His Ph.D. His thesis was “A Process-Oriented Pedagogy for Game-Based Learning.” He is a member of the academic team for the Programme in Technology-enhanced learning, Faculty of Education, UoM; coordinator of the Post-graduate Diploma in Technology-Enhanced Learning; co-ordinator of the EU Grundtvig project (2007-09) PAVE: Promoting Audio-Visual Education. His research interests are: Educational Technology, Technology-Enhanced Learning, Process-Oriented Pedagogical Models, Game-Based Learning, Technology-Enhanced Creativity Support Systems, Instructional Psychology, Innovation Management, Professional Development of Teacher Educators, and Digital citizenship.
James Braman is a Lecturer in the Department of Computer and Information Sciences at Towson University. He earned a M.S. in Computer Science in 2006 and is pursuing a D.Sc. in Information Technology. James serves as joint editor-in-chief for the Institute for Computer Sciences, Social Informatics and Telecommunications Engineering (ICST) Transactions on E-Education and E-Learning along with Dr Vincenti. He has published several edited books, the most recent being, *Multi-User Virtual Environments for the Classroom: Practical Approaches to Teaching in Virtual Worlds*. He has been involved in virtual world research for several years, along with providing consulting and research services for businesses and organizations using virtual worlds and augmented reality. He has also published numerous research articles related to affective computing, intelligent agents, computer ethics and education in virtual and immersive environments.

Tharrenos Bratitsis is an Assistant Professor at the Early Childhood Education Department, University of Western Macedonia, Greece. He teaches Informatics, emphasizing the development and evaluation of Educational Software. His research interests include ICT applications in Education, focusing on Web 2.0, GBL, CSCL, Distance Learning, Digital Storytelling, and Interaction Analysis. Over the past 5 years he has published over 75 papers on Technology Enhanced Learning at conferences, in journals, and in collected volumes.

Diane Buhay is a librarian at the University of New Brunswick in Saint John, New Brunswick. She received her Bachelor of Science degree from the University of Waterloo, her Doctor of Optometry degree from the University of Waterloo, and her Master of Library and Information Science degree from University of Western Ontario. She is a regular contributor to a first-year course designed to help student adjust to university, is an active member of an Excellence in Teaching Committee, and is interested in examining effective teaching and learning styles as they apply to information literacy instruction.

Josip Burusic is a senior research associate at the Institute of Social Sciences Ivo Pilar in Zagreb, Croatia, and the Head of the Centre for Knowledge, Education and Human Capital Research. He is also an associate professor at the Department of Psychology in the Centre of Croatian Studies and the course leader at the Zagreb School of Economics and Management. He graduated from the Department of Psychology at the University of Zagreb in 1999, and received his Ph.D. at the University of Zagreb in 2003 with a thesis titled “Individual Differences and Self-presentation Styles.” His main research interest is in personality psychology, educational psychology, and research methodology. He is the author or co-author of more than 40 peer-reviewed journal articles, book chapters and conference proceedings. His influential publications are related to educational evaluation and the quality of primary schools in Croatia, in which he, along with his research team, provided a model for primary school evaluation and investigated the determinants of school quality and school effectiveness in Croatia.

Leonard Busuttil is an assistant lecturer at the Faculty of Education, University of Malta, and a Ph.D. candidate at University of Sheffield, UK. Leonard worked for over ten years in industry as a software development trainer before entering academia. His current research is focused mainly on applications of information and communication technology in education with a focus on Web-based and game-based learning.
Vanessa Camilleri is part of the academic staff at the Faculty of Education, University of Malta. Her lecturing expertise and experience is mostly in the area of Educational Technologies. Her main research interests lie in the fields of virtual worlds and games for serious applications, online learning, social networking in education, learning analytics, and emerging technologies for learning. Her publications in the area are indicative of the interdisciplinary nature of educational technologies, as underlying pedagogies and educational theories provide the foundations for research using a number of technology-based modalities. Vanessa Camilleri is currently completing her Ph.D. studies in the field of virtual worlds and education amongst pre-service teachers, exploring elements of social collaboration and connection between individuals in the 3D immersive environment.

Marko Ćirović was born in 1984 in Kraljevo, Serbia. He works as a teaching associate at the University of Belgrade – Faculty of Organizational Sciences. He lectures in Environmental Management, Eco Marketing, Design for Environment and Environmental Quality System. He graduated with a degree in Management in 2010, and got his masters degree in 2012. He is currently pursuing doctorial studies at the University of Belgrade. Marko Ćirović has published more than 20 papers in journals and conference proceedings His area of interest includes: environmental management, eco marketing, environmental education, sustainable development, and debate.

Wajeeh Daher is a senior lecturer and department chair at Al-Qasemi Academic College of Education and an associate professor in the educational sciences faculty at An-Najah National University. He has academic degrees in mathematics, mathematics education, technology in education, economics and accounting, and Arabic language. His Ph.D. dissertation is on Web-based mathematics education and treats a semiotic evaluation of Web-based mathematical texts. His research interests include alternative methods to teach mathematics, and technology in mathematics education in particular, and in education in general. His recent publications study the use of technological tools in education: spreadsheets, applets, midlets, and interactive boards.

Julie Delello is an Assistant Professor in the College of Education and Psychology at The University of Texas at Tyler. She received her Ph.D. in Curriculum and Instruction with a specialization in science and technology from Texas A&M University. Her areas of focus include disability studies, visual media technologies, and social media platforms for authentic learning. Dr. Delello helped to design virtual science museums in conjunction with The Chinese Academy of Sciences, Computer Network Information Center in Beijing, China. In addition, she has won several grants and teaching awards including a National Science Foundation Grant, the Golden Apple Educator Award, and the 2012 University of Texas at Tyler-Kappa Delta Pi Teacher of the Year Award. She was also the invited guest speaker at the United States Department of State Eleventh Annual Joint U.S.-China Joint Science and Technology Commission Meeting on the efforts of expanding the scientific and educational ties between the U.S. and China.
Evriklea Dogoriti is a Ph.D. student at the University of Ioannina, Laboratory of New Technologies and Distance Learning, School of Education, Department of Early Childhood Education. She graduated in English language and literature from the University of Athens in 1990. She was conferred a Masters’ degree in English language and Literary Translation from the University of Essex, UK in 1992. Since then she has been teaching in the Technological Institute of Epirus, Department of Applied Foreign Languages in Management and Commerce and also in her own private language Institute. She has participated in ICT for ELT conferences in Greece and also in many European countries.

Petrina Dorrington recently returned to study as a mature-aged student for an Arts degree after a scholarship to Stanford University to undertake an Executive Program for Non-Profit Leaders sparked her desire to pursue an academic education. For more than 10 years, Petrina was Executive Director at Kids Under Cover, an organisation that works to prevent youth homelessness, until she stepped down in 2007. Petrina continues on as a Director of Kids Under Cover and remains actively involved. She has a background in Hospitality and Tourism in Victoria and Queensland and has been responsible for the development of marketing and promotional strategies and operation of the regional tourism authority. As well as being a very keen student at the Open University, Petrina works in the government and not-for-profit sectors.

Alfreda Dudley is currently a Clinical Assistant Professor in the Department of Computer and Information Sciences at Towson University. She currently teaches the computer ethics, cyberlaw, database, and information technology courses in the department. Dr. Dudley’s research areas include: information technology, computer ethics, computer security, virtual technologies, and computer education with an emphasis on the application of ethics in augmented reality and virtual worlds. Dr. Dudley has published numerous journal articles, book chapters, and conference proceedings related to the application ethics in computing environments. Her other interests and pursuits include research involving underrepresented populations in the STEM area (specifically in the computing areas).

Nikleia Eteokleous holds a Ph.D. in Educational Administration with emphasis on Educational Technology (confirmed 2004), M. Ed in Instructional Systems with emphasis on Educational Technology (2003), M. Ed in Educational Administration (2002) from the Pennsylvania State University, and B.A. in Public Administration and Management with emphasis on Finance (2001) from the University of Cyprus. She currently holds the position of a Lecturer in Educational Technology at the Department of Primary Education at Frederick University. Her research interests are: technology integration in the educational practice, such as computer applications, Internet tools (Web 2.0 tools, educational networking), educational software (i.e. Inspiration, Multimedia Builder), and mobile devices; and teacher education and technology. She is also involved in research activities related to open and online distance learning, and the integration of robotics in the educational practice.
**About the Contributors**

**John Fenn** is an Assistant Professor in the Arts and Administration Program at the University of Oregon’s School of Architecture and the Allied Arts, where he coordinates the Media Management area of concentration for the Master’s degree offered by the program. He holds a Ph.D. in Folklore and Ethnomusicology from Indiana University (2004), and has conducted field research on popular music and youth identity (Malawi), folks arts and material culture (Southern Indiana, the Pacific Northwest), and the cultural history of African American communities in Eugene/Springfield. He has also explored the intellectual history of public sector ethnomusicology, primarily via the commercial recordings released on Folkways by Laura Boulton. Current research projects include work on pedagogy and media, cultural and artistic entrepreneurship, and public engagement through arts.

**Shari Foley** was certain she wished to teach high school and majored in English Literature at McGill University. Upon completion of her B.A. with honours, she went on to earn her B.Ed. at the University of New Brunswick. In 1998, Ms. Foley accepted a teaching position at Bayside Middle School in Saint John, New Brunswick, and enjoyed working with the younger students so much that she abandoned her plans to teach high school. Fifteen years of teaching experience later, she has witnessed the burgeoning and ever-changing use of technology by Millennials. Parts of the data she collected for this project were presented at International Conferences for Information Communication Technologies in Education in 2011.

**Signe Gurholt** (BA, MEd) teaches Technical Writing/Communication courses in the Engineering Technologies Department at the New Brunswick Community College (NBCC). In 2013 she was re-elected as the Faculty representative for a second 3-year term on the NBCC Board of Governors, which oversees the six anglophone campuses in New Brunswick. In addition, she currently volunteers with a number of organizations: Atlantic Provinces Association of Communication Teachers/APACT (Association President); Canadian Women in Communication/CWC-NB Regional Board (Board Secretary); Saint John Community Arts Board (Board Member); Saint John Arts Centre (Board Secretary); UNBSJ Research Ethics Board (Community Rep); NBCC Research Ethics Committee (Committee Member); Interprofessional Health Research Day/iHR (Committee Member); and New Brunswick Sculpture Symposium Board of Directors/Sculpture Saint John (Board Chair).

**Michael Henderson** is a Senior Lecturer in Educational Technologies at the Faculty of Education, Monash University, Melbourne, Australia. Michael’s research is in the use of educational technologies, particularly Internet based technologies, in teaching and learning in schools and higher education contexts. Recent work has focused on the areas of instructional design and pedagogy in online learning; the role of identity in mediating teacher pedagogy and student learning; improving student learning outcomes through designing for online community cohesion; teaching and learning with social networks and virtual worlds. In the last four years he has spent time considering the role of social media in teaching contexts and has published academic and professional articles on risks, ethics and opportunities relating to social networks in education.
Steve Hogg is an Associate Professor and Head of Learning Technologies at Southampton Solent University in the UK. In this post, Steve is responsible for one of the University’s most innovative departments, a team of around 18 highly skilled staff including Web designers, programmers and learning technologists. This team is responsible for the University’s student and staff online provisions. He is interested in investigating ways of improving the student experience through a variety of technology-enhanced means. In addition to running this busy department, Steve teaches Digital Production to undergraduate students and Live Streaming to professional blended learning students for the Faculty of Creative Industries. In addition, Steve is a successful Web site developer and music video director with broadcast credits on music channels in the UK, Europe, Canada, and the United States.

Veljko Jeremić is in an Assistant Professor at the University of Belgrade – Faculty of Organizational Sciences, Serbia. He graduated in 2008 and got his masters degree in 2010 and his Ph.D. in 2012, all from the University of Belgrade. He teaches the following subjects at undergraduate, masters and Ph.D. levels: Statistics, Biostatistics, Computational Statistics, Business Decision Making and Simulation Methods, and Theory of Probability. Dr Veljko Jeremić has published more than 55 papers in journals and conference proceedings. He is the author and co-author of 2 books. His major interests are: applied statistics, computational statistics, business decision-making and simulation methods.

Eleni Kalaitzidou was born in Thessaloniki and is a graduate of the Physics department of the Aristotle University of Thessaloniki. In 2003 she received her M.Ed. from the Faculty of Education of the Aristotle University of Thessaloniki, focusing on “Didactics of Sciences and New Technologies.” In 2010 she received her M.Sc. in Information Systems from the School of Science and Technology of the Open University of Greece. She is a Ph.D. candidate in the Departement of Audiovisual Arts, Ionian University. Since 1993, she has been working as an informatics teacher in secondary education. During the past 10 years, she has been teaching at an evening vocational lyceum (Secondary education for adult students). She has worked as an instructor for teachers on in-service education on didactics, computer science and utilizing ICT in school. She has taught many distance learning courses in recent years about ICT and computer science subjects for adults in Greek universities and the Ministry of Education. She has been involved as creator for the production of digital media in the Greek school system (Greek Ministry of Education, “Digital School,” 2010-12).

Marina Kandroudi is a Ph.D. student at the School of Education at the University of Western Macedonia in Greece. She holds a degree in Philosophy and Social Studies from the University of Crete (2004). She received her MSc with distinction in Cultural Studies and New Technologies from the Early Childhood Education Department of the University of Western Macedonia (2010). She has worked as a teacher in a primary school in Athens and as scientific collaborator of the Aristotelian University in Greece. Her publications and scientific activities in national and international conferences lie in the field of Computer Supported Collaborative Learning with a specialization in Asynchronous Discussions. Her research interests include learning and interaction through digital technologies, e-collaboration, implementation of educational software, ICT application in education, computer games and learning, teaching innovation.
About the Contributors

Mia Karabegović is a graduate student in Psychology at the University of Zagreb, Centre for Croatian Studies, Croatia. She obtained her Bachelor’s degree in Psychology at the same institution in 2011. Her main interests include personality, evolutionary psychology, and gender differences. During the three-year period of her undergraduate studies, she participated in two research projects – one that was presented in 2011 at the First Student Congress of Neuroscience on testing the evolutionary psychology model of jealousy and a social-networking-oriented study about self-presentation on Facebook presented at the Human Behavior and Evolution Society Conference in 2012. She is currently the author of an online psychology portal in the field of personality psychology and is doing her thesis on personality and social networking sites.

Despo Ktoridou holds a B.Sc. (1991), M.Sc. (1993) in Computer Engineering, and a Ph.D. (2000) in the field of Expert Systems from Saint Petersburg Electrotechnical University in Russia. Dr. Ktoridou has worked as a Senior Computer Engineer for different organizations in Cyprus (1992 – 1999), from 2000 – 2007 as an Assistant Professor of Educational Technology and currently as an Associate Professor of MIS at the University of Nicosia. Dr Ktoridou’s research focuses on areas of ICT Innovations: integration in education, Strategic management, Web 2.0/3.0 Technologies: social networking in education/business, Pedagogies in Higher Education: Innovative Teaching /Learning Processes. Dr. Ktoridou has presented papers in numerous refereed international conferences and has published several papers in refereed journals. Dr. Ktoridou participated in EU and local funded programs and has been invited by foreign universities as a guest lecturer.

Evrim Genç Kumtepe received her masters 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 Anadolu University.

Stefania Manca is a researcher at the Institute of Educational Technology of the National Research Council of Italy. She has been active in the field of educational technology, technology-based learning, distance education, and e-Learning since 1995. Her major interests include the analysis of social and cognitive processes in Computer-Supported Collaborative Learning environments and the analysis of specific linguistic features used to express and construct a social dimension in asynchronous-based learning environments. She is currently investigating the value of social networking sites for formal and informal learning purposes and for professional development. She is the author of several papers in these fields and has co-edited books on the topic of knowledge building supported by technology-enhanced learning environments.
**Christos Manolis** was born in Thessaloniki and he is a graduate of the Department of Applied Computer Science at the Athens University of Economics. He got a M.Sc. Degree in Adult Education from the Hellenic Open University. He has been working as an ICT teacher in Secondary Education since 1992, and he focuses his research on vocational education. He has also worked as an instructor for teachers for the in-service education program about the utilization of I.C.T. in education. He has been involved as creator of educational software for the Greek Ministry of Education for the program “Digital School” (2010-12).

**Katherine McGuire** is a Senior Teaching Associate (Psychology) at the University of New Brunswick in Saint John, Canada. In addition to obtaining a Masters in Adult Education and a Master of Arts in Psychology, she earned a Diploma in University Teaching, and has been teaching in higher education since 1996. She has taught at an international level at Beijing Concord College, China and on a volunteer basis at Emmanuel College in Swaziland. Much of her research has focused on cognitive psychology, pedagogical issues, and the improvement of teaching effectiveness and has been published in refereed journals and conference proceedings. She has presented at local, national, and international conferences.

