About the Contributors

**Terry T. Kidd** received his doctoral education training from the Texas A&M University and has previous graduate training in information systems, human resources development, and instructional technology. Kidd has presented at international conferences on designing technology rich learning environments, technology adoption and diffusion, and issues dealing with faculty and staff development within organizational contexts. His research interests include eLearning and information and communication technology innovation and diffusion within an educational and community context to support teaching, learning, and human capital development as well as how the social and cultural experiences of race, gender, class, power, etc shapes one ability to adopt eLearning and information and communication technology. Kidd is an experienced educators, consultant, and researcher in the field. He is the author of the *Handbook of Research on Instructional Systems Technology, Handbook of Research on Technology Project Management, Planning, and Operations, Social Information Technology: Connecting Society and Cultural Issues, and Wired for Learning: An Educators Guide to Web 2.0*. He can be reached at drtkidd@att.net.

**Jared Keengwe** holds a Bachelors degree in English Education from Moi University, Kenya, a Master of Science (Communications) and a PhD in Curriculum and Instruction (Educational Technology) from Indiana State University, Indiana, USA. Dr. Keengwe’s primary research interests and writings are focused on Computer Technology Integration in Education, Constructivist Approach to teaching and Learning, Empowering Students and Affirming Diversity in Schools, and Technology Leadership for Preservice Teachers. His published writings have explored issues such as, Technology Training and Leadership, Computer Tools and Meaningful Learning, Teacher Professional Development, Diversity Training, and Learner-Centered Pedagogies. His scholarly work has appeared in multiple refereed journals including: *Association for the Advancement of Computing in Education (AACE) Journal; Journal of Science Education and Technology (JOST); Journal of Information Technology Education (JITE); Journal of Information Technology Management (JITM); and Early Childhood Education (ECE) Journal.*

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**Zehra Akyol** is a PhD candidate in the field of Instructional Technology at Middle East Technical University (Ankara, Turkey). She did her doctoral research at University of Calgary under supervision of Dr. Randy Garrison. She is currently writing her dissertation on Community of Inquiry in online and blended learning environments. Her research interests include instructional approaches and different orientations affecting the development of a community of inquiry, emerging technologies to support
cognitive presence, social presence and teaching presence, innovative ways to enhance satisfaction and learning in a learning community, and the role of emotional presence in online teaching and learning within a community of inquiry.

**Danilo M. Baylen** is an Associate Professor of Media and Instructional Technology in the College of Education at the University of West Georgia. He received his doctoral degree in Instructional Technology from Northern Illinois University. Also, he has graduate degrees in Elementary Education and Counseling, and an undergraduate degree in Economics. His research interests include technology integration across the curriculum, media literacy, online learning and teaching, and instructional design. His recent research projects focused on faculty readiness for online teaching, use of technology for course transformation, and the role of learner characteristics in e-learning among undergraduate and graduate students. Currently, he is exploring the convergence of emerging technologies and children’s literature through interactive picture books and digital storytelling. Also, he is investigating the use of blogs and wikis in enhancing the educational experience of teacher education students and practitioners.

**Clive Buckley** is a Principal Lecturer in the School of Health, Social Care, Sport and Exercise Sciences at Glyndŵr University, north Wales, United Kingdom and has taught in higher education for over twenty years. Clive has extensive experience of teaching on-line and he developed and led, for five years, a successful e-learning-based science course to students living in the USA. Clive has explored the use of asynchronous and synchronous e-communication to support students at a distance and he has delivered a number of professional development courses within the field of e-learning. He is currently researching the use of Web 2.0 technologies to facilitate collaboration and exploring the social interactions that occur in such virtual environments.

**Jeff Cain** is the Director of Education Technology at the University of Kentucky College of Pharmacy. He has worked in the field of higher education instructional technology for 10 years. He consults with higher education administrators and faculty on a variety of matters pertaining to instructional design, pedagogy, the curriculum, faculty development, instructional technologies, assessment and evaluation. Dr. Cain’s research interests include innovative uses of technology for teaching and learning and Web 2.0 applications in higher education. His current primary research area revolves around the effects of newer technology applications on professional schools, faculty, and students and how Web 2.0 applications have contributed to the emerging construct of e-professionalism.

**David R. Cargill** serves as Director of the Center for Instructional Technology and Distance Learning at Louisiana Tech University where he has been employed since 1994. Cargill earned Bachelor and Master Degrees in History from Louisiana Tech University and a Masters in Information Science from Louisiana State University. Cargill served as Information Technology Fellow for the Louisiana Board of Regents (BOR), planning and implementing state IT projects in collaboration with higher education systems. He assisted the BOR to establish a state e-learning support center to improve access for electronic learners and faculty to managed provider services. As Chair of the University Electronic Learning Committee and a charter member of the BOR Council of Electronic Practitioners, Cargill has been involved with setting state e-learning policies and IT practices. He serves on a variety of committees relevant to archives, history, e-learning and instructional technology.
Kristina K. Carrier is a pre-doctoral candidate and 11-year participant in online adult education. As a nontraditional learner with experience as a course design specialist, working from both sides of the monitor has provided her a unique perspective on adult education in virtual environments. As an editor and contributing author, her research interests include postsecondary online education, education policy, ethics and law, culturally diverse populations, and higher education and disability. She is a lifetime member of Phi Kappa Phi and initiated into the Golden Key International Honour Society, National Society of Collegiate Scholars, and The Gamma Beta Phi Society.

Carrice Cummins has served education for over thirty years as an early childhood director, elementary and secondary classroom teacher (has taught every grade K-college with the exception of 5th), administrator, staff developer, professor, and educational consultant. She received her doctorate from Louisiana State University in reading and is currently Associate Professor at Louisiana Tech University where she teaches graduate courses in reading and early literacy and pursues various research interests. Her research and instructional strategies in the area of comprehension through retelling have helped teachers understand the importance of making retelling an integral part of the instructional program prior to using it as a form of assessment. This work has been expanded to include the importance of teaching comprehension at all levels by showing, not telling, students what good readers do when they read. Other research agendas involve the importance of teaching literacy skills through informational texts; the need for expository texts that are formatted to meet the developmental needs of young readers; and the characteristics of effective teacher education programs.

Glenn Finger is the Deputy Dean for learning and teaching in the Faculty of Education and is a member of the Griffith Institute for Educational research at Griffith University, Australia. Dr. Finger lectures in and has extensively researched, published, and provided consultancies in the area of ICT curriculum integration and in creating transformative stories of the use of new and emerging technologies to promote deep learning.

Richard Freishtat earned his BA in Speech Communications and his MA in Rhetoric & Public Address from Pennsylvania State University. Richard is currently a Ph.D. Candidate in the Division of Curriculum and Instruction at Arizona State University. In addition to his Ph.D. work, Richard teaches college courses across the fields of Communication and Education. Richard's research focuses on integrating his background and teaching experiences as he looks at informal learning in technologically mediated spaces, specifically online networks like Facebook. Richard is interested in how emerging technologies contribute to, and have the potential to shape and change the educational process in profound ways.

D. Randy Garrison is currently the Director of the Teaching and Learning Centre and a professor in the Faculty of Education at the University of Calgary. He served as Dean, Faculty of Extension at the University of Alberta from 1996 to 2001. Dr. Garrison has published extensively on teaching and learning in adult, higher and distance education contexts. He has published six books and over 100 refereed articles/papers. His most recent books are: “E-Learning in the 21st Century” (2003) and “Blended Learning in Higher Education” (2008). The book “Blended Learning in Higher Education” recently won the UCEA Frandson Book Award. His current research interests focus on designing and facilitating critical reflection and discourse in online and blended learning communities of inquiry.
Hilda, R. Glaszer, EdD is Core faculty in the School of Psychology at Capella University. Prior to joining faculty at Capella, she was associated with Walden University hold a number of faculty and administrative positions including dean of the School of Psychology. Dr. Glazer is current Associate Professor at the University of Texas Southwest Medical Center at Dallas.

Michael Griffith is an Associate Professor of Literature at the Australian Catholic University (Strathfield Campus, Sydney, Australia). He has taught literature at this institution for 32 years and has avidly utilized the new computer-based technologies in order to enhance his teaching practice and bring it into line with the technological capabilities of current students. He is committed to engaging his students with the living experience of the literary text and with their creative responses to these texts and to their own lives. Blogging has emerged as a powerful tool to support and deepen these pedagogical aims. Michael Griffith is also a well-known author in the field of Australian literature, his major publication being *God’s Fool, The Life and Poetry of Francis Webb*, Harper Collins (1991). Between 1994 and 2000 he directed the Centre for Religion, Literature and the Arts in Sydney and edited the proceedings for the Centre’s many International Conferences.

Janis Pardue Hill, Assistant Professor of English Education in the Curriculum, Instruction, and Leadership Department at Louisiana Tech University, holds a Ph.D. in Curriculum Theory with an Emphasis on English from Louisiana State University, an M.A. in English from Louisiana Tech University, and a B.S. in Secondary Education from the University of Louisiana Monroe. Prior to her tenure at Louisiana Tech, Dr. Hill spent twenty-five plus years as a classroom teacher of English at the secondary level, as a Project Coordinator at the Louisiana Department of Education, and as a Curriculum Specialist in a parish school system. She served on the original English Language Arts State Content Standards Committee, as well as numerous other state committees, including item review, range finding, and Grade Level Expectations. In addition, she has presented at national and international conventions, as well as professional development workshops across the state. Her chief areas of interest are literacy, process education, and the application of process philosophy to the English classroom.

Douglas L. Holton is an Assistant Professor of Instructional Technology & Learning Sciences at Utah State University. He received his PhD in instructional technology and MS in cognitive psychology from Vanderbilt University. His research interests include simulations, conceptual change, and interactive learning environments. He has designed various open source educational software including an animated circuit simulation, a beginner friendly programming environment, and a web 2.0 department software distribution.

Richard N. Hutchinson is the Larson Endowed Assistant Professor of Sociology at Louisiana Tech University where he teaches Social Theory, Environmental Sociology, Social Movements and Sociology of Religion. He received his Ph.D in sociology from the University of Arizona. Hutchinson was Principal Investigator for the Louisiana Board of Regents grant “Beyond Oil to Renewable Energy,” which funded an expert speaker series in the Spring Quarter of 2007. His current research includes papers in progress: “Theorizing the Renewable Energy Transition” and “Great Earth Sangha: Mahayana Buddhism and Ecology in Gary Snyder’s Poetry.”
About the Contributors

Jeffrey Hsu is an Associate Professor of Information Systems at the Silberman College of Business, Fairleigh Dickinson University. He is the author of numerous papers, chapters, and books, and has previous business experience in the software, telecommunications, and financial industries. His research interests include human-computer interaction, e-commerce, IS education, and mobile/ubiquitous computing. He is Managing Editor of International Journal of Data Analysis and Information Systems (IJDAIS), Associate Editor of the International Journal of Information and Communication Technology Education (IJICTE), and is on the editorial board of several other journals. Dr. Hsu received his Ph.D. in Information Systems from Rutgers University, a M.S. in Computer Science from the New Jersey Institute of Technology, and an M.B.A. from the Rutgers Graduate School of Management.

Sheila Jagannathan is a senior educational specialist at the World Bank Institute. Her experience is a blend of technology and learning. She has worked for over 20 years in private and public sector organizations designing and managing distance learning program and knowledge products in the US, India, East Asia, Middle East and North Africa and more recently in Africa. She is passionate about e-learning and its opportunities for development and her current interests range from pedagogy and technologies, including serious games, social technologies, open source content and tools, collaborative platforms and future e-learning trends. For fun she loves to cook and is working on a vegetarian cookbook with an international flavor, volunteering and reading. Contact Sheila Jagannathan at shejag@gmail.com.

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Steve Kelder, PhD, MPH., is the Beth Toby Grossman Professor of Epidemiology and behavioral sciences at the University of Texas School of Public Health, His research has focused on Epidemiology of child and adolescent health: incidence, prevalence, and determinants; Design and analysis of epidemiological studies and health promotion interventions; Youth interventions: tobacco and alcohol use prevention, nutrition and exercise health promotion, and violence prevention; and conceptual expansion of “health” beyond biological outcomes (disease and death) to include “effective functioning” (functional health), such as cognitive, affective and social functioning, and quality of life. Further, Dr. Kelder has extensive experience in managing eLearning and outreach related programs including distance education and has been active in the integration of ICT into public health education.

