About the Contributors

Boaventura DaCosta is a research fellow with Solers Research Group. He holds a Ph.D. in Education: Instructional Technology, an M.A. in Instructional Technology/Media: Instructional Systems, and a B.S. in Computers Science from the University of Central Florida. His research interests include topics in assistive technology; cognitive psychology, to include cognitive load reduction, decision making, problem solving, and transfer; Information and Communication Technology (ICT); and serious games. He has authored and co-authored peer reviewed articles published in scholarly journals; books and peer reviewed chapters; and papers, presented at technical conferences and workshops. Published topics have included massively multiplayer online game addiction and high engagement, digital propensity and ICT, and various foci in modeling and simulation. Complimenting his research, Dr. DaCosta has almost 20 years of professional software development life cycle experience in multi-tier proprietary and open source software solutions in the commercial and government training sectors.

Soonhwa Seok is a research professor in special education at Korea University, where she teaches special education courses to service students. Dr. Seok holds interests in assistive technology with applications for students with special needs, focusing on developmental and learning disabilities. Most recently, she has examined special education teachers’ priority for students with developmental disabilities in their curriculum with assistive technology application. Her main research focus is assistive technology evaluation, to include functional evaluation, and supporting intensity scales implementing assistive technology for students with disabilities. She is also interested in the application of mobile technology for students with developmental disabilities. In her research, she has used advanced statistical applications using validation approaches, including factor analysis and multidimensional scaling. She has also actively served as a peer reviewer for conference proposals, presented on Web accessibility and game addiction, and published articles on special education technology and information and communication technology in general curriculum.

Fiona S. Baker is an assistant professor of education studies at Emirates College for Advanced Education in Abu Dhabi, United Arab Emirates. She has lectured and supervised teachers in special education primary and early childhood preparation on programs in Europe, the U.S., and the U.A.E. She has published on topics of special education, assistive technology, Teaching English to Speakers of Other Languages (TESOL), bilingualism, early childhood care and education, and teacher development. She is currently conducting research in kindergarten classrooms exploring cultural perspectives on the meaning of play.
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Bob Barrett holds an Ed.D. in the field of Human Resource Development from George Washington University, Washington, D.C. Dr. Barrett has been teaching at American Public University for the past 10 years, actively teaching online for the past 12 years. He is an adjunct instructor with other online programs, as well as a course developer and online teacher and trainer. His research interests include online learning, disability, teacher training, knowledge management, and intellectual capital. His specialization has been concentrated on human and intellectual capital, as well as knowledge management in the context of human resource management and human resource development. He has worked in both the private and public sectors, and has spoken extensively at various international conferences in Europe, South America, and Asia.

Kathleen Bastedo received a B.S. in Occupational Therapy from Utica College in 1982 and has worked in occupational therapy for over 20 years, including 10 years specializing in the area of assistive technology. She earned a M.Ed. in Curriculum and Instruction from the University of South Florida in 1997 and has been working as an instructional designer at the University of Central Florida (UCF) since 2006. She facilitates faculty with the design and delivery of online courses, and has created and taught online for the UCF College of Education in the area of assistive technology. Her area of specialization includes Universal Design for Learning and the accessibility of online course materials. Kathleen has presented on these topics at a variety of conferences including Sloan-C (both the Online Learning Conference and the Blended Learning Conference and Workshop), the Educause Learning Initiative, and the Assistive Technology Industry Association (ATIA) annual conference.

Brian R. Bryant, Ph.D., lives and works in Austin, Texas. Brian taught in the Maine public schools as a K-8 and high school special education teacher before moving to Austin, Texas, to pursue his doctorate in special education. After graduating from the University of Texas (UT) at Austin, Brian served as the Research Director for Pro-Ed Publishing Company for 10 years, during which time he taught at UT and also taught as visiting professor at the University of Louisville, Pacific Lutheran University, and the University of Hawaii. He currently holds the title of Research Professor and Fellow with the Meadows Center for Preventing Educational Risk. He has over 100 publications, including articles, books, chapters in books, and tests. Brian has also given over 100 presentations across the U.S. and internationally. His current research interests are in the areas of mathematics and reading learning disabilities and support needs of individuals with intellectual and developmental disabilities, along with their applications for assistive technology.

Jennifer Courduff, Ph.D., is an assistant professor at Azusa Pacific University where she develops and teaches courses in the Master of Arts: Digital Teaching and Learning program. Dr. Courduff is an active member of the International Society for Technology in Education (ISTE) and chair of the special education SigML subcommittee. Her research and presentations focus on technology integration within diverse learning environments and mobile learning.

Amy Duncan is devoted to quality services for students with special needs through professional development, consultation and coaching in instructional methodology, positive behavior supports, inclusive practice, and assistive technology for teachers and families. In her role as Program Specialist with the West End Special Education Local Plan Area (WESELPA) in San Bernardino County, Amy co-created
a community of practice for assistive technology that included practitioners within 11 districts, designers of the assistive technology strand within the Computer Using Educator’s Conference. She is also responsible for the co-development of the Assistive Technology Certificate Program for the WESELPA. Amy holds a B.A. from the University of California at Santa Barbara and an M.A. in Special Education from the California State University, Los Angeles. She is currently an adjunct faculty member at Claremont Graduate University and California State University San Bernardino in their graduate programs preparing special education teachers for their future work with students.

Michael Dunn was an elementary/middle school teacher in the Toronto (Ontario, Canada) area for 11 years, 6 of which were as a special education consultant teacher in inclusion classrooms. He completed his Ph.D. at Indiana University Bloomington in 2005 and currently is an associate professor of special education and literacy at the Vancouver campus of Washington State University. His research interests include developing strategies that help struggling readers and writers as well as response to intervention.

Joanne Gilbreath is a professor of education for the Master of Arts: Digital Teaching and Learning program at Azusa Pacific University. The program prepares new teachers in regular and special education to embed technology tools and resources into the classroom. Dr. Gilbreath is an active member of the International Society for Technology in Education (ISTE) and regularly presents on topics such as teaching and learning in the digital age, and educational leadership in the changing education environment. She has also presented on accreditation and accountability for the National Council for Accreditation of Teacher Education (NCATE) and other accrediting bodies.

Sukun Jin is a professor in the Department of Education at Konkuk University, Seoul, South Korea, as well as the Director of the Institute of Educational Research at the same university. Since he earned his Ph.D. at Purdue University, he has been committed to educational research focused on students with special needs to include gifted students and students with autism. Dr. Jin is currently conducting a research project that is focused on mobile application use and its benefits to these students.

Woo Kim has over 30 years of professional experience as a special education teacher and is currently the principal of Ja Hae Special School in Suwon, South Korea. His main focus of research is inclusion and students with intellectual disabilities. As a special educator, he has contributed to research on inclusion, the application of mobile technology, to include iPad use in the context of special education, and smart learning. He is considered by many as one of the leaders in special education in South Korea.

Carolyn Kinsell has more than 20 years of experience in the education and training sectors. Her background includes extensive work as a human performance technologist. She is considered a subject matter expert in instructional design and has extensive experience in the administration and conduct of both technical and soft-skill training programs. Her work on the application of training includes both commercial and government sectors. Dr. Kinsell has worked closely with all branches of the military to include the Army, as well as cryptologists and intelligence specialists throughout the Navy and Marines. Commercial clients include the public school system in Florida, the automobile industry, and telecommunication companies.
Angelique Nasah is an experienced Human Performance Improvement (HPI) professional who endeavors to provide energetic and compelling leadership where the goal is to offer innovative solutions to the performance challenges facing organizations. She is interested in front end analysis, design, development, summative evaluation stages of the HPI process, as well as with instructional technology program administration and faculty technology training and curricular integration. Dr. Nasah has worked in the education and training sector for more than 20 years and has experience in secondary and higher education, the commercial sector, as well as defense training.

Min Wook Ok, M.Ed., is a doctoral student in the Department of Special Education in the College of Education at the University of Texas at Austin and the manager of the College of Education’s Assistive and Instructional Technology Lab. Her focused research interests include the use of technology to enhance academic learning and the lives of students with disabilities, and supporting teacher preparation to integrate technology effectively in classroom instruction.

Kavita Rao is an assistant professor in the Department of Special Education of the College of Education at the University of Hawai‘i at Mānoa. Her research areas include technology for children with disabilities, online learning for non-traditional students, application of universal design for learning, and technology-related educational strategies for English language learners and immigrant students. Kavita teaches undergraduate and graduate level courses on assistive and educational technologies and courses on instructional strategies in the special education department. She has worked with state education agencies and schools in Hawaii, Guam, American Samoa, Commonwealth of the Northern Marianas Islands, Palau, Republic of the Marshall Islands, and the Federated States of Micronesia, conducting professional development training to help teachers integrate technology into curriculum.

Benjamin Slotznick, J.D., Ph.D., is a lawyer, inventor and software developer, with broad research and entrepreneurial experience. He is president, founder, and principal of Point-and-Read, Inc. In the assistive technology field, Dr. Slotznick is the inventor of phatic assistive and Augmentative Communications (AAC) interfaces (patent pending) and several other Point-and-Read© technologies (patented and patent pending). He is a member of the Assistive Technology Industry Association and has served on several of its committees. He has presented on assistive technology at national conferences, including the American Association on Intellectual and Developmental Disabilities (AAIDD; formerly AAMR), Closing the Gap, Assistive Technology Industry Association (ATIA), and California State University at Northridge (CSUN). In a prior academic setting, he conducted laboratory and theoretical studies of small-group decision making and published articles in peer reviewed journals on game theory.

James Stachowiak holds the role of Associate Director of the Iowa Center for Assistive Technology Education and Research (ICATER) in the College of Education at the University of Iowa. James has a B.S.E. in Industrial and Operations Engineering and an M.S.E. in Biomedical Engineering from the University of Michigan. James is a member of the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) and is a RESNA certified Assistive Technology Professional. James has also served as the chair of RESNA’s Education Committee and Educator’s Professional Specialty Group. He has presented several presentations on providing AT training to pre-service teachers at conferences such as RESNA, Closing the Gap, Assistive Technology Industry Association (ATIA), and Regional and National Dyslexia Conferences.
Aubry D. Threlkeld is an advanced doctoral candidate in Human Development and Education at the Harvard Graduate School of Education. He holds an M.S. in Education from Mercy College in New York and a B.A. from Middlebury College in Vermont. His interests range from disability studies, queer studies, assistive technologies, and critical psychology to program evaluation and reading intervention. He specializes in qualitative approaches to talk and text. His current research centers on a small group of high school students who advocate for other students with learning disabilities. In the last 13 years, he has been a special educator, teacher trainer, lecturer, grassroots activist, and consultant.

Jessica Vargas is currently an instructional technologist at Rollins College. She has over 11 years of experience in designing and developing higher level learning distance education courses, which she has accumulated through professional advancement in positions such as programmer, tech support assistant, graphic designer, system administrator, and instructional designer. Jessica has also presented since 2004 at a variety of conferences for Educause, ELI (formerly NLI), and American Association of State Colleges and Universities (AASCU) regarding the “Millennial Generations” learning styles as well for Educause, Sloan-C, and the Distance Teaching and Learning Conference regarding accessibility, universal design and copyright. She earned a M.A. in Instructional Technology from the University of Central Florida in 2009.