**Rochell McWhorter** is an Assistant Professor in the College of Business and Technology at The University of Texas at Tyler. She received her Ph.D. from Texas A&M University in Human Resource Development. She proposed and edited a special issue of *Advances in Developing Human Resources* journal on the subject of virtual human resource development and also conducts research in the areas of virtual scenario planning, scenario-based leadership, e-learning and MOOCs, virtual professional conferences, professional branding, and visual social networking. She is a recipient of two university-level grants for innovative teaching practices and she was recently named Outstanding Young Teacher of the Year by the Association for Career and Technical Education. She serves on the Board of Directors for the Council for Exceptional Children – Texas and serves as Co-Chair of the Virtual HRD, Technology, and Distance Learning Special Interest Group for the Academy of Human Resource Development.

**Matthew Montebello** is a senior lecturer in Intelligent Computer Systems at the Faculty of ICT, University of Malta. He heads the Web Science Research Group at departmental level, and coordinates the Mobile Technology Interest Group within the same faculty. Before joining the University in 1999 with a Ph.D. in Computer Science, he was already heavily involved in Education in a number of state secondary schools after graduating in 1990 at the University of Malta with a B.Ed.(Hons) degree. Having obtained an extensive teaching experience and having been involved with the introduction of computer studies through the Ministry of Education, he proceeded to follow the Computer Science domain when he pursued his post-graduate studies obtaining a Masters and a Doctorate at the Cardiff University in Wales. Among his research areas Dr Montebello has an interest in Technology Enhanced Education and regularly collaborates with other academics involved in Education related research and projects.
Jenny Pange is a professor at the Department of Education in the University of Ioannina in educational computing and applied mathematics. Her Ph.D. is in applied mathematics-biometry. She has teaching experience in undergraduate courses at the Department of Early Childhood Education, University of Ioannina (1994-now). She is a director of the Laboratory of New Technologies and Distance Learning, University of Ioannina (2003-now). Dr. Pange has been a member of the Center of Greek Language and Culture, University of Ioannina (2008-now) and Vice-president of Didaskalio (Adult training of in-service teachers), University of Ioannina (2002-2006). As part of her organizational responsibilities she was president of the organizing committee of the 4th National Conference of the Hellenic Society for Systemic Studies, Ioannina, 2008. Her basic responsibilities are the teaching of educational computing to students, adult training of in-service teachers, research on the above topics and the use of Internet in the teaching process. Professor Pange has also participated in a number of European programmes.

Linda Pardy is a Communications Faculty member at the University of the Fraser Valley (UFV). She is also a partner with the Pardy Group, specializing in e-resource design and workplace learning. Her passion for enabling students to develop workplace ready skills is the focus of her instructional, administrative, and student affairs work. Linda’s graduate degrees are in workplace learning and higher education leadership. Her research focuses on learner access, engagement, and work/life readiness. She is currently conducting research on teaching with a “flipped” classroom model and is one of the founders of Canada’s first fully digital student success centre. Linda is passionate about ensuring that learners, especially non-traditional learners, are given opportunities to participate in active learning so that they are fully prepared for today’s learning economy.

Samantha Pattridge is a Communications Department faculty member at the University of the Fraser Valley (UFV). Prior to coming to UFV eight years ago, she gained extensive post-secondary instructional experience at several institutions in Western Canada. Samantha has also engaged in private-sector work in essential skills training for trades schools and other organizations. Samantha’s graduate degrees focused on the expression of cultural and personal identity through writing in various forms, and her recent research and work has evolved to look at the characteristics of adult learners, online learning best practices, and improving the transfer of learning in both online and face to face environments. Samantha is also currently conducting research on teaching with a “flipped” classroom model.

Dalibor Petrović received his B.A. (2000), M.A. (2007), and Ph.D. (2012) degrees in Sociology at the Faculty of Philosophy, University of Belgrade. He is an assistant professor and teaches Sociology and Sociology of e-communications at the Faculty of Transport and Traffic Engineering. He has been interested in the study of social aspects of Internet use and published his research findings in scientific articles, conferences, lectures, forums and other public appearances. He is the author of the first sociological study about social aspects of the Internet use in Serbia.
**Nataša Petrović** is a full professor at the University of Belgrade - Faculty of Organizational Sciences, Serbia, where she acquired her M.Sc. (1999) and Ph.D. (2002) degrees in Environmental Management. She teaches the following subjects at undergraduate, masters, and Ph.D. levels: Environmental Management, Integrated Environmental Management, Eco-Marketing, and Design for Environment. Dr. Nataša Petrović has published more than 110 papers in journals and conference proceedings. Also, she is the author and co-author of ten books, five of which are university textbooks. Her areas of research include: Environmental Management, Environmental Science, Sustainable Development, Environmental Education, Education for Sustainable Development, Eco-Marketing, Design for Environment, Management skills for Environmental Managers, Public Participation in Environmental Protection.

**Maria Ranieri**, who holds a Ph.D. 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 student learning. She is currently investigating the interplay between mobile learning and social networking in formal and informal contexts of learning. Her publications include 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).

**Karen Rodgers**, born in Baltimore, Maryland, specializes in Web development and computer programming for businesses. She holds a Bachelor’s degree in Information Technology from Towson University and an Associate’s degree in Computer Information Systems from Baltimore City Community College.

**Abdullah Saykili** received his BA in English Language Teaching at Dokuz Eylul University, Turkey, and has been working as an English as a Foreign Language teacher for more than 9 years in various educational stages and institutions in Turkey. Currently, he teaches at the School of Foreign Languages, Afyon Kocatepe University, Turkey. He is also pursuing his Master’s Degree on Distance Education at Anadolu University, Turkey. His research interests include adopting social media in educational settings, integrating Information and Communication Technologies, particularly Web 2.0 tools and Social Networking Sites, into foreign language learning and teaching.

**Ursula Thomas** is a recent graduate of Towson University located in Towson, MD where she received her Bachelors of Science degree in Information Technology. As the Data and Reporting Specialist for the RPS group at T. Rowe Price, her responsibilities include managing several intranet sites in which she developed, managing the CRM and database system as well as developing data reports for upper management. Her research interest includes: social networks, database management, networking, and Web design.
About the Contributors

**David Thomson** joined the Communications Department at the University of the Fraser Valley in 1998. His interest in the impact of social networks on education grows out of his involvement with online learning and the use of ICT in post-secondary classrooms. His future research plans involve continued exploration of the challenges and opportunities social media affords educators and students alike.

**Michael Ullyot** is an Assistant Professor of English at the University of Calgary, specializing in early modern literature and the digital humanities. He has published articles on anecdotes, abridgements, and Edmund Spenser. His current projects include a monograph on the rhetoric of exemplarity, and an algorithm to detect rhetorical figures in early modern English texts. In 2014, he will be the Associate Dean for Teaching and Learning in the University of Calgary’s Faculty of Arts.

**Giovanni Vincenti** joined the University of Baltimore in 2013 as Assistant Professor. He spent many years at Towson University as Lecturer and recently as Associate Director of the Master’s Program in Applied Information Technology. The primary focus of his research revolves around e-learning solutions for programming language education, creating material that students can utilize to learn and review key concepts in Java, Visual Basic, C++ and Python. He also conducts research on practical data-centric applications of fuzzy sets in the field of data mining and information fusion. With James Braman, he has managed the editing of two volumes on virtual worlds and education through IGI Publishing, titled *Teaching through Multi-User Virtual Environments: Applying Dynamic Elements to the Modern Classroom* and *Multi-User Virtual Environments for the Classroom: Practical Approaches to Teaching in Virtual Worlds*.

**Carolyn Woodley** is Coordinator Teaching and Learning in the College of Law and Justice at Victoria University, Melbourne, Australia. Carolyn’s research interests include the use of ICT and social media in teaching and learning, internationalising the curriculum, transnational quality and building capacity through community-based projects. While her Ph.D. was in the area of postcolonial theory and identity, Carolyn has taught in Arts, Business and Law programs in the tertiary sector for more than 20 years. She has published in a range of international educational journals on various aspects of teaching and learning including ePortfolios, risks and benefits of social media, graduate capabilities and team assessment. Like many educators, she is currently exploring how best to exploit the pedagogical opportunities presented by social media.

**Daniel Xerri** teaches English at the University of Malta Junior College and chairs the EFL Monitoring Board within the Ministry for Education and Employment, Malta. He is currently completing doctoral research at the University of York. His research interests include teachers’ beliefs and teacher education. Mr Xerri is the author of a number of publications and regularly speaks at international conferences. In 2013, the National Association for the Teaching of English (NATE) in the United Kingdom awarded him a prize for research. He was also awarded a World Universities Network Research Mobility Programme award to enable him to conduct research on creativity in English at the University of Sydney.