Kimberly Kimbell-Lopez, Ed.D., is an associate professor of Curriculum, Instruction, and Leadership at Louisiana Tech University in Ruston, LA. She teaches classes in reading, language arts, as well as technology at the undergraduate, Master’s, and doctoral levels. She serves on the manuscript review board for the International Reading Association and on the editorial review boards for the Journal of Research on Technology in Education published by the International Society for Technology in Education as well as the Journal of Literacy Research published by the National Reading Conference. As an
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ISTE NETS writing team member, Kim worked in the development of NETS for Teachers: Curriculum (2002), and NETS for Teachers: Assessment Manual (2003). She has over 20 years experience as a classroom teacher, educational consultant, and university professor.

Margaret Martinez, CEO at The Training Place, Inc. has worked extensively in instructional psychology and design, information, and technology for the past 20 years. She has a Ph.D. in Instructional Psychology and Technology and was previously Director of Worldwide Training and Certification at WordPerfect Corporation. Martinez’ professional focus has been to pioneer personalized online learning research. Nationally recognized for her intentional learning orientation research and contributions to the field of individual learning differences, her primary focus is how to use technology to support more personalized learning. She publishes, keynotes and presents at national and international conferences, and pursues work on innovative e-Learning solutions that help improve innovation, learning abilities, engagement and readiness to learn. Contact Margaret (Maggie) Martinez at mmartinez@trainingplace.com. The Learning Orientation Research web site appears at: http://www.trainingplace.com/source/research/index.html

Paula Peres, PhD completed her doctoral at University of Minho. Master in computer science and graduate in Math Computer. She is currently teaching on the computer scientific science area in the Higher Institute of Accounting and Administration of Porto, iscap. She is developing many research activities concerning the Integration of the Information Technologies and Communication in higher education context. She has already participated in some initiatives and courses in blended learning mode and she uses these technologies as a support and to complement her learning practices. She has some books published in the information system area and she has also cooperated in e-learning editions.

Tamara Powell received her Ph.D. from Bowling Green State University, where she specialized in contemporary multiethnic American literature. Her M.A. in English is from University of Arkansas, Fayetteville; and her B.A. in English from Hendrix College, Conway, Arkansas. She also received a graduate certificate in distance education from the Louisiana Consortium for the Advancement of Distance Education. She has been employed at Louisiana Tech University for 12 years, currently as the Charlyne Smith Wyche Endowed Professor of English, Associate Professor of English, and Coordinator of the Electronic Graduate Certificate Program in Technical Writing. She teaches American literature and technical writing. She also works as an Instructional Design Mentor for the Global Campus.

Jamieson-Proctor, PhD is the Associate Director of Education at the University of South Queensland, Australia. She has had first hand involvement with the use of computer based technologies in the classroom since 1980. She has also been extensively involved in teacher education programs and professional development activities focusing on the use of ICT in education.

Hakikur Rahman, PhD. is the Chairperson, SchoolNet Foundation Bangladesh, and President of ICMS Foundation. He is currently serving Bangabandhu Sheikh Mujibur Rahman Agricultural University as an Adjunct Faculty, and the South Asia Foundation Bangladesh Chapter as the Secretary. He served Sustainable Development Networking Foundation (SDNF) as its Executive Director (CEO) from January 2007 to December 2007, the transformed entity of the Sustainable Development Networking Programme (SDNP) in Bangladesh where he was working as the National Project Coordinator since
December 1999. SDNP is a global initiative of UNDP and it completed its activity in Bangladesh on December 31, 2006. Before joining SDNP he worked as the Director, Computer Division, Bangladesh Open University. Graduating from the Bangladesh University of Engineering and Technology in 1981, he has done his Master’s of Engineering from the American University of Beirut in 1986 and completed his PhD in Computer Engineering from the Ansted University, UK in 2001.

**Danika Rockett** received her B.A. and M.A. degrees from the English department at Louisiana Tech University in 2002 and 2004, respectively. She currently lives in Baltimore, MD, where she is pursuing a PhD at the University of Maryland, Baltimore County (UMBC). Her research centers on never-married women of the Victorian period and their contributions to women’s education. Danika is currently a faculty member at UMBC (English department) and at the University of Baltimore (School of Communication Design).

**Jennifer A. Sandlin** is an assistant professor in the Division of Curriculum and Instruction at Arizona State University, where she teaches courses focused on consumption and education. Before joining the faculty at ASU she was an assistant professor in the Department of Educational Administration and Human Resource Development for five years at Texas A&M University, where she taught courses in adult learning, qualitative research methods, and adult education. Her research interests include adult education, public pedagogy, popular culture, informal learning, and various sites of ideological education. Her work also investigates consumer education, broadly defined, and she is especially interested in sites of public pedagogy, informal, and social movement learning that focus on “unlearning” consumerism and anti-consumption social activism. Her work has appeared in the *Journal of Curriculum and Pedagogy, Curriculum Inquiry, Journal of Consumer Studies, Adult Education Quarterly, the International Journal of Lifelong Education*, and *Studies in the Education of Adults*. She currently serves on the editorial boards of several journals, including *Adult Education Quarterly* and *International Journal of Lifelong Education*.

**David Stein**, PhD received his PhD in adult education from the University of Michigan in December 1976. He also received an M.S. in community health planning and administration from the University of Cincinnati in 1990. He currently serves as an Associate Professor in the College of Education and Human Ecology at the Ohio State University. Dr. Stein specialized in adult teaching and learning. He has conducted workshops on principles of adult teaching and has served as a consultant to professional associations and other university on adult education. Presently, Dr. Stein is conducting research on online learning and its influences on adult learning.

**Pe-Chen Sun** received her PhD in management Information Systems from the national Sun Yat-Sen University in Taiwan. She has over ten years of experience in eLearning practice and research. He has served as a consultant on this areas and ahs published over 30 refereed journal articles and 100 papers at academic conferences. His work focuses on the design and development of adaptive ICT based educational models that foster learner’s effective learning at every level. Dr. Sun is currently an Associate Professor of the Institute for Computer and Information Education and the Computer Centre Management at National Kaohsiung Normal University.
Amy Massey Vessel received her Ed.D. in elementary education from the University of Alabama. She has taught middle school reading/language arts. Dr. Vessel has provided professional development initiatives to more than 20 school systems across Louisiana through grant monies and presented more than 50 national, regional, state, and local education workshop presentations. Her primary areas of research include quality field and clinical experiences, literature-based mathematics, and technology integration. She is currently an associate professor in the Department of Curriculum, Instruction, and Leadership.

Constance Wanstreet received her PhD in workforce development and education from the Ohio State University in March 2007. She is an adjunct assistant professor in the College of Education and Human Ecology. Dr. Wanstreet has developed and implemented training program for adult learners in workplace settings and has served as a consultant to the Ohio Board of Regents. She has presented at national and regional conferences, primary on how adults learn in an online environment.

Angela Williams has a midwifery background, with a Masters degree in Health Science and worked as a health visitor for thirteen years. Angela has taught in higher education for five years and is a Senior Lecturer in Nursing at Glyndŵr University. She is Programme Leader for Pre-registration nursing degree and much of her work involves teaching on the Pre–registration Bachelor of Nursing Programme. She has been using problem-based learning with undergraduate students for a number of years and has been exploring ways of facilitating student collaboration and group work. More recently she has begun to examine how Web 2.0 technologies can be applied to support teaching and the student learning experience, especially for students living remote from campus working collaboratively.

Loong Wong has worked in e-commerce and the education area and currently teaches in the Faculty of Business and Government at the University of Canberra, Australia. He has taught at various universities in Australia and overseas and has held senior industry positions. Loong has researched and published widely in diverse socio-economic and political issues and some of his publications can be found in Prometheus, Asian Business and Management, Critical Sociology, International Financial Review, Social Responsibility Journal amongst others. He has a continuing interest in democratising education and has been actively involved in the web for the last fifteen years.