About the Contributors

Carolyn N. Stevenson holds an M.A. in Communication, MBA, and Ed.D. with an emphasis in Educational Leadership and Organizational Change. She has over 18 years teaching and administrative experience in higher education. Her current research interests lie in qualitative research, online education, and emerging technology in educational settings. She is a member of review committees for a number of international journals and is actively involved in the American Educational Research Association and The Association for Women in Communications. She is a full-time Communication faculty member at Kaplan University.

Joanna C. Bauer has a business background in corporate communication, employee and faculty training, and business development including communication, corporate strategy, special events, and media relations. She combines her business background with over 13 years of experience teaching and in administrative roles for online and onground modalities in communication, critical thinking, and related areas of higher education. She earned a Bachelor of Science and Master of Arts degree in Communication and has been recognized with various teaching and curriculum development awards. She is currently working as a full-time faculty member for the Communication Department at Kaplan University. Her research interests include developing critical thinking, community and civic engagement, curriculum development and pedagogy, and cultural communication. She enjoys interacting with diverse students and focuses on combining academic theory with real world application so that students can apply the material learned to business and personal goals.

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Luz María Ortiz Alcocer, is a full-time research professor at Universidad Intercultural Maya de Quintana Roo. She has a master degree in Education and her current research interests are focused on TEFL and the use of technology to learn English in rural areas.

Alisa Agozzino, Ph.D, is an assistant professor of public relations at Ohio Northern University. Dr. Agozzino’s main research interest lies in social media tools within the public relations field. Her current research agenda examines how social media impacts different industries, exploring how social media are used to effectively reach their target audiences in order to build and maintain mutually beneficial relationships. In addition to ONU’s Public Relations Student Society of America adviser, she also serves as the chair of the Central Ohio PRSA public relations committee and the editor-in-chief for the national PRSA Educator’s Academy newsletter.
Mette L. Baran received her Ed.D. in Administrative Leadership and Supervision from De Paul University in Chicago, Illinois. She is a tenured assistant professor in the Doctoral Program in Educational Leadership at Cardinal Stritch University in Milwaukee. She has an extensive background in higher education serving as faculty of business, Director of Development, Director of Education, Campus Director, and Program Director. In addition, she is an international business consultant. Dr. Baran teaches research methods courses in the Doctoral Leadership Studies Department at Cardinal Stritch University. Dr. Baran’s publications include articles in the areas of higher education learning and service, academic achievement, student attitudes toward school, looping, relationship building, and teaching multi-methodology research strategies. Dr. Baran serves on the Board of Trustees of Robert Morris University of Illinois. In addition, she is a board member of various not-for-profit organizations in Racine, Wisconsin.

David Becker, Jr., lives in Warren, PA, with his wife and four children. He has worked with college students as an instructor since 1997 and as an online instructor since 2005. His first Master’s degree earned was an M.A. in English from SUNY Brockport, and his second Master’s degree earned was an M.S. in Educational Leadership. Additional interests include coaching basketball and the histories of local municipalities and railroads. He has been a faculty member of the American Public University System since 2010.

Valerie Beltran, Ed.D., is an Associate Professor of Education at the University of La Verne. In the K-12 field, she has been a teacher, a resource specialist, and a principal. At the university level, she teaches courses in both the teacher credential and Master’s programs. She chairs the Master’s of Education Special Emphasis program. Her research interests include writing instruction, bilingual education, and student engagement.

Marius Boboc, is associate professor and chair of the Department of Curriculum and Foundations at Cleveland State University in Cleveland, OH. He holds an M.A. in Teacher Leadership and Ed.D. in Curriculum and Instruction. His research interests include college and career preparedness, online teaching, learning, and assessment, curriculum development and assessment in higher education, and postmodern education.

Tom Cavanagh has taught online since January of 2009. Currently he teaches doctoral courses in the area of educational research at two online universities. In addition, he is an active researcher. His research focuses on the areas of restorative justice and restorative practices in schools, exploring how schools can use restorative practices to respond to student wrongdoing and conflict in conjunction with a culturally appropriate pedagogy of relations in classrooms, under the umbrella of a culture of care, to create safe schools.

Benjamin J. Cline lives with his wife, daughter, and pets in Silver City, NM, where he is Assistant Professor of Speech and Communication at Western New Mexico University. Through teaching and research, Dr. Cline considers the ways in which classical rhetorical concepts and contemporary media can and should interact. While ancient rhetoricians may have never experienced interactive media, Dr. Cline believes they are relevant. He believes that by using the wisdom, which has held up since ancient times, to inform our new forms of communication, we can lead gracious, passionate, and ethical lives within both our physical and virtual spheres.
Mayela Coto received a master degree in Computer Science in her home country of Costa Rica and a Ph.D. in Human Communication Centered Informatics from Aalborg University, Denmark. Since 1986, she has taught diverse computer science courses at two major universities in Costa Rica. Currently, she is professor in the School of Informatics, Universidad Nacional, Costa Rica. Her main research interests are engineering education, pedagogical approaches, educational software, collaborative learning, and communities of practice.

Jessica C. Decker, Ed.D., is an Assistant Professor of Education at the University of La Verne. With a background in elementary education, she teaches courses in writing, technology in education, multiple subject methodology, and current issues in education at both the undergraduate and graduate levels. Her research interests include writing instruction, instructional use of technology, and mentoring.

Dustin De Felice, Ph.D., is an Assistant Professor for Michigan State University’s Masters in Foreign Language Teaching (http://maflt.cal.msu.edu/). Dustin has worked in the adult education field for more than a decade and he has taught in the US and Mexico. His current research interests are focused on exploring how indigenous language groups in Mexico are using technology to disseminate their languages and the use of cooperative learning strategies in classroom situations.

Elizabeth Donnellan is a psychology professor at Kaplan University specializing in cognitive psychology and addiction psychology. She has won college teaching awards and works closely with students through her research and as a faculty advisor to a large student club. Her research interests include memory and learning, addictions and memory, and social interaction in virtual platforms. She has presented her research at international, national, state, and regional research conferences. Further, she serves as Associate Editor for the International Journal of Technology and Educational Marketing. She has previously published with Prentice Hall.

Sammy Elzarka has been with the University of La Verne since 2009, initially as the Director of Assessment and Accreditation for the College of Education and Organizational Leadership. He is now the Director of the Center for the Advancement of Faculty Excellence. His current higher education research interests include the impact of technology use on student learning, measuring the effectiveness of teaching strategies on student engagement and learning, and impact of ePortfolio uses on student success. Current projects include providing training support for all faculty in using effective teaching strategies and use of online tools.

Annissa Furr is a full-time science faculty member at Kaplan University. She has been teaching science classes for 10 years and has taught online for four years. She graduated from Arizona State University with a Bachelor of Science in Microbiology and a Master’s in Interdisciplinary Studies. She holds a Ph.D. in Microbiology from South Dakota State University with a focus in the field of immunology. Dr. Furr is also the director of the non-profit organization, Kids Play Safe, which raises awareness of the dangers of indoor children’s playlands.
Mª Luz Guenaga. Ph.D. in Software engineering, with Dr. Europeus honours by Deusto University, with the thesis Integral accessibility of digital resource centres for people with visual disabilities. Predoctoral stay at Braillenet Laboratory at the University Paris VI, where carried out part of her research on accessibility and visual impairment. Professor at the Faculty of Engineering (Deusto University), with primary assignment to the Department of Software Engineering, teaches courses related to programming and data structures and algorithms in various engineering and has promoted the creation of the course “Seminar for New Technologies in the Service of Society,” in which engineers shape the accessibility and usability Web technology. Researcher at the DeustoTech Learning group (Deusto Foundation) carrying out projects related to Technology Enhanced Learning. She has published her research results in national and international conferences in the area of accessibility, human-computer interaction and people with disabilities. We can also highlight its participation in the Young Researchers Consortium’s 10th International Conference on Computers Helping People with Special Needs (ICCHP 2006).

Valerie J. Janesick. Ph.D., is Professor of Educational Leadership and Policy Studies at the University of South Florida and specializes in Qualitative Inquiry. She teaches courses in Qualitative Research Methods and Curriculum Theory and Inquiry. Her latest book is Stretching Exercises for Qualitative Researchers, 3rd edition. She infuses arts based research approaches in her writing and teaching. She is currently composing a book of her most recent poetry.

Janice E. Jones received her Ph.D. in Urban Education with a specialization in Counseling Psychology from the University of Wisconsin-Milwaukee. She is a tenured assistant professor at Cardinal Stritch University in Milwaukee. She is also a certified alcohol and drug counselor and a certified clinical supervisor for alcohol and drug counselors. Dr. Jones’s publications include articles and book chapters in the areas of training and supervision, positive psychology, multicultural awareness and training, successful life transitions for people with disabilities, and career and life transitions. She is actively engaged in applying positive psychology to practical problems, and is researching the impact of using positive coping strategies on the academic, career, and life outcomes of diverse, low-income youth. Dr. Jones teaches research methods courses in the Doctoral Leadership Studies department at Cardinal Stritch University and serves as Chair of the Department.

Justina Kwapy. Ph.D., has been in the field of education for over 16 years, both in K-12 and higher education. She has taught online for various universities for over 6 years. Her passion is research in building online learning communities that really work, and supporting students in their virtual learning experience. Dr. Kwapy currently specializes in supporting students with disabilities in the online setting. She brings a wealth of knowledge and experience in virtual learning and continues to teach future educators and prepare them for their role as virtual instructors.

Mark Matzaganian, Ed.D., received a Bachelor’s Degree in Liberal Studies from Cal Poly Pomona, a Master’s Degree in Higher Education from Claremont Graduate University, and a Doctorate in Educational Leadership from the University of La Verne. He served as a college administrator for ten years before becoming a member of the University of La Verne faculty in 2003. Dr. Matzaganian currently serves as Accreditation Coordinator for the College of Education and Organizational Leadership and teaches in the Master’s of Education, Special Emphasis program. His scholarly interests include human motivation, educational assessment, and the role of research in education.
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Iratxe Mentxaka, Bachelor’s Degree in Pedagogy (2006), is researcher at DeustoTech Learning Group (Deusto Foundation) working on instructional design, educational object evaluation and innovation in the classroom. She has experience as educational consultant (Gizer.net, Bilbao, 2011), on-line tutoring for the Postgraduate University Institute (Santillana Group, Madrid, 2006-2011) and she was responsible for the management, programming and evaluation of socio-cultural activities at Arriaga Civic Center (Vitoria, 2006). She participated with the conference about “The Possibilities of Information and Communication Technologies in the Childhood Education Curriculum” in the workshop “Innovation and Childhood” organized by Arangoya Educational Centre (Bilbao, 2010). She has several publications on mobile learning, interactive whiteboard, and learning digital object assessment.

Heather Miller has been teaching online since June of 2007. Currently, she teaches doctoral courses in the area of educational research, and supports faculty in facilitating these courses to provide a rigorous and positive student experience. In addition, Dr. Miller mentors online doctoral students while remaining active in her research. She is passionate about providing an excellent student experience, and actively works assisting face-to-face colleges to effectively translate their classes online.

Melissa Miller completed her Ed.D. with an emphasis in Teacher Leadership from Walden University. She holds a M.Ed. from Mary Washington University and a B.A. in Interdisciplinary Studies from Virginia Tech. Dr. Miller’s professional and research interests include online learning, professional development, Applied Behavioral Analysis, Autism Spectrum Disorders, and literacy. Presently, Dr. Miller works as an adjunct instructor, in addition to enjoying her roles as a wife and mother.

Denise Passmore is Assistant Professor at the University of South Florida-College of Nursing. With both a Master’s and Doctorate in Adult Education, she has focused on developing and delivering online education in corporate and nursing education for the last 15 years. She has participated in research that involved presenting online educational options for nursing faculty, African-American men struggling with prostate cancer, and those suffering with chemo-induced neuropathy.

Jim Prentzas graduated from the Department of Computer Engineering and Informatics, University of Patras, Greece, in 1997. From the same Department he also obtained an MSc and a PhD diploma in 2001 and 2003, respectively. He is currently an Assistant Professor at the Department of Education Sciences in Early Childhood, Democritus University of Thrace, Greece. He has participated in a number of national and European research projects. He has published over 60 papers in international journals, edited volumes, and proceedings of conferences and workshops. His main research interests are ARTIfiCIAL INTELLIGENCE, e-learning, and Web-based applications.
Rosalind Latiner Raby is a Senior Lecturer at California State University, Northridge, in the Educational Leadership and Policy Studies Department of the College of Education. She is also a lead faculty in the College of Humanities and Science for the University of Phoenix, Southern California campus. She also serves as the Director of California Colleges for International Education, a consortium whose membership includes 88 California community colleges. Dr. Raby received her Ph.D. in the field of Comparative and International Education from UCLA. Since 1984, Dr. Raby has worked with community college school faculty and administrators to help them internationalize and multiculturalize their curriculum, their college programs and college mission statements. Among her many publications on the topic of international education and community colleges are: Financing Community Colleges (2011); Community College Models: Globalization and Higher Education Reform (2009); International Reform Efforts and Challenges in Community Colleges NDCC Series (2007); Internationalizing the Community College Curriculum: Theoretical and Pragmatic Discourses NAFSA Monograph (2000); and Looking to the Future: Report on International and Global Education in California Community Colleges, State Chancellor of the California Community colleges: Sacramento (1999).

Alex Rayón. Bachelor’s Degree in Software Engineering (2008), Bachelor’s Degree in Industrial Business Management Engineering (2008), Master’s Degree in Human Resources (2011), and student of Computer Science and Telecommunications PhD., works as lecturer at the Industrial Technologies Department in the Engineering Faculty at the Universidad of Deusto (Bilbao, Spain) since 2009. Alex is also ICT-teaching coordinator at the University of Deusto, besides of working as researcher at Deusto Tech Learning, where he covers his research interests (ICT applications in teaching methods, specially, in the context of mobile learning). He has publications in digital learning environments (among others).

Galini Rekalidou earned diplomas from the Department of Early Childhood Education as well as the Department of Elementary Education of Zaráfeios Educational Institution, Alexandroupolis, Greece. She also obtained a Diploma from the Department of Early Childhood Education, Aristotle University of Thessaloniki, Greece. She obtained a Ph.D. Diploma from the Department of Education Sciences in Early Childhood, Democritus University of Thrace, Alexandroupolis, Greece. She is currently an Associate Professor at the Department of Education Sciences in Early Childhood, Democritus University of Thrace, Greece. She has published over 60 papers in international and national journals, edited volumes, and proceedings of conferences and workshops. Her main research interests are evaluation in education, innovative education approaches, informal and alternative education, teachers and student relations into the class and peer relationships.
About the Contributors

Linda Salter. BA, 1982 University of Washington; MS (Adult Education) 2008 Capella University; PhD (Adult and Higher Education) 2011, Capella University. She has Taught ESL to adults (initially through The Asian Refugee Center, a community organization, and subsequently privately) for over 20 years and worked with immigrant families providing assistance with professional and academic issues related to language and culture. Ms. Salter became interested in adult learning theories, initially as they applied to language learning and then in theories in general, became interested in learning in later adulthood in particular. Focus of her dissertation study was learning in later adulthood. She published an article in IRRODL in 2011 on the study and presented (poster) on a related topic (the need for more research in order to prepare for demographic changes) at the AERA annual meeting in Vancouver Canada in 2012. While she was working on her PhD, she was diagnosed with cancer and is still recovering so is currently unaffiliated. She does some pro bono consultations such as presentations on best practices for teaching older adults for Senior.net an organization that teaches seniors how to use computers.

David Starr-Glass is a senior mentor with the International Programs of SUNY Empire State College, and is currently attached to their unit in Prague in the Czech Republic. David is also a faculty member of the University of New York in Prague. He facilitates a wide range of distance learning courses in business administration, including cross-cultural management and organizational behavior. He also serves as a student mentor and supervisor for undergraduate dissertations. David has earned Master’s degrees in business administration, organizational psychology, and online education. His research interests include the cross-cultural aspects of organizational culture and human resource management, and the process dynamics and outcomes of distance online learning and e-mentoring. He publishes regularly in the business administration, online distance learning, and mentoring literature.

Shelley Stewart, Ph.D., is the eLearning Facilitator and MOOC Program Director at the University of South Florida. In this role, she trains faculty to design quality online and blended courses. She ensures that faculty are equipped with instructional strategies and technical tools that will enhance student success. Shelley earned a doctorate in Curriculum and Instruction with an Emphasis in Instructional Technology and specialization in educational research.

Jim Vander Putten received his Ph.D. in Higher and Postsecondary Education from the University of Michigan, and is an Associate Professor of Higher Education at the University of Arkansas at Little Rock (UALR). He coordinates the Higher Education doctoral concentration in Faculty Leadership and the Higher Education M.A. concentration in Health Professions Teaching and Learning. He formerly chaired the UALR Institutional Review Board, and his research interests include the influences of social class origins on faculty worklife, the college choice process for historically underrepresented students, and the organizational culture and climate for the responsible conduct of human participant research.
Nancy T. Walker, Ph.D, is a Professor of Teacher Education at the University of La Verne where she teaches courses in literacy and research methods. Dr. Walker also coordinates the Teacher Education Reading Program. Dr. Walker’s research focuses on adolescent motivation, online instruction, reading policy, disciplinary literacy, and typography in picture books. She has served on the editorial board of *Journal of Adolescent and Adult Literacy* and is currently on the editorial board of the Yearbook of the National Reading Conference. Her articles have appeared in several literacy journals and she has also co-edited *When Textbooks Fall Short*.

Jodi Whitehurst earned her M.A. in Professional and Technical Writing from the University of Arkansas at Little Rock, and she is currently pursuing her Ed.D. in Higher Education. She is also a Little Rock Writing Project Teacher Consultant. She is currently teaching composition in the Department of Rhetoric and Writing at the University of Arkansas at Little Rock. Her research interests include digital rhetoric and online education. She lives in central Arkansas with her husband, Shane, and their children, O’Neal and Olivia.