About the Contributors

**Sagini “Jared” Keengwe** is a teacher educator affiliated with the College of Education and Human Development at the University of North Dakota, USA. His research is grounded on the constructivist pedagogy and the actual integration of educational technology tools and applications into teaching and learning to enhance active and meaningful student learning. Dr. Keengwe serves on the editorial review board of numerous national/international refereed journals and has authored or co-authored more than 70 peer-reviewed publications in scholarly book chapters and refereed journal articles. He is the co-editor of eight scholarly reference volumes: Cross-Cultural Online Learning in Higher Education and Corporate Training (2014); Promoting Active Learning through the Flipped Classroom Model (2014); Cross-Cultural Considerations in the Education of Young Immigrant Learners (2014); Literacy Enrichment and Technology Integration in Pre-Service Teacher Education (2014); Virtual Mentoring for Teachers: Online Professional Development Practices (2013); and Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes (2010). He is also the editor of two scholarly books that were simultaneously released in February 2013: Pedagogical Applications and Social Effects of Mobile Technology Integration and Research Perspectives and Best Practices in Educational Technology Integration.

**Grace Onchwari** is an Associate Professor in the Department of Teaching and Learning at the University of North Dakota, USA, where she teaches a variety of graduate and undergraduate courses in early childhood education. She is also the coordinator of the early childhood program. Her research focuses on teacher professional development, immigrant children, Head Start, and mentor-coaching. Dr. Onchwari’s academic background includes a postgraduate diploma in education, Masters in child development and early childhood education, and a Doctoral degree in curriculum instruction with an early childhood education emphasis. Dr. Onchwari has researched and authored articles and book chapters with a focus on these areas. She is also the co-editor of the book titled Cross-Cultural Considerations in the Education of Young Immigrant Learners.

**James Oigara** is currently an Associate Professor in the Department of Teacher Education at Canisius College in Buffalo, New York, USA. Dr. Oigara teaches Instructional Technology and Social Studies Methods Courses for pre-service elementary teachers. His primary research interests include integration of emerged and emerging forms of technologies into classroom instruction to enhance active learning. His current research focuses on improving higher education or university teaching through multimedia teaching tools. Dr. Oigara has published over 20 journal articles, book chapters, and conference proceedings.

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Frederick Carstens is the Social Studies department chair, and ninth grade Global History and Geography teacher at Tapestry Charter High School in Buffalo, New York. Mr. Carstens is a United States Marine, and a veteran of both Operations Iraqi and Enduring Freedom. After being honorably discharged, Mr. Carstens earned his B.S. in Social Studies from Buffalo State College graduating Summa Cum Laude, and received his Masters degree from Saint Bonaventure University in Advanced Inclusion Processes. Along with teaching, he has been the advisor for Tapestry’s award winning Model United Nations team for the last five years.

Kenneth Connor has his B.S.E.E. and M.S.E.E. from the University of Wisconsin – Madison and a Ph.D. from the Polytechnic Institute of NYU. He is a professor in the Department of Electrical, Computer, and Systems Engineering at Rensselaer Polytechnic Institute, where he teaches courses on electromagnetics, electronics and instrumentation, plasma physics, electric power, and general engineering. His research involves plasma physics, electromagnetics, bioinstrumentation, photonics, engineering education, diversity in the engineering workforce, and technology enhanced learning. He is a Fellow of the IEEE for his work on the application of heavy particle beam based diagnostics to plasmas of interest to the thermonuclear fusion community. He was ECSE Department Head from 2001-2008 and served on the board of the ECE Department Heads Association from 2003-2008. He is presently the Education Director for the SMART LIGHTING NSF Engineering Research Center, directs the Mobile Studio Project and co-leads the Center for Mobile Hands-On STEM.

Meghan Morris Deyoe is a senior evaluator at the Evaluation Consortium at the University at Albany/SUNY. She has assisted in the evaluation of both federally and state-funded grants and her major areas of study include evaluation practices in K-14 settings, the incorporation of technology in education, innovative instructional approaches, and emerging practices/trends in childhood development. She has a Master of Science in Literacy, B-6, is certified in Childhood Education (B-6) and Literacy Education (B-6), and has a Certificate of Advanced Study in Educational Research.

Patricia Dickenson is an Assistant Professor in the Department of Teaching Education at National University, USA. She completed her doctoral work at the University of Southern California in Educational Psychology. Dr. Dickenson teaches student teaching method courses for pre-service teachers, as well as educational technology courses. Her primary research interests include teacher preparation and technologies integration into classroom instruction to enhance student engagement and motivation. Dr. Dickenson has taught elementary, middle, and high school, and was a mathematics coach for urban schools throughout Los Angeles.

