About the Contributors

Leonard J. Shedletsky, Ph.D., is Professor of Communication at The University of Southern Maine. He is the author of Meaning and Mind: An Intrapersonal Approach to Human Communication (1989), co-author of Human Communication on the Internet, co-editor of Intrapersonal Communication Processes (1995), co-editor in 2010 of Cases on Online Discussion and Interaction: Experiences and Outcomes. He wrote the entry, “Cognition,” for the International Encyclopedia of Communication (2008). He has been teaching since 1974. He teaches a range of courses in communication with cognition, discourse, and meaning as underlying themes. He was awarded recognition for Stellar Scholarship and Teaching, University of Southern Maine (USM) 2003, 2007, and 2011. He was named The Russell Chair, 2009 – 2011. He has recently taught a number of online courses that make heavy use of discussion and mapping.

Jeffrey S. Beaudry, Ph.D., is an Associate Professor, Educational Leadership, at the University of Southern Maine. He aims to explore issues relating to visual learning, formative assessment, authentic learning, and science literacy. His publication of “Concept Mapping and Formative Assessment: Elements Supporting Literacy and Learning” published in the Handbook for Research on Concept Mapping and Collaborative Research, and the co-edited a book Cases on Teaching Critical Thinking through Visual Representation Strategies builds the argument for visual literacy for teachers from early childhood to graduate level. He has a degree and freelanced as a pre-digital photographer, and his work is published in numerous books and magazines. Dr. Beaudry now teaches courses online and in blended media formats with Webinars and video networks for the USM. He is an active, contributing faculty member to the USM Center for Technology Education and Learning (CTEL), where he collaborates and leads professional development on multimedia, especially concept mapping and customized, interactive, interactive videos.

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Robin M. Bright is a Professor of Education at the University of Lethbridge in Alberta, Canada. She teaches courses to undergraduate and graduate students in the areas of the literacy, writing, writing across the curriculum, multi- and digital-literacies, and gender. Previously, Dr. Bright taught elementary school for ten years. She is the author of several books, most recently, Write through the Grades: Teaching Writing in the Secondary Grades (2007) and co-author of the Canadian edition of the textbook, Language Arts: Content and Teaching Strategies (2011). Her work has appeared in the Journal of Reading Education, Canadian Children, The Canadian Journal of English Language Arts, Alberta English, The Writing Teacher, English Quarterly, and the Journal of Teacher Education. Her current research focuses on middle-school youth and their in- and out-of-school literacies and writing instruction.

Siu Challons-Lipton is Chair of the Art Department and Associate Professor of Art History at Queens University of Charlotte. She earned her doctorate degree in 19th Century Art from the University of Oxford and her bachelor’s and master’s of art degrees in Baroque Art from McGill University. She also trained at Sotheby’s, London, in 19th and 20th Century Decorative Arts. She is a member of the Board of Directors of the Mint Museums. Her research interests include 19th Century Academic and Realist Art, Internationalism in late 19th Century Paris, Scandinavian Art of the 19th and 20th Centuries, Black Mountain College of North Carolina, Critical and Creative Thinking, and Visual Literacy. She published a book in 2002 on The Scandinavian Pupils of the Atelier Bonnat, 1867-1894. Dr. Challons-Lipton spent her childhood in Africa, Europe, and the South Pacific. She continues to be passionate about travel, culture, languages, and, of course, art.

Annette deCharon is a Senior Marine Education Scientist in the University of Maine’s School of Marine Sciences. Her academic background is in earth sciences (B.S. in Geology and M.S. in Oceanography). Her interests in science communication and multimedia began at the Jet Propulsion Laboratory, where she was awarded a NASA Exceptional Service Medal for her work. Recent activities have focused on fostering collaboration between scientists, educators and students to improve understanding of the relevance of ocean research to society.

Kate Dunsmore, Ph.D., is Assistant Professor in Communication Studies at Fairleigh Dickinson University, Madison, NJ. Her areas of research include political communication, international communication, and public discourse. She has published in the areas of political communication and pedagogical research. Her dissertation (2008, University of Washington), titled Mediating Alliance: The Role
of the Press in Sustaining Reciprocity in the US-Canada Relationship, won the 2009 ACSUS Distinguished Dissertation Award. She is also the recipient of the Fairleigh Dickinson University Educational Opportunity Fund 2010 Outstanding Faculty Award, recognizing her work with disadvantaged students. She is currently extending her findings on 20th and 21st century discourses in the Canada-US relationship by exploring the roots of these discourses in the late 18th and early 19th century period.

Richard Emanuel is a Professor of Communication at Alabama State University in Montgomery. He earned his doctorate degree in Communication Theory and Research from Florida State University, a master’s degree in Speech Communication from Auburn University, and a bachelor’s degree in Speech and Theater from the University of Montevallo. Dr. Emanuel has taught at two-year and four-year public and private colleges. His research has been published in national and international journals and he has made presentations throughout the United States and in Great Britain. His research interests include the health of the communication profession in higher education, communication style, campus sustainability, college student cell phone use, customer service, and visual literacy. He has also compiled, edited, and produced several Readers Theater scripts including The Montgomery Bus Boycott. Dr. Emanuel is a certified scuba diver and he enjoys racquetball, movies, music, and travel.

Rhoda Frumkin received her Ed.D. from Rutgers University in New Jersey. She is an Associate Professor of Education at Wagner College focusing on Literacy, Service Learning, and Teacher Training. Dr. Frumkin’s scholarly interests include cross-discipline literacy learning and the use of collaborative techniques and tools to facilitate interactive collegial dialogue about classroom practices.

Amnon Glassner was trained as a math teacher and then completed his M.A. and Ph.D. in the center of cognition, instruction, and computers at the Hebrew University in Jerusalem. He participated in some studies about learning and argumentation in the frame of Kishurim Group under the leadership of Prof. Baruch Schwarz. His current educational interest is to lead some new progressive programs of teacher training, such as those who use PBL (Project- or Product-Based Learning) as main direction for learning and instruction. He serves as the head of Education Department, the head of Informal Studies, and a pedagogical guide in Kaye Academic College of Education in Beer-Sheva. His current research directions include infusion of creative and critical thinking during learning of any content, learning with PBL, learning by successes, and moderation of dialogical learning discussion.
About the Contributors

Cristine G. Goldberg is currently an adjunct professor at the University of the Cumberlands in the College of Education. She completed her doctorate in Curriculum and Instruction at the University of Sarasota. Other graduate degrees include a specialist (school library media) from the University of West Georgia, and a master’s (English education) from the University of Tennessee at Chattanooga, and undergraduate work in liberal arts and teaching from Florida International University. Dr. Goldberg is a retired professor from the University of West Georgia, College of Education, Department of Educational Foundations and Technology. Prior work experiences include 30 years of teaching in the K-12 public school area with an emphasis in English, Gifted, Honors, and School Library Media. Dr. Goldberg has also developed and taught gifted courses and grant writing for Global Classroom. She has conducted professional learning courses in the fine arts, puppetry arts, storytelling, concept mapping, speed-reading, critical thinking skills, and grant writing. She has also conducted courses in concept mapping and speed-reading for corporate clients and private individuals in Brazil.

Gloria Gomez, Ph.D., undertakes applied design research for new product development that enables innovative areas of practices to emerge in the fields of early childhood education, online education, and more recently, government and welfare technology. Her contributions have informed research and development of new concept products for one start-up and several university organizations. Her interests include studies and explorations on how theory informs practice in design, in particular how human-centered design (HCD) methods can be revised so small organizations can effectively apply them during the fuzzy front end (FFE) process of new product development. Gloria is an assistant professor at the University of Southern Denmark. Prior to this appointment, she intermittently worked for the University of Otago in diverse research and professional capacities. Before her Ph.D. studies, she undertook professional design in multidisciplinary software projects such as the award-winning Proyecto Ludomatica and the CmapTools software project. In addition to her university appointment, Gloria is a strategic consultant in the educational and interaction design of OB3 – a Web application for online academic study that is being developed by OceanBrowser Ltd.

Katia Gonzalez received her Ed.D from Columbia University, Teachers College in New York. She is an Associate Professor of Education at Wagner College and the Faculty Scholar for the Center for Teaching, Learning, and Research. Dr. Gonzalez’s expertise is in curriculum development and teacher preparation, early childhood, intellectual disabilities, and autism. Research interests include the role
of discussion and group dynamics in teacher education, strategies, and techniques to enhance and measure critical thinking and the impact of community and family in inclusive education.

**James Gorman** holds a Masters Degree in Chemical and Life Sciences from the University of Maryland. With over 10 years of experience, he teaches physics and chemistry at Northbridge High School in Whitinsville, MA, and is an educational consultant who specializes in applying meaningful learning techniques in the classroom. In particular, he emphasizes the use of concept mapping to facilitate the elucidation of student understanding. His work on applications of concept mapping in the classroom has been published and presented at the Massachusetts Computer Using Teachers Conference (MassCUE), National Science Teachers Association (NSTA) conference, and the International Conference on Concept Mapping. James has also collaborated with the Massachusetts Department of Elementary and Secondary Education (MADESE) to create strand maps of the Massachusetts Science and Technology/Engineering Curriculum Framework. His focus was the construction of the physical sciences (chemistry and physics) and technology/engineering strands. James has consulted for the Boston Museum of Science during the development of a full-year course called *Engineering the Future: Science, Technology, and the Design Process™*. The unit concept map he developed was published in the teacher manual.

**Robin Griffiths** is Director of Occupational and Aviation Medicine, University of Otago Wellington, New Zealand. He heads a “virtual department” of 18 academic staff based in North America, Middle East, Europe, and Australasia, who provide international distance teaching and research supervision to students in every continent (including Antarctica) in aviation medicine, occupational medicine, and aeromedical retrieval and transport. His research interests include creating learning communities in international distance learning and use of technology to overcome barriers to participation.

**Jane Heinze-Fry**, Ph.D., currently serves as the Special Programs Director at the Museum Institute for Teaching Science (MITS). She is an experienced educational collaborator, presenter, teacher, researcher, and writer. She works with colleagues across Massachusetts to offer professional development institutes in hands-on, minds-on, inquiry-based science to K-12 teachers. Jane has presented extensively at state and national science education conferences. Her teaching experience ranges from courses in teaching methods at the graduate level to life science courses at the middle school, high school, and college levels. In addition to her teaching experience, she consulted with the Massachusetts Department of Elementary and Secondary
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Education to develop the life science and earth science strand maps of the science, technology/engineering framework. Jane’s writing includes journal articles that address various applications of concept mapping to science education and instructional materials to accompany environmental science textbooks. She earned her Ph.D. in Science and Environmental Education from Cornell University.

Camille B. Kandiko Howson is a Research Fellow at King’s College London, working on curriculum and student enhancement initiatives. Her research focuses on international and comparative higher education, with areas of interest in the student experience, student engagement, and the curriculum; interdisciplinarity and creativity; academic motivation and prestige; PhD supervision; and developing the use of concept mapping in higher education. Supporting this research are notions of networks in higher education, the role of student engagement in the student experience and the environment for learning, and intersectionality as a methodological approach to exploring student and academic identities. Camille holds degrees in English and Classics from Cornell University and a Master’s in Higher Education Administration from The University of Pennsylvania. She was awarded her PhD by Indiana University. Before taking up her post at the Institute, she was Project Associate at IU working on the National Survey of Student Engagement (NSSE).

Ian Kinchin is Head of the Department of Higher Education at the University of Surrey, UK. His current research is focused on the development of the “expert student” through the application of concept mapping. Ian is the editor of the *Journal of Biological Education*. He is an advisory committee member for the series of International Concept Mapping Conferences (http://cmc.ihmc.us/), a Senior Fellow of the Higher Education Academy, and is a member of the Governing Council of the Society for Research into Higher Education. He is also a Bruce Springsteen fan.

Marcus Vinicius Santos Kucharski is a professor at the Federal University of Technology – Paraná (UTFPr) in Curitiba, Brazil, where he acts as deputy coordinator of the Educational Technology Office, and a researcher in the areas of Educational Technology and Teacher Training. He has dedicated the last 15 years to developing teaching-learning strategies supported by digital technologies and to promoting the effective use of such technologies in regular and distance courses. Given that his academic origins lie in Linguistic Studies, concept maps as a means of knowledge systematization and as a critical pre-writing tool have been a constant target of his interests. Professor Kucharski holds Licentiate degrees in Languages (Portuguese and English), Specialist’s degrees in Portuguese Language and Brazilian Literature Teaching, and also Master’s and Ph.D. degrees in Education.
**Rita de Cassia Veiga Marriott** