About the Contributors

Terry T. Kidd received his doctoral education training from the Texas A&M University. 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 e-learning and ICT innovation and diffusion within an educational and community context that support teaching, learning, and human capital development as well as how the social and cultural experiences of race, gender, class, and power shapes one’s ability to adopt e-learning and ICT’s. Kidd is an experienced educator, consultant, and researcher in the field. He is the co-editor of the Handbook of Research on Instructional Systems Technology, the Handbook of Research on Technology Project Management, Planning, and Operations, and Social Information Technology: Connecting Society and Cultural Issues.

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Jozenia Colorado is an Assistant Professor of the Instructional Design and Technology Department at Emporia State University. There she teaches classes in instructional design, technology management, instructional technology for educators, and various courses about tools for eLearning. Her research interests include issues related to the instructional design for online courses including, the self-regulated learning characteristics of students in the online learning environment, web accessibility issues, social community in the online classroom, and models for training and professional development. In addition to her work as faculty, Dr. Colorado has served in a variety of instructional technology settings including her position as an instructional designer for Virginia Community College System, and recently as Director of Academic Technology and Multimedia Services for Emporia State University, where she directed a unit specializing in the support of faculty with the design and development of online courses as well as providing training for online tools and productivity applications.

Muhammet Demirbilek is a visiting Post Doctoral Researcher at Games, Learning, and Society (GLS) group in the Educational Communications and Technology division of Curriculum and Instruction at the University of Wisconsin-Madison and an Assistant Professor of Educational Technology at Suleyman Demirel University. He was a former head of Informatics Department and Vice Dean of School of Technical Education. Demirbilek was partner and IT expert of Implementing Learning Game Resources Based on Educational Content project (ILGRECO: Grundtvig 1: European Union Cooperation Project). He is a team member of European Union Lifelong Learning program project titled Increased Mainstreaming of Games in Learning Policies (IMAGINE: Multilateral project. EU
Lifelong Learning Program: Key Activity 4). Demirbilek also serves in the editorial board of Simulation & Gaming: An Interdisciplinary Journal of Theory, Practice and Research and The International Journal of Gaming and Computer-Mediated Simulations (IJCMS). Demirbilek earned his doctorate and masters degree in Educational Technology program from University of Florida. He also holds B.S. and MS degrees in electronics engineering. His dissertation research examined the effects of different modes of human-computer interfaces and individual differences on user disorientation and cognitive load in hypermedia learning environments. His current research interests include the impact of mobile media and digital games and simulations on teaching and learning; relationship between second language learning achievement and game play. How the electronic game environment helps adult players to learn?

Chuck Dziuban is Director of the Research Initiative for Teaching Effectiveness at the University of Central Florida (UCF) where he has been a faculty member since 1970 teaching research design and statistics. He received his Ph.D. from the University of Wisconsin. Since 1996, he has directed the impact evaluation of UCF’s distributed learning initiative examining student and faculty outcomes as well as gauging the impact of online courses on the university. He was named UCF’s first ever Pegasus Professor for extraordinary research, teaching, and service and in 2005 received the honor of Professor Emeritus. In 2005, Chuck received the Sloan Consortium award for Most Outstanding Achievement in Online Learning by an Individual. In 2007, he was appointed to the National Information and Communication Technology (ICT) Literacy Policy Council.

Edward T. Chen is a professor of Management Information Systems in the Operations and Information Systems Department at University of Massachusetts Lowell. Dr. Chen has published over sixty research articles in refereed conference proceedings and in scholarly journals such as Information & Management, Journal of Computer Information Systems, Project Management, Comparative Technology Transfer and Society, Journal of International Technology and Information Management, and International Journal of Innovation and Learning. Dr. Chen has been serving as journal editor, vice-president, board director, editorial reviewer, track chair, and session chair of many professional associations and international conferences. Professor Chen has received the Irwin Distinguished Paper Award at the Southwestern Federation of Administrative Disciplines conference and the Best Paper Award at the International Conference on Accounting and Information Technology.

Vicky Gilpin, EdD, teaches a variety of speech, literature, and composition courses at Cerro Gordo High School in Illinois. She also writes book reviews through freshfiction.com, directs plays, and presents at conferences in the areas of fat studies, women’s studies, Jewish studies, and education. She has a doctorate in Educational Leadership and is fascinated by the culture created through online learning. Some of her other publications are “Teach them...Phenomenologically” in Academic Exchange Extra; “Don’t Smile Until December” in the Illinois English Bulletin; “Using the Flame to Fight the Darkness: Depression in Jewish Adolescents” in Jewish Educational Leadership, and two essays in Bracket-Vincent and Smallwood’s Contemporary American Women: Our Defining Passages.

Karin Hamilton is the Administrative Director for Graduate and Global Programs at the Silberman College of Business at Fairleigh Dickinson University. She has extensive experience in both business and academic administration in the areas of strategic and tactical planning, project management and training and development. She has written numerous guides and manuals that have been used by busi-

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ness professionals, educational administrators, faculty and students. Her research interests are primarily in learning, pedagogy and use of technology to improve learning outcomes. Karin was one of the two originators of the GBM program: an innovative pedagogical framework for teaching adult learners using a partial distance-learning format. She received her M.B.A. at Fairleigh Dickinson University and her B.A. at Valparaiso University.

**Joel L. Hartman** is Vice Provost for Information Technologies and Resources at the University of Central Florida. As the university’s CIO, he has overall responsibility for library, computing, networking, telecommunications, media services, and distributed learning activities. Hartman has been an active author, and presenter at industry conferences. He previously served as treasurer and 2003 Chair of the EDUCAUSE Board of Directors, chair of the EDUCAUSE Learning Initiative (ELI) Advisory Committee, secretary of the Seminars on Academic Computing Coordinating Board, and the Florida Digital Divide Council. He now serves on the Microsoft Higher Education Advisory Group, the Oracle Education & Research Industry Strategy Council, the Sloan-C Board of Directors, the Blackboard Client Strategy Council, and is Chairman of the Board of Directors of Florida LambdaRail. Hartman graduated from the University of Illinois, Urbana-Champaign, with bachelor’s and master’s degrees in Journalism and Communications, and received his doctorate from the University of Central Florida.

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**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.

**Marianthi Karatza** is currently finishing her masters on Lifelong Learning with the Open University. Her first degree is in Technology Education and Digital Systems of the University of Piraeus (2003). She is a full time trainer in a large banking organization in Greece, teaching mainly soft skills such as effective communication, stress management, organizational skills etc. As a member of the HAEA (Hellenic Adult Education Association) she is responsible for the contents of the association’s portal and a member of the editorial committee of the journal “Adult Education”. Her main research
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**Jane Larkin**, Ph.D. is Dean of the School for Advanced Studies at Merrimack College, where she has administered continuing education, professional and corporate training, and graduate education programs since 2005. She earned her doctorate in Higher Education Administration from Boston College, and her dissertation examined the community college system in Massachusetts in the context of specialized services for adult learners in day programs. Along with many years of experience directing continuing education programs in New Hampshire and Massachusetts, she has served as Associate Dean of the Graduate School at Long Island University, Assistant Dean of Graduate Education at Fordham University in New York. She has worked primarily with adult and non-traditional learners for close to twenty years, and her research interests include adult learning theory, barriers to adult learning and the effective teaching of adults.

**Nancy L. Leech** is an assistant professor of Educational Psychology/Research and Evaluation Methods in the College of Education and Human Development at the University of Colorado Denver. She received doctoral training in the area of Educational Research, Inquiry, and Measurements. Dr. Leech’s research interests include increasing the understanding of existing methods and techniques in research, analysis, and evaluation; enhancing teaching practices and materials; and transforming perceptions of research methodologies so that researchers do not feel “boxed” in with specific traditions, methods, or analysis.

**David Lewis** is a professor of operations management in the Operations and Information Systems Department at the University of Massachusetts Lowell. Professor Lewis has published over thirty refereed articles, with his most recent works appearing in Production and Inventory Management, Operations management Review, and the International Journal of Management. He has made over fifty presentations at regional and national meetings, including the Decision Science Institute, American Society of Quality Control, and Operations Management Society, as well as international conferences in Canada, Puerto Rico, Taiwan, and Singapore. Dr. Lewis is currently doing research in business education, total quality control, and distance learning. He speaks Spanish and traveled extensively throughout Europe and the developing world on research and business. He has recently been named to the Editorial Board of Quality Progress, and continues his consulting service to the manufacturing and health care industries in facility design and quality control.

**Youmei Liu** earned her Ed. D. at the College of Education of University of Houston. She currently works as an Educational Production Specialist in the Office of Educational Technology and University Outreach at UH. She collaborates with faculty on the projects of innovative use of technologies; and conducts research studies to evaluate instructional technology use, such as Second Life, podcasting, and Classroom Performance System, etc. She has published broadly in the areas of instructional technology and e-learning. Her research interests cover faculty development, academic assessment, instructional technology evaluation, cross-cultural online learning, development of learning communities, and the integration of multimedia technologies in teaching and learning. She can be reached at yliu5@uh.edu.
**Patrick Lowenthal** is an Academic Technology Coordinator at CU Online at the University of Colorado Denver. He is also a doctoral student studying how technology influences and changes instructional communication—with a specific focus on social and teaching presence—in both online and face-to-face environments. In addition, he often writes about issues and problems of practice in post-secondary education. He also has a MA in Instructional Design and Technology as well as a MA in the Academic Study of Religion. Patrick has been teaching in the classroom since 1998 and teaching online since 2003.

**Terry Morris**, an Associate Professor at William Rainey Harper College, teaches web development, information technology, and instructional technology courses. Her most recent book is the 4th edition of Web Development & Design Foundations with XHTML (http://webdevfoundations.net). Terry is passionate about distance education – she’s been developing and teaching online courses since 1999. Several of her online teaching strategies are included in the Online Learning Idea Book. Terry received the 2008 MERLOT Business Classics Award, the Instructional Technology Council’s 2008 Outstanding e-Learning Faculty Award for Excellence, and the 2006 Blackboard Greenhouse Exemplary Online Course Award. Currently pursuing doctoral studies in online teaching and learning at Northcentral University, Terry initially explored barriers for online adult learners as part of a course assignment. Her academic credentials include an M.S. in Information Systems from Roosevelt University and a Master Online Teacher Certificate from the Illinois Online Network at the University of Illinois.

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**About the Contributors**

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**Kim Round** is Director of Technology Planning at Merrimack College, where she is focused on building a strategic direction for technology, based on the institutional mission. In addition, she has served as Associate Director of Information Technology at the Franklin W. Olin College of Engineering, an innovative engineering school, which was founded in 1997. She is a doctoral student at Nova Southeastern University, focusing on Computing Technology in Education, and holds a Masters in Educational Technology Leadership from The George Washington University and a B.S. in Electrical Engineering from Merrimack College. In addition to her administrative roles, she has held adjunct faculty positions at The George Washington University and Merrimack College, conducting many of her classes online.

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**Raymond J. Shaw**, Ph.D. is currently an Assistant to the Vice President for Academic Affairs at Merrimack College and has been an Associate Professor of Psychology at Merrimack since 1996. He earned his doctorate in Psychology at the University of Toronto, concentrating on cognitive changes associated with human aging. He has taught courses in the Psychology of Aging, Cognitive Psychology, and Statistical Methods in Psychology in higher education since 1990, and has taught non-traditional adult students since 1997 and has utilized hybrid and online formats regularly in recent years. His scholarly interests are focused on the interactions between the contextual environmental features and personal characteristics that affect learning, memory, and optimal human experience and aging.

**Nishikant Sonwalkar** is the Director of Research for the United States Distance Learning Association (USDLA) Boston, MA and Founder and Chief Scientist of the Sonwalkar Consulting Group (SCG), Arlington, MA. In his former role as the Director of Hypermedia Teaching Facility and Principal Educational Architect at the Massachusetts Institute of Technology (MIT), Cambridge, MA, he developed several distance learning technologies and programs. Sonwalkar is the recipient of the 2007 USDLA Award for Outstanding Leadership by an Individual in the Field of Distance Learning. He also serves
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**Claremarie Verheyen** is an associate professor at the University of Houston where she is their principal costume and make-up designer, instructor, technician and director. During 35 years as a theatre artist, she has designed over 350 productions including drama, opera, dance, high-fashion, film, video, television, circus and commercials. She has served as an executive member and president of the Houston Theatre Network, an active member and portfolio commissioner of the National United States Institute for Theatre and Technology and as a second vice-president for the USITT Southwest Region. Her designs have been seen at the Alley, Main Street Theatre, the Ensemble, the Express Theatre, Early Stages, the Unity Theatre and the Notre Dame Shakespeare Festival as well as international productions in Aruba and Beijing. Claremarie has been the featured costume designer at the Texas Education Theatre Associations` convention and is the recipient of their “University Educator of the Year Award.”

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