About the Contributors

**Lydia Kyei-Blankson** is an Associate Professor in the Educational Administration and Foundations Department at the Illinois State University (ISU). Her expertise and training is in research methods, applied statistics, and psychometrics. Her assignment at ISU includes teaching research methods and statistics graduate courses in the College of Education both in online and traditional settings. Her research agenda focuses on the scholarship of teaching and learning and the implications of effective technology integration in teaching and learning.

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

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**Anika Ball Anthony** is an assistant professor of Educational Administration in the Department of Educational Studies at The Ohio State University. Her research interests and publications include technology implementation, technology leadership, and the systemic nature of school organizations. Prior to earning a master’s and Ph.D. in Education, Dr. Anthony completed a bachelor’s of science in Industrial and Operations Engineering and was employed as a management consultant. Her experiences include designing and evaluating online learning environments, studying technology integration in mathematics and science classrooms, and supporting educational leaders in their efforts to implement technology for system-wide improvements. Dr. Anthony teaches courses on educational administration, technology leadership, and technology integration.

**Neepin Auger** is a Cree artist, educator, and mother. Originally from the Bigstone Cree Nation in Northern Alberta, she has been painting for over ten years, having studied art under her father, Dale Auger, a renowned First Nations artist and author of the award-winning children’s book, *Mwakwa — Talks to the Loon: A Cree Story for Children* (Heritage House, 2006). She lives in Calgary, Alberta, and is currently studying in the Department of Education and Schooling at Mount Royal University. Neepin is the mother of one daughter, Gracie, whom she believes is her greatest masterpiece.
Stephanie Babb is an Associate Professor of Psychology at the University of Houston-Downtown. Dr. Babb’s area of research is episodic memory, and she received her PhD in Neuroscience and Behavior from the University of Georgia. She has taught a variety of hybrid and online courses for six years, and publishes and presents research on the scholarship of teaching and learning and the seven principles of good practice in undergraduate education. Dr. Babb has also received two certifications in online instruction from Quality Matters.

Meghan Bagby is a high school biology teacher at Tremont High School in Tremont, Illinois. Meghan graduated with Bachelor of Science Degree in Biology Education from Illinois State University and is currently working on her Master’s Degree in Teaching and Learning. Meghan loves teaching and learning from her students every day. Meghan also has a love for technology and completed a four-year-long internship in the Information Technology department at Solo Cup Company. Meghan has enjoyed combining her passion for teaching along with technology. While preparing to become a teacher Meghan completed a yearlong internship at Peoria Central High School. Meghan attributes her success to all the people in her life and the impact they have had on her. She would like to thank her parents, family, friends, mentors, and co-workers for their continually support.

Brian Beatty is Associate Vice President for Academic Affairs Operations at San Francisco State University (SFSU). He oversees the use of technology in the academic programs across the university, and coordinates overall information technology strategic management with IT professionals in other units. Previously, Dr. Beatty was Associate Professor and Chair of the Instructional Technologies department in the Graduate College of Education at SFSU. Dr. Beatty taught courses in Instructional Systems Design, Distance Education, E-Learning Development, Project Management, and Formative Evaluation, and supervised the work of many graduate students conducting development-based research in instructional design and technology. He received his Ph.D. in Instructional Systems Technology from Indiana University Bloomington in 2002. Dr. Beatty also holds several single-subject teaching credentials, an M.A. in Instructional Technologies from SF State and a B.S. in Electrical Engineering from Marquette University. Dr. Beatty has more than 25 years’ experience as a classroom teacher, trainer, and instructional designer at schools, businesses, and the US Navy.

Joseph Blankson is an Educational Technology Manager at Ohio Northern University in Ada, Ohio. Dr. Blankson has extensive experience in supporting innovative curriculum development, including integration of technologies into higher education programs. He has designed and facilitated numerous professional development activities in the use of educational technologies and provided instructional development services particularly with Learning Management Systems for faculty, staff, and students. He has also taught educational technology courses at the undergraduate and graduate levels. Dr. Blankson has particular interest in using emerging technologies to promote excellence in teaching and learning, the design of Web-based instruction and faculty development in the use of technology for teaching and learning.
Linda Skidmore Coggin is a doctoral candidate in Literacy, Culture, and Language at Indiana University, Bloomington, where she teaches language arts methods courses for pre-service teachers. Her research interests include new literacies paradigms that use multiple tools and practices to engage and honor students’ personal stories and interests as valued resources for literacy learning.

Mary Jo Davis serves as Coordinator of the Kromer Instructional Materials Center at Central Michigan University (CMU). Positions while at CMU included five years as a part-time adjunct instructor. Prior to coming to CMU, Mary Jo served as Technical Coordinator and computer instructor at both a local charter school and community college in addition to both regular and substitute teaching at local schools. She is currently completing her dissertation on exploring technology skills of incoming college freshmen and her research interests include online learning, educational technology, first year college students, and technology used to improve student learning.

Tom Driscoll is a social studies teacher and technology coach at Putnam High School in Putnam, CT. His undergraduate studies at Vassar College were followed by four years teaching social studies at Tourtellotte Memorial High School in Thompson, CT. Tom later earned an MA in Computing in Education at Teachers College of Columbia University. This program spurred his interest in leveraging technologies to improve instruction and student learning. After moving to Putnam High School in 2011, Tom began researching the flipped classroom concept and experimenting with aspects of it in his courses. Within a few months, Putnam High School’s world history classes had fully adopted the flipped-mastery approach. He has also incorporated 20-Time into his flipped classroom with promising results. Along with teaching, Tom currently leads professional development workshops and has recently authored contributing chapters for three books related to instructional technology.

Sue Cloud Evans is a professor in the Professional Studies Department, School of Technology and Public Management at Austin Peay State University in Clarksville, Tennessee. Dr. Evans has been a faculty member at Austin Peay since 1980; she earned her bachelor’s degree from the University of North Alabama in 1978, and her master’s and doctorate from the University of Memphis in 1979 and 1987 respectively. As a professor in the Professional Studies Department, she works with students at both the bachelor’s and master’s degree levels, and she has earned recognition from the Regents Online Degree Program within Tennessee by receiving the Trailblazer Award for her initiatives in online education. Dr. Evans teaches face-to-face classes, online classes, and hybrid/blended classes; her areas of concentration are written business communications, information technology, professional development, cultural diversity, and workforce management.

Morten Fahlvik is an education researcher from Bergen, Norway. He is currently Educational Researcher at itslearning AS. A teacher by training, Mr. Fahlvik has taught in primary schools, worked as a teacher trainer and Project Supervisor working with the pedagogical use of ICT at the Centre for New Media at Bergen University College. His current work examines teaching practice in the blended classroom in the global perspective and education trends in Norway and abroad. He can be reached through social media such as Twitter, LinkedIn and Slideshare.
Nidia L. Flis has a B. A. in Teaching English as a Second Language (TESOL) at from Universidad Pedagogica Nacional Francisco Morazan in Honduras, Central America. In 2009, she obtained a LASPAU Fulbright Scholarship for study in a Master’s degree in TESOL at Ball State University (BSU) in Muncie, Indiana. In 2011, her thesis research, “Factors that Inhibit the Acquisition of English by Hispanic Adults: Why English Acquisition among Hispanic Immigrants is Limited,” was published by LAMBERT Academic Publishing. She is currently creating and researching schema acquisition materials and is teaching in the Intensive English Institute (IEI) at BSU. She enjoys working with people from different parts of the world and learning about their cultures. Nidia lives in Muncie, IN, with her husband, Douglas Flis.

Raymond W. Francis has been at Central Michigan University since 1998, and has earned the rank of professor. During that time he has served as the associate Chair for the Department of Teacher Education and Professional Development, the Director of Student Teaching, the College of Education and Human Services liaison for NCATE accreditation, the interim associate dean of the College of Education and Human Services, the TEAC accreditation coordinator for the College of Education and Human Services, and currently serves as the Director of the Center for Excellence in Education at Central Michigan University. His research interests include issues related to learning through concept mapping, effective large classroom instruction, and the use of Blended Learning Instructional Strategies to improve teaching and learning.

Belinda G. Gimbert is an associate professor, Educational Administration, Department of Educational Studies, The Ohio State University. Her research addresses issues of strategic management of human resources in chronically, low performing and hard to staff school systems. Dr. Gimbert taught mathematics and computing science in secondary schools (Grades 7-12) in rural New South Wales, Australia and served as a member of the school administrative team. Her experiences in the U.S. include Human Resources and Staff Development for K-12 administration in Newport News Public Schools, Virginia. Dr. Gimbert is the Principal Investigator for Project KNOTtT (2007-2012) and the Mobilizing National Educator Talent project (2011-2016), a consortium of colleges/universities and school districts in 12 states, The District of Columbia and Puerto Rico. She is also a Co-Principal Investigator for a Teacher Quality partnership, project ASPIRE (2009-2014) that prepares teachers through a school-university residency OH program. Dr. Gimbert is a board member of the Phi Delta Kappa Education Foundation Board of Governors.

Edith Gotesman is an instructor at the Ashkelon Academic College, Israel, where she teaches English for academic purposes. Her love for grammar earned her a position as a lecturer at the Levinsky College of Education Tel Aviv, and her computer literacy led her to research into Assistive Technologies. Her teaching experience helped her meet the various needs of her students, including students with learning disabilities and special needs. Her research into computer assisted instruction in English as a foreign language classroom opened the door to the use of computer programs (text-to-speech software). They have been used on a regular basis in class in order to accommodate the needs of people with learning disabilities. Her passion for teaching and research earned her recognition in the field of education. Dr. Gotesman is a national and international presenter at conferences (Bulgaria, Turkey, Italy, Denmark, America, and Canada) and her articles on learning disabilities, assistive technologies and blended learning have been published in scientific journals.
**About the Contributors**

**Panayota Gounari** is Associate Professor of Applied Linguistics at the University of Massachusetts Boston, where she has been teaching since 2004. Her research focus is on the role of language in education, in human agency and in social transformation, and the implications for literacy and critical pedagogy. She has co-authored the *Hegemony of English* (2003) and co-edited the *Globalization of Racism* (2005) with Donaldo Macedo, both translated in many languages. More recently, she has co-edited *Critical Pedagogy: A Reader* (with George Grollios, 2010). She has authored numerous articles and book chapters.

**Amy Grincewicz** is the Senior Instructional Designer at the College of Mount St. Joseph as well as a faculty member for graduate level Biostatistics. She is enrolled in a doctorate program in Instructional Design for Online Learning at Capella University. Currently, she is researching the application of cognitive load theory and master learning theory into designing and implementing accelerated courses. Amy has a Master of Science from The Ohio State University from the department of Evolution, Ecology, and Organismal Biology specializing in Biology Education. She has ten years of experience teaching Biology courses for both non-major and Biology major undergraduates at two universities and one college. She is a member of AECT and a reviewer for Quality Matters and Blackboard Exemplary Course Program.

**Marit Grande Haugdal** lives in the middle part of Norway in a little village called Skage in Overhalla commune together with her husband. She has three grown children. Marit is a teacher at Hunn Elementary School in the Overhalla Commune, Nord Trøndelag in Norway. She mostly teaches children from 10-13 years old. Marit earned degrees in teacher education, music and physical education from Nesna university college in 1976. In 2011-12 she studied ICT for teachers at HINT – Nord Trøndelag university college where she worked on a project related to Digital learning resources called Fantasy Workshop. In this project, the LMS was used as an approach to the blended learning environment.

**Wafa Hozien** is an Assistant Professor in the department of Administrative and Organizational Leadership in the School of Liberal Arts and Education at Virginia State University. Dr. Hozien obtained her doctorate from Pennsylvania State University. She teaches public school law courses in her department.

**Heather Hughes** is an instructional designer at Teaching and Learning with Technology at Penn State University. As a consultant to the University’s Commonwealth campuses, she works with a large and diverse body of faculty and staff on a variety of initiatives to enhance and extend teaching, learning, and research through the use of technology. She received a Ph.D. from Penn State University for research on social media and pedagogy. Her scholarship also includes advanced design work in data visualization. As well, she is an experienced online course instructor, art gallery curator, early childhood teacher, non-profit organizer, and academic conference executive.

**Jon Humiston** is a doctoral candidate in the field of educational leadership with a concentration on student affairs and educational technology, with research focused on campus climate for the lesbian, gay, bisexual, and transgender student. He has also studied student development theories, as well as completed certificate training on using Blackboard in the classroom. Mr. Humiston currently serves as the Assistant Director in the Undergraduate Academic Services office, where he leads a team of graduation auditors. In addition to his full time staff appointment, Mr. Humiston is completing his dissertation requirements and has served as a fixed-term faculty member at Central Michigan University. His presentation experience includes a co-author presentation given at one international conference, as well as presentations at two national conferences and several state and regional conferences.
Ruth Johnson is an Associate Professor of Psychology at the University of Houston-Downtown, which is a large, urban, Hispanic-serving university. Dr. Johnson’s research examines motivation orientation in online, hybrid, and face-to-face learning modalities for both students and faculty using constructivist approaches to education. She has over 5 years of online teaching experience and holds a Quality Matters certification. Dr. Johnson also conducts cognitive research investigating the neural components of episodic memory, as well as the complexity of face perception across race and gender.

Apostolos Koutropoulos (“AK”) is the program coordinator for the online MA program in Applied Linguistics and a faculty member in the Instructional Design program at University of Massachusetts Boston. Over the past two years, he has participated in many Massive Online Open Courses (MOOCs) and has co-authored research papers with his colleagues in the MobiMOOC Research Team (MRT). AK holds a BA in Computer Science, an MBA with a focus on human resources, an MS in Information Technology, an MEd in Instructional Design, and an MA in Applied Linguistics. His research interests include knowledge management, educational technology, communities of practice, massive online open courses, linguistics, and epistemology.

Miri Krisi is an instructor at the Ashkelon Academic College, Israel. She teaches English for academic purposes. Miri established a support center at the college. The aim of the center is to assist students with learning disabilities as well as students with physical disabilities. Her experience in the field and the research she has been doing for her PhD inspired her to open special courses for students with learning disabilities. These courses make use of assistive technologies and blended learning. Miri Krisi is a presenter at both national and international conferences. Her scientific collaboration with Dr Edith Gotesman in doing research on assistive technologies and learning disabilities highlighting the benefits of using new teaching strategies in class. They continue research in the field of blended learning, assistive technologies, and learning disabilities.

Stephen Kuhn is a Professor of Mathematics at the University of Tennessee at Chattanooga, where he has taught for 35 years. His professional interests have all revolved around improving the teaching of mathematics, at the college and high school levels, and many of his efforts, including the one included in this volume, have been supported by grants from a variety of agencies. For the last several years, he has been a Co-Director of the UTeaChattanooga program, which prepares secondary mathematics and science teachers using a model developed at the University of Texas at Austin. Together with Dr. Sandy Watson, he has been awarded funding of over $3 million to support the program, including $1.2 million from the National Science Foundation Robert Noyce program for scholarships and internships for our students.

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 the University of South Florida, Tampa. He received his PhD in curriculum and instruction from University of South Florida. Dr. Kumi’s areas of research include multicultural education, teacher education, English as a Second Language Learners, immigrant students in K-12 schools, distance and blended learning, and transformative learning. He is currently an assistant professor of education at Dalton State College, Dalton Georgia.
About the Contributors

Carmen E. Macharaschwili is a doctoral candidate in Literacy, Culture, and Language Education at Indiana University, Bloomington. Carmen serves as Chair of the Education Department at Holy Cross College and as an instructor for the Alliance for Catholic Education English as a New Language Program at the University of Notre Dame. Her research interests include technology in the classroom, online learning, and language education.

Rebecca (Becky) A. Parker currently serves as the Senior Project Manager for two Transition to Teaching Projects, funded by the US Office of Innovation and Improvement. At The Ohio State University, she has worked for over 15 years in multiple roles related to teacher education, professional development for teachers and administrators, curriculum development, educator leadership development and using technology tools to enhance and support teacher and leader growth and development. Ms. Parker has contributed ideas and writing expertise to many grant opportunities, which have resulted in over $15 million dollars being awarded to the institution. With about twenty years in Career and Technical Education (CTE) at the local, state, and national levels, Ms. Parker served as Assistant Director of the Professional Development Academy for the National Dissemination Center for CTE, and has played a key role in the National Leadership Institute. Prior to coming to The Ohio State University, Ms. Parker taught secondary early childhood education at a Career Center, mentored and coached new CTE teachers in Ohio’s alternative licensure program. She received a bachelor’s degree in Vocational Family and Consumer Sciences Education and a Master’s degree in Vocational Technical Studies, both from The Ohio State University.

Maria Pavlis-Korres obtained a university degree in Political Sciences in Athens (1981). From 1983 until today, she works on Adult Education in the Greek Ministry of Education. She has participated as an expert in the first research on Roma Education conducted by the European Council (1985-1986) and she has participated in educational and research projects on Roma Education implemented by the E.E, the General Secretariat for Lifelong Learning in Greece, the University of Ioannina and the University of Athens, Greece. Since 2005, her research interests are focused on e-learning. She enrolled in a PhD program in the University of Alcalá, Spain. In 2008, she obtained her Advance Studies Degree from the Computer Science Department of the University of Alcalá, and in 2010, she obtained her PhD with honors. Her PhD dissertation focused on “Development of an E-Education Framework for the Education of Educators of Special Groups in Order to Improve Their Compatibility with Their Learners.” She cooperates with the Hellenic Open University and the University of Alcalá. She has published several articles, chapters and books on Roma, adult education and e-learning. Her current interests are focused on design, development and evaluation of educational projects for adults, face-to-face and e-learning, as well as the group dynamics in an online environment and the appropriate use of communication tools in order to promote interaction in an online environment.

Katherine A. Petty is an English teacher and English Language Development Coordinator at Trabuco Hills High School in Mission Viejo, CA. She earned her B.A. in Literature at the University of Nevada, Reno and went on to earn her M.A. in Teaching at the University of California, Irvine. Kate is an active CUE Lead Learner, a Google Certified Teacher, and a certified Project-Based Learning Teacher. She was also awarded the 2013 LeRoy Finkel Fellowship to develop 20-Time in education. A class set of iPod Touches immediately changed Kate’s classroom into an inquiry-based, flipped classroom where 20-Time easily found a home in the curriculum.
Philip Pulley is a high school social studies and communications teacher at Fieldcrest High School in Minonk, Illinois. He believes that technology should be used to transform classroom teaching and is currently using the flipped classroom model to do so to his classes. Philip has a Bachelor of Science degree in Radio/TV from Southern Illinois University, a Bachelor of Science degree in Social Science Education, and a Masters degree in Communication from Illinois State University. He is currently working on his doctorate in Teaching and Learning focusing on educational technology especially the areas of 1:1 learning, flipped learning, and the importance of quality professional development for educational technology.

Kristin C. Ross is an Assistant Professor of English at Troy University, Dothan, Alabama, USA, where she teaches British literature, American literature, film adaptation, and composition. Her primary research areas are nineteenth-century British literature, the New Woman, and the history of education. Her most recent article on Ella Hepworth Dixon, “‘Preparing the Girl for the Fight of Life’: Female Education and the New Woman in Ella Hepworth Dixon’s *The Story of a Modern Woman*,” appears in *Women’s Writing*. She is currently working on projects that examine female education in the *fin-de-siècle* novel and contemporary adaptations of the Victorian female *bildungsroman*.

Martin Sacher is the administrator and CEO for the *SCcyber E-learning Community*. His duties involve all operational aspects of the program related to finances, developing and managing technology programs and the educational innovation inherent in the *SCcyber Elearning Community*. Mr. Sacher has been active in the field of education for over 30 years. Nineteen of these years have been as a high school principal in large urban public high schools. The last 12 years have seen Martin act as the school manager for the *Sunchild First Nation*.

Mavis Sacher has taught for over 15 years in the areas of science and mathematics at the Chinook’s Edge School Division and with the Rocky View School Division. As the co-founder of the *SCcyber Elearning Community*, she initially served as the Director of Technology and curriculum instruction for the *SCcyber Elearning Community* for first 8 years and then became the school principal in June 2008.

Patriann Smith is currently an Assistant Professor at the University of Illinois at Urbana-Champaign. Dr. Smith graduated from Andrews University, Berrien Springs, Michigan (B.Sc., Hon.), University of South Florida, Tampa (M.A.), and doctorate in Curriculum and Instruction. With an emphasis in Literacy Studies, Patriann has focused on language learners’ literacy processes in the multilingual English-speaking Caribbean, multilingual Caribbean teachers’ and teacher educators’ perceptions of their linguistic and literate experiences, and the verbal report methodology as a tool for understanding language learners’ literacy processes. As part of her emphasis in literacy, Patriann has explored the interactions between technology, literacy, and instruction, primarily for language learners, and continues to maintain a focused research agenda in these areas. Patriann serves as a member of the International Reading Association’s (IRA) Literacy and Language Learners Committee and maintains an active role in organizations such as the American Educational Research Association (AERA) and the Literacy Research Association (LRA).
About the Contributors

David Starr-Glass is a senior mentor with the International Programs of SUNY Empire State College, and is currently attached to their unit in Prague in the Czech Republic. He is also an adjunct faculty member of the University of New York Prague, Czech Republic. He facilitates a wide range of distance learning courses in business administration, including cross-cultural management and organizational behavior. He also serves as a student mentor and supervisor for undergraduate dissertations. David has earned master’s degrees in business administration, organizational psychology, and online education. His research interests include the cross-cultural aspects of organizational culture and human resource management, and the process dynamics and outcomes of distance online learning and e-mentoring. He publishes regularly in the business administration, online distance learning, and mentoring literature.

Jill E. Stefaniak is an Assistant Professor of Instructional Design and Technology at Old Dominion University. Prior to joining Old Dominion University, Jill was the Director of Education Training at the Oakland University William Beaumont School of Medicine. An experienced educator, Jill has trained medical students to become physician educators in community and hospital environments. She received her Bachelor’s in Business Administration from the University of Windsor and a Master’s degree in Training and Development from Oakland University with a double concentration in Instructional Design and Technology and Organizational Development and Leadership. She also holds a designation as a Certified Professional in Learning and Performance. Jill is an active researcher and has presented scholarly research at a variety of different conferences. Her research interests include learner-centered instruction, complex learning, and medical simulation.

Cindy Stewart is an Associate Professor of Psychology at the University of Houston-Downtown. Dr. Stewart has thirteen years of experience in online instruction, and obtained three internal online teaching certifications from various universities, as well as three external certifications from Illinois Online Network and Quality Matters. Dr. Stewart has been engaged in the scholarship of online teaching and learning for six years and has published numerous articles on issues related to student and faculty motivation orientation, persistence in online education, as well as measure construction and validation.

Hilde Sundfaer is a K-12 teacher who lives in Trondheim, Norway, with her husband and two sons. She mostly teaches 5th to 7th grade at Åsveien Elementary school in Trondheim commune. Her teaching degree is from Bergen University College and Sør Trøndelag University College. In 2012, she took an Information Communication and Technology (ICT) course for teachers at Nord Trøndelag University College. The Fantasy Workshop is a result of a project on blended learning done during this course. The project was also presented at the Its Learning user conference in Bergen in April 2013. Hilde has a strong passion for using ICT in her teaching and likes to teach her students in a blended learning environment.

Kwesi A. Tandoh is an Instructional Designer/Technologist at the iLearn Institute, Ball State University, Muncie, IN. Dr. Tandoh’s research centers on how to improve computer application in developing nations and designing effective online, face-to-face, and hybrid courses utilizing instructional best practices and appropriate technology. He is the author of Developing of Information Communication Technologies, Improving Access to Information communication Technologies as a Way of Bridging the Digital Divide in Africa, A Brief Analysis and Boosting Access to Computer Technology as a Way of Improving Education: An Examination of Challenges and Solutions. Dr. Tandoh is currently working on how information technology can be used to advance unity within a Union of African States.
Yücel Uğurlu received his BS and MS degrees in electronics engineering from Ankara University in Turkey in 1993 and 1995, respectively. He won a Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) scholarship to continue his postgraduate study in Japan, and received his PhD degree in information processing from the Tokyo Institute of Technology in 1999. After receiving his PhD, Dr. Uğurlu joined Olympus Corporation’s R&D Center in Tokyo to develop advanced ultra-high-vision for enhancing natural vision systems. He is currently a research fellow at the University of Tokyo and a lecturer at Aoyama Gakuin University. His research interests include engineering education, learning tools and environments, e-learning, human-computer interaction, machine vision, and image processing. Dr. Uğurlu is a member of the Institute of Electrical and Electronics Engineers (IEEE), the Japanese Society for Engineering Education (JSEE), and the Japanese Society of Applied Science (JSAS). He received a distinguished service award from JSEE in 2013.

Norm Vaughan is a Professor in the Department of Education, Faculty of Teaching and Learning at Mount Royal University in Calgary, Alberta. He is the co-author of the book *Blended Learning in Higher Education* (Jossey-Bass, 2008) and has published a series of articles on blended learning and faculty development. Norm is the Co-Founder of the *Blended Online Design Network* (BOLD), a member of the *Community of Inquiry Research Group*, and the Associate Editor of the *International Journal of Mobile and Blended Learning*.

Terry Walters has been an Associate Professor of Mathematics at the University of Tennessee at Chattanooga for 28 years teaching a wide variety of undergraduate courses and some graduate courses. He has written computer programs for Numerical Analysis instruction, as part of research efforts in Graph Theory and Differential Equations, and as part of the National Science Foundation CCLI grant that is included in this volume. He has extensive experience building computer projects to be used as part of Calculus lab courses and has coded and designed codes for student programmers that act as generators for Web homework problems for pre-calculus and calculus courses.

Sandy Watson is a Professor of Curriculum Studies and Co-Director of UTeaChattanooga at the University of TN at Chattanooga (UTC) where she has taught for eleven years. Prior to her employment at UTC, she taught high school biology and physical science for ten years. Dr. Watson’s primary research interests include multiculturalism in science education, and teacher effectiveness. She, along with Dr. Stephen Kuhn, have successfully written several large federal grants including a $1.2M Robert Noyce grant through NSF and a $1.87M Race-to-the-Top grant that funded the UTeach replication program at UTC. Dr. Watson teaches Project Based Instruction in the UTeaChattanooga program.

Asako Yoshida is a liaison librarian at Elizabeth Dafoe Library, the humanities and social sciences library at the University of Manitoba, Canada. She currently supports a wide range of subject areas including Asian Studies, Disability Studies, and Economics, in addition to Human Nutritional Sciences, Family Social Sciences, Textile Sciences, and Health Studies, which are offered in the Faculty of Human Ecology.