Julia L. Ernst is an Assistant Professor at the University of North Dakota School of Law, teaching Constitutional Law, Legislation, Health Law, and Gender and the Law. She has published articles in the North Dakota Law Review, Melbourne Journal of International Law, University of Pennsylvania Journal of Constitutional Law, and Michigan Journal of Gender & Law. Professor Ernst earned an LL.M. and Certificate in International Human Rights from Georgetown, J.D. and M.A. in political science from the University of Michigan, and B.A. from Yale. She taught as a Visiting Associate Professor at Georgetown Law and as a lecturer at Georgetown University. She also served as Executive Director of the Women’s Law and Public Policy Fellowship Program, as Legislative Counsel for a member of Congress, as a staff attorney for a public interest legal organization in Washington, DC, and as a lawyer with a firm in Detroit.
Bethany Fleck is currently an Assistant Professor at Metropolitan State University of Denver teaching courses in the human development and psychology majors. Her teaching experience includes Introduction to Psychology, Developmental Educational Psychology, Statistics, Research Methods, Child Development, Developmental Research Methods, and Cognitive Growth and Development. In her courses, Dr. Fleck is committed to an active, learner-centered approach to teaching. Dr. Fleck’s research centers on cognitive and social development in classroom contexts. Two distinct areas of work focus on issues in early childhood education and university classrooms. Both lines of research draw on developmental theory with the overall goal of enhancing the learning environment for students of all levels. Recently she has been working on instructor resources and the integration of social media into textbooks for Pearson Publishing Company.

Clare A. Francis is an Associate Professor in the Department of Management in the College of Business and Public Administration at the University of North Dakota, USA. Prof. Francis teaches Management courses to undergraduate and graduate students. Her primary research interests include relationships and interactions between managers and employees in work settings. Behaviors of interest include organizational citizenship behavior and employee job performance. Related factors of interest include emotions at work and face (presentation of the self-defined within a social system). Prof. Francis has published several research articles in peer reviewed scholarly journals along with several book chapters.

Mark Gallo is an Associate Professor in the Department of Biology at Niagara University, USA. Dr. Gallo teaches biology courses for majors as well as pre-nursing students. His primary research interests include antibiotic resistance in Staphylococci, especially those isolated from wild animals, metagenomic analysis of aquatic biofilms, and teaching and learning in the sciences. His current educational research involves factors leading to intrinsic motivation. Dr. Gallo’s research has resulted in numerous publications in journals, book chapters, and conference proceedings as well as presentations at the National Association for Biology Teachers, National Science Teachers Association, and the American Society for Microbiology. Dr. Gallo is also a member of the Biology Scholars Network.

Heather Hussey is a Research Specialist at Northcentral University providing research assistance and programmatic support for initiatives related to doctoral education and the maintenance of academic quality of the doctoral program. In this role, she also provides research design and statistical consultation for doctoral staff and students and develops doctoral level research courses. Heather has taught several traditional and online courses including Psychology of Aging, Psychology of Hate, Strategies for Success, Introduction to Psychology, Social Psychology, Statistics in Psychology, and Independent Research in Psychology. Her research interests involve curriculum development and assessment surrounding student-centered learning and diversity infusion.

Ronald Kotlik is currently a History Teacher at Clarence High School, USA, teaching courses in Advanced Placement United States History, Advanced Placement World History, and the Civil War. Ron’s passion for history is equaled by his incorporation of technology into all if his teaching experiences. In addition to his history teaching, Ron is an Adjunct Professor at Canisius College, USA. Ron currently teaches in the Education Technologies Department focusing on courses in Multimedia Design, On-Line Instruction, New Literacies, and Leadership and Technology. Ron has presented at numerous technology conferences on technology tools for formative assessment, mobile devices in the classroom, and technology tools for Common Core Close Reading.
About the Contributors

Jessica M. Lamendola is a doctoral student in Educational Psychology and Methodology and a project assistant at the Evaluation Consortium at the University at Albany/SUNY. Her major areas of interest include quantitative data analyses and the adaptation of innovative technology in classrooms. She has received a Master of Science in Educational Psychology and Methodology.

Marie Larcara is an Assistant Professor in the Department of Graduate Education at Canisius College in Buffalo, New York, USA. Dr. Larcara is a Director of Education Technologies and Emerging Media and is Co-Director of the Western New York Writing Project. At the college level, Marie worked as an instructional designer, teacher trainer, and pedagogical expert in online course design. She teaches courses in writing and education, including literacy and learning, integrating technology, new literacies, and emerging media for content acquisition. She frequently consults and presents on online course design and delivery, current challenges in distance education, as well as moving faculty into the online teaching environment. Marie earned a master’s degree with a specialization in online teaching and learning and her doctorate is in teacher leadership.

Brianne Mahoney is a graduate of Kean University, USA, with a B.A. in Health and Physical Education. Ms. Mahoney was a part of the “Global Kitchen Project” during her last two years of undergraduate study. During this time, Ms. Mahoney expanded her knowledge of health education in relation to health literacy and 21st century skills. Ms. Mahoney plans to have a long, rewarding career as a Health and Physical Educator, while remaining involved in research such as the “Global Kitchen Project.”

Florian Meyer is a Professor at the Faculty of Education at the University of Sherbrooke since 2011. He completed his doctoral studies in educational sciences at the University of Montreal in 2010. His thesis was about the effects of an online teacher-training program exploiting videos of teaching practices on the professional development of primary school teachers. Before that, he was a lecturer and academic advisor in ICT integration for the University of Montreal. His interests relate specifically to teacher technological training for educational purposes, instructional design, the use of videos of practice for teacher training, digital learning environments, and e-portfolios. He is responsible of a research and development group called PeD-TICE (Pedagogy, Didactic, and ICT) whose main area of research is based on the foundations of the Scholarship of Teaching and Learning and aims the analysis of professional teacher education practices in a context of integration of digital tools.

Clarice M. Moran is a doctoral student and teaching assistant in the Curriculum, Instruction, and Counselor Education Department in the College of Education at North Carolina State University. Ms. Moran assists in teaching reading and methods courses to pre-service English language arts and social studies teachers, as well as supervises student teachers. She has been a middle school and high school teacher as well as a newspaper journalist. Her primary research interests are technology integration in the secondary classroom, as well as single-gender curricula. She has published articles in The Times of London, The New York Times, the Atlanta Journal-Constitution, and other newspapers. Her dissertation focus is on the flipped classroom method in English language arts classes.

Dianna L. Newman is a Professor in Educational Psychology and Methodology and Director of the Evaluation Consortium at the University at Albany/SUNY. Dr. Newman has served as principal evaluator for multiple federal and state-funded technology-based curriculum integration grants and is currently developing and piloting an innovative model of evaluation that will document systems changes resulting
from technology-based curriculum integration into instructional settings. Dr. Newman is widely published in the area of technology innovation, K-12 curriculum and instructional practices, and higher education STEM technology support for learning. Her more recent publications include qualitative meta-analyses of evaluations documenting technology integration that supports hands-on and student-centered learning in K-12 and higher education classrooms.

Isabelle Nizet is a Professor at the Faculty of Education at the University of Sherbrooke since 2011. She completed her doctoral studies in educational sciences (Educational Technology) at the Laval University in 1999. Her thesis was about mental models explicitation in a problem solving assessment context. Specialist in curricula design and teachers training in reform contexts, she worked as a consultant for the Quebec Ministry of Education for about ten years and contributed to the training of hundreds of teachers in educational environment design for learning and assessment. As an active member of PeD-TICE research group (Pedagogy, Didactic, and ICT) whose main area of research is based on the foundations of the Scholarship of Teaching and Learning, her interests relate to the analysis of professional teacher education evaluation practices and culture in a context of online training, as well as to curricular changes and evaluation models.

Lori Ogden is a Ph.D. Candidate in the College of Education and Human Services and an Instructor in the Department of Mathematics at West Virginia University. She teaches undergraduate mathematics courses including college algebra, trigonometry, calculus, and content courses for education majors. Her research interests include course design and development, online learning, and teacher education. Lori assists with the WvWEB Mathematics Project, an outreach project in West Virginia that offers dual-credit mathematics courses to high school students. She also assists with outreach projects that provide professional development opportunities to in-service teachers throughout the state of West Virginia. Lori is a former high school mathematics teacher.

Altagracia Petela majored in K-12 Spanish teacher at Kean University. She studied at Uteci University (college) in the Dominican Republic where she earned a degree as an Elementary School Teacher. She also studied at the Censited Technical Institute also in the Dominican Republic where she earned a degree as an expert in technical aspects of computing. Funded under the Kean University Students Partnering with Faculty grant, she was part of the research team that conducted the Global Kitchen Project during her undergraduate studies. She is currently teaching Spanish in a High School in New Jersey.

Angiline Powell is an Associate Professor of mathematics education at the University of Memphis. She taught middle and high school mathematics in Alabama for eight years. She provides professional development for K-12 mathematics and inclusion teachers. Her interests include the mathematics education of African American and urban learners as well as their teachers’ professional development.

Laura J. Pyzdrowski is a Professor of Mathematics in the Institute for Math Learning at West Virginia University. Dr. Pyzdrowski coordinates College Algebra and Pre-Calculus and is the Director of the WvWEB Mathematics Project in West Virginia. The project offers dual-enrollment opportunities to high school students via hybrid courses. Her research publications include topics on distance learning and the learning of entry-level undergraduate mathematics. Her role as Pre-Collegiate Mathematics Coordinator at WVU provides the opportunity to work extensively in outreach projects including those with the West Virginia Department of Education and the West Virginia Higher Education Policy Commission.
Beverly B. Ray is a Professor in the Department of Educational Foundations at Idaho State University, USA. She taught high school courses for SERC for 4 years and worked as a K-12 professional development leader for a number of years. Dr. Ray teaches social studies methods courses for pre-service teachers as well as educational technology and learning theory courses. Her primary research interests include integration of technologies into classroom instruction to enhance student learning. Recent research examines use of social media in times of natural disaster.

Aaron Richmond is an associate professor of Human Development and Educational Psychology at Metropolitan State University of Denver. He completed his Masters degree in Applied Psychology from Montana State University in 2002, and in 2006, received a Doctorate in Educational Psychology with an emphasis on human growth and development from the University of Nevada – Reno. With more than a decade of professional teaching experience, Richmond has garnered several awards for excellence in teaching, and his pedagogy focuses on student-centered active learning and engagement, focusing especially on building higher-level thinking skills that students can apply in other classes. He’s dedicated his academic career to studying the improvement of classroom practices and learning, and his research explores different pedagogical approaches to online instruction; investigates moral reasoning and its role in teacher and adolescent education; defines the processes of predicting mnemonic development and addresses transfer and retention issues in mnemonic devices.

Neal Shambaugh is a Professor of Instructional Design and Technology in the Department of Learning Sciences and Human Development at West Virginia University. Dr. Shambaugh teaches courses in IDT and Educational Psychology, specializing in Instructional Design, Teaching Models, Visual Literacy, and Design and Development Research. His research interests include online teaching and programs, systematic design processes, and teacher education. His service priorities include online program development, the mentoring of new faculty, and as a university liaison with an elementary/middle school. He is the author of two textbooks on instructional design: Mastering the Possibilities (1997), for graduate courses, and Instructional Design: A Systematic Approach to Reflective Practice (2006), for teacher education. His working background includes broadcasting, training program consulting, and video production.

Milton Sheehan is a 6th year mathematics teacher at Tapestry Charter School. He earned his BA from Canisius College in 2007 and his MA from Buffalo State College in 2012. He is currently pursuing his PhD in Curriculum, Instruction, and the Science of Learning with a focus in Mathematics at the University of Buffalo.

Melda N. Yildiz is a global scholar and teacher educator in the School for Global Education and Innovation at Kean University and adjunct faculty in Master of Education in Technology in Education at Lesley University. 2009-2010, Melda served as the first Fulbright Scholar in Turkmenistan. Since 1994, she taught Media Literacy Education, Multimedia Production, Women Studies, Asian Studies, and Global Education to P-16 educators and teacher candidates. Melda worked as a Media Specialist at Northfield Mount Hermon School, taught video and media production to grades 9-12, and published and presented featuring Global Education, Media Literacy, Education, and Multicultural Education in many national and international conferences. She received her Ed.D. from University of Massachusetts on Math and Science and Instructional Technology. She received an M.S. from Southern Connecticut State University on Instructional Technology. She majored in Teaching English as a Foreign Language at Bogazici University in Turkey.
Carl A. Young, a former middle grades and high school English teacher, is associate professor of English education in the Department of Curriculum, Instruction, and Counselor Education at North Carolina State University. He earned his Ph.D. from the University of Virginia. At NC State, he teaches courses in English methods, teaching composition, content area reading and writing, and new literacies and emerging technologies. He conducts research on new literacies, participatory media, eportfolios, and other technology applications in English education, as well as reading strategies. In addition, Dr. Young serves as co-editor for the English Language Arts section of Contemporary Issues in Technology and Teacher Education. He is a member of the New Literacies Collaborative and co-founder of the New Literacies Teacher Leader Institute. Selected publications have appeared in English Education, English Journal, Journal of Literacy Research, and Learning & Leading with Technology. Dr. Young is also the co-editor of the recently published Research on Technology in English Education (2013).

Chris Yuen currently serves as an Assistant Professor of Mathematics for the Educational Opportunity Center (EOC) at the University at Buffalo of the State University of New York, and he is a permanently certified mathematics (7–12) teacher in New York State. He has been teaching in the classroom since 2001 and in the online setting since 2010. His experience spans across middle and high school grades, as well as in college level and in the adult education sector. He is an active member of the American Mathematical Association for Two-Year Colleges (AMATYC) and he has appointed as a Research Associate for AMATYC in 2012. Chris has been nominated in 2013 for the Pat Clifford Award for Early Career Research in Education, a national competition organized by the Canadian Education Association. At the time of writing this book chapter, Chris is a doctoral student at University of Calgary, and his study concentrates on Mathematics Education and Adult Learning.