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 activities 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*.

**Gary Schnellert** is a Full Professor of Educational Leadership in charge of doctoral cohorts at the University of North Dakota, USA. Dr. Schnellert received his Ph.D. from Iowa State University. Prior to working in higher education, he served for fourteen years in public school administration as a superintendent and principal, and assistant principal in Canada, The Caribbean, and Iowa. Dr. Schnellert specializes in Career and Technical Education, and Educational Leadership. His research interests, writing, and publications focus on the functions of emerging technologies in higher education and other educational settings, international education, industrial technology, and educational reforms. He assists school districts with curriculum renewal, facilities planning, and administrative searches. He continues to advise and mentor students seeking full licensure in various states.

**Kenneth Kungu** is a faculty member at the College of Business, Tennessee State University. Dr. Kungu obtained his Doctorate in Human Resource and Leadership Development from Louisiana State University. He teaches courses in Human Resource Management, Organization Behavior, and Leadership. His research interests include self-directed learning, career development, cross-cultural HR practices, and employee health and wellness.

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Paul A. Asunda is an Associate Professor of Workforce Education and Development. His program of research focuses on investigating best practices in teacher education and preparation in the areas of Career/Technical Education. Dr. Asunda is also involved in research that seeks to integrate; mathematics, science, and technology (STEM) related activities in the workforce education curriculum as it relates to preparing a workforce that is responsive to 21st century work environments.

Syed Raza Ali Bokhari is an Attorney as well as PhD candidate enrolled in the Department of Management Sciences, Bahria University, Karachi campus, Pakistan. He received his BBA from UW-Milwaukee, WI, USA, MBA from Concordia University, WI, USA, LLB, and DBL from University Law College, Punjab University, Lahore, Pakistan. With over 15 years of combined international experience of law, IT, financial management, and teaching, Mr. Bokhari is an avid researcher. Although his primary research interests include management education and evidence based management, being a naval officer, the field of maritime law, trade, and economy is of keen interest as well. His current research examines cultural learning styles of management students in ethnic context.

Brian Bourke is an Assistant Professor in the School of Education at Louisiana State University, USA. Dr. Bourke teaches courses on student affairs practice and student characteristics and development for students preparing for professional roles in higher education administration. His primary research interests include perspectives on student diversity and the characteristics and development of students in post-secondary education. His current research examines the role of social justice in student affairs practice in higher education institutions in the United States. Dr. Bourke has presented his research and led sessions on issues of professional practice at state, regional, and national conference proceedings. In addition to presenting his work, Dr. Bourke has published research findings in numerous peer-reviewed scholarly journals.

Jennifer Calvin is an Assistant Professor of Workforce Education and Development. Her areas of specialization include Human resource development, international HRD, distance learning, self-regulated learning, change management, impact of culture on learning and work, motivation, communities of practice, and professional development.

Mary Leah Coco is the Assistant Director at the Louisiana Transportation Research Center’s Transportation Training and Education Center at the Louisiana State University campus. Dr. Coco’s responsibilities at TTEC include management of the over than $2 million training budget, contract administration, oversight on all external training initiatives, needs assessment strategy development and implementation, and overall training program evaluation. Dr. Coco is the Project Director for the development, design, implementation, and evaluation of the LADOTD Leadership Institute. She is the Co-PI on an implementation study for the Federal Highway Administration that evaluates the effectiveness of transportation-related STEM initiatives in the K-12 environment and was also the Co-PI on a $275,000 departmental research grant to study immersive virtual learning environments using experiential learning theory as a framework. Her research interests include: immersive virtual learning, the marginalized population, adult education, experiential learning, and distance education.
Shabana Figueroa is a PhD student in the Instructional Technology program in the department of Middle Secondary Education and Instructional Technology at Georgia State University. She also works at Georgia Institute of Technology, Professional Education department as an Instructional Designer. Her research interests include, cross-cultural instructional design, educational technology in higher education, and technology enhanced learning environments.

Barbara Hagler is an Associate Professor and Director of Graduate Programs in Workforce Education and Development at Southern Illinois University in Carbondale, Illinois. Dr. Hagler’s background is in business education. She currently teaches a variety of courses including research methods, policy, philosophical and cultural foundations, and diversity. Her primary research interests include teacher improvement, teacher preparation, communications, and diversity. She has published articles in refereed journals, chapters in books, and presentations in conference proceedings. She is chair of the editorial board for the Journal of Career and Technical Education and is on the editorial board of other journals. She is also active in professional organizations at the local, state, and national level.

John-Paul Hatala is currently a Professor in the department of Community Services at George Brown College, a Research Fellow at the University of Ottawa, and an Adjunct Professor at Louisiana State University in the School of Human Resource Education and Workforce Development. Additionally, Dr. Hatala is the founder of the Social Capital Development firm Flowork International. His academic research focuses on social networking behaviors, social capital in the workplace, human resource development, organizational development, and the transition to the labor market.

Frederick Kang’ethe Iraki is an Associate Professor of French at the United States International University in Kenya since 2006. He is also a Knight of the Order of Academic Palms (France). He holds a doctorate degree in linguistics from the University of Geneva in Switzerland. He is the founder editor of the Journal of Language Technology & Entrepreneurship in Africa hosted by African Journals Online (AJOL). He co-developed the first Kiswahili Text-to-Speech system and has published many articles on language, culture, technology and education. He is also the Academic advisor for American University Abroad program in Nairobi, Kenya, and he teaches French and Kiswahili.

Rosalie Michelle Johanson is a graduate student in the department of Workforce Education and Development. Her program of research focuses on instructional technology and distance education.

Wanjira Kinuthia is an Associate Professor of Learning Technologies at Georgia State University. Prior to that, she worked as an instructional designer in higher education and business and industry for several years. Her research focuses on educational technology in developing nations, including the role of Open Educational Resources (OER), mobile learning, and Sociocultural Perspectives of Instructional Design and Technology.

Doo Hun Lim is an Associate Professor in the Adult and Higher Education Program at the University of Oklahoma, USA. Dr. Lim teaches OD, T&D, and instructional technology courses at the graduate level. His primary research interests include cross-cultural comparison of HRD curriculum, integration of learning and knowledge management, and generational studies focusing on knowledge management.
Berner Lindström is professor of education at the University of Gothenburg. He has held positions as professor at the University of Bergen in Norway as well as the University of Linköping and University West in Sweden, and served as an educational expert on a number of governmental committees and boards. He is co-director of the LinCS, a Swedish national center of excellence. Professor Lindström’s research specialization is how ICT transforms educational practices and teaching and learning within these practices and how learning tools, learning environments, and infrastructures for learning can be designed to enhance teaching and learning in specific subject matter domains (for example mathematics and physics). He is active in building university-school collaboration for enhancing the pedagogical use of ICT.

Krisanna Machtmes is an Associate Professor in the Patton College of Education, Department of Educational Studies in the area of Research Methods and Program Evaluation at Ohio University in Athens, Ohio. Dr. Machtmes’ current research examines the effects of immersive virtual learning on adults. Responsibilities at Ohio University include teaching graduate courses in research methods and evaluation, including mixed methods. Dr. Machtmes has chaired over 38 doctoral dissertations and her research has resulted in more than 40 publications in refereed journals.

L. J. Sandy Malapile recently completed his doctorate studies in Instructional Design and Technology at Virginia Tech, USA. His prior employment experience includes working with African governments in the development and implementation of technology in education. He has mobilized resources from the private sector and international bodies for the deployment and maintenance of Information and Communication Technologies (ICT) in schools. Through these experiences, he has gained an understanding of the complexities of managing an organization in a developing country. His current research examines ICT policies in education and technology planning for secondary schools. He has also co-edited five scholarly articles and is currently working as a consultant in educational technology in the developing countries.

Davoud Masoumi is a faculty member at the Department of Education, Communication, and Learning at the University of Gothenburg, Sweden. He is a researcher at the Linnaeus Centre for Research on Learning, Interaction and Mediated Communication in Contemporary Society (LinCS), a Swedish national center of excellence. Dr. Masoumi’s teaching and research focuses on the on-going reconfiguration of technology in education with a focus on how ICT transforms educational practices across cultural contexts. Taking a cross-cultural approach, his work to understand the role of culture in design, use, and evaluation of e-learning environments draws cultural-pedagogical perspectives on learning, development and quality in education.

Janella Melius is an Associate Professor in the Department of Behavioral Sciences and Social Work at Winston Salem State University, NC. Dr. Melius’s research has resulted in national publications and presentations in the areas of educational and health disparities. Her training and background involves interdisciplinary collaborations between social services, medical, education and legal systems. Dr. Melius has 15 years of experience as a clinician and is an expert in the field of foster care. Her most recent publications on educational disparities focuses on examining student engagement trends at Historically Black Institutions and its impact on academic success of undergraduate students, which has resulted in a text book publication titled Student Engagement as a Factor in Academic Achievement: The Case
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**Michael T. Miller** is a Professor of Higher Education and Associate Dean for Academic Affairs in the College of Education and Health Professions at the University of Arkansas. He is the President-Elect of the Eastern Educational Research Association and previously served as President of the National Society for Shared Governance. He has also served on the boards of directors for the National Orientation Directors, the Council for the Study of Community Colleges, and Mid-State Industry and Education Partnership. His primary area of research has been aligned with participatory communities in higher education, related to both student and faculty involvement in institutional life. He served for five years as the editor of the *Journal of College Orientation and Transition* and is currently serving as the editor of the *Journal of Research in Education*. He has also served on the editorial boards of five different journals.

**Adam A. Morris** is the Assistant Director of the Operations Management Program in the College of Engineering at the University of Arkansas. The Operations Management program is the largest graduate program at the University of Arkansas with over 500 students. Dr. Morris has worked for almost 20 years in higher education with experience in community colleges, private universities, and doctoral granting institutions. His primary area of research is in private colleges, specifically how middle management such as department chairs and Deans can affect faculty, staff, and students by their leadership styles. He currently serves as the Associate Editor of the *Journal of Organizational Learning and Leadership*.

**Simon Mwendia** is a lecturer in the Faculty of computing and Information Management at KCA University in Nairobi, Kenya. Mr. Mwendia teaches Artificial Intelligence and Mobile computing degree courses for Undergraduate and Masters students. His research interests include: application of Artificial Intelligence techniques in mobile computing to support learning. His PhD research work focus on ambient intelligent learning for higher learning institutions, from which he has authored a conference paper entitled “3-Category Pedagogical Framework for Context Based Ambient Learning” (2013).

**Erastus Ndinguri** is a faculty member in the Department of Economics and Business Administration at Framingham State University, USA. Dr. Ndinguri teaches management courses focusing on, strategic workforce behavior and development and entrepreneurship. His primary research interests include use of current emerging technologies in developing entrepreneurial ideas as well as how to integrate technology in organizations human capital development. His current research examines nascent entrepreneurs and organizational employees. Dr. Ndinguri’s research has resulted in publications in refereed journals in entrepreneurship, strategic management, and leadership. His work has also been presented in national conferences.

**Luka Ngoyi** is a professor of electrical engineering the University of Zambia. He obtained his PhD in Career and Technical Education from Virginia Polytechnic and State University. His PhD investigated the benefits and challenges that come with the use of virtual laboratories and solutions to overcome them. Although his research interest continues to be virtual learning and the use of other learning technologies, he is currently teaching undergraduate students enrolled in electrical engineering courses.
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Robert Obwacha Oboko is currently a senior lecturer at the School of Computing and Informatics, University of Nairobi. His current research interests are in the area of ICT for Development, specifically the use of ICT to create effective spaces for learning (ICT and Education) with a focus on adaptive user interfaces for learning support, mobile learning, and games. His PhD research focused on the use of adaptive user interfaces to support the learning of subject/domain concepts and self-regulation during problem solving (Active learning). Dr. Oboko graduated with Bachelor of Education from Kenyatta University in 1995, Post Graduate Diploma in Computer Science from University of Nairobi in 1999, Masters of Science in Computer Science from the Free University of Brussels in 2003 and PhD in Computer Science from University of Nairobi in 2012. He has also participated in a number of consultancy teams under the University of Nairobi consulting arm (UNES).

Mabel C. P. O. Okojie is an Associate Professor at Mississippi State University (MSU). Dr. Okojie has taught various courses in education and related fields. These courses include foundations of education, educational research, technology integration, workforce education, curriculum planning including industrial human relations and industrial safety, etc. She has graduated 20 doctoral students as major adviser/dissertation director. Dr. Okojie has published numerous articles in national and international peer review journals. She co-authored a textbook, reviewed a World Bank book, and written book chapters including citations. Dr. Okojie has written funded grants, which are over $1.2 million. She is co-editor of *International Journal of Education and Culture*. She is also reviewer for the *Association for Research in Business Education – Delta Pi Epsilon (ARBE-DPE)*, an affiliate of the National Business Education Association (NBEA). Her areas of research interest include technology integration, instructional strategies, and transfer learning.

Iqbal Ahmed Panhwar is professor meritorious and Dean in faculty of Management Sciences, Bahria University, Pakistan. Dr. Panhwar teaches social sciences courses and Research methodology at graduate level. He has 40 years of teaching, research, and consultancy experience, and has authored over 100 research publications/reports/books. His research interests are economics and capacity development of teachers and personnel belonging to academia. Dr. Panhwar has undertaken many projects of World Bank, Swiss agency for Development and Cooperation (SDC), Canadian International Development Agency (CIDA), Asian Development Bank (ADB), Japan International Cooperation Agency (JICA), and USAID. Dr. Panhwar has supervised over 20 MPhil and PhD students.

Ji Hoon Song is an Assistant Professor at the Applied Technology and Performance Improvement at the University of North Texas. Dr. Song teaches various online, blended, and classroom courses in OD, HRD, knowledge management, and quantitative research methodologies. His research interests are in the areas of cross cultural learning organization, learning-based knowledge creation, and communication in groups.

Moussa Tankari is an assistant professor of English at the University of Zinder in Niger. Dr. Tankari currently teaches English language courses to pre-service teachers in Niger. Dr. Tankari’s research interests include the role of culture in online learning, open network learning environments, African online learning initiatives, distributed learning, online education program design, implementation, and evaluation, learning management systems, and the role of social presence in online learning. His current research examines cultural orientation and satisfaction in online learning. Dr. Tankari has presented several papers on distance learning at conference proceedings.
Peter Wagacha is a faculty member at the University of Nairobi, School of Computing and Informatics. He is interested in the area of electronic and mobile learning and has been working with several PhD research students on frameworks as well as methods to enhance the learner’s learning experience through the incorporation of Machine Learning.

Seung Won Yoon is a Professor of Instructional Technology/Workplace Learning and Performance at Western Illinois University. Dr. Yoon teaches courses in Web development/integration, distance learning design, human performance technology, and research methods. His research interests span the boundaries of instructional and information technology, blended learning, and human performance technology while maintaining a core theme of leveraging technologies and design to improve workplace learning and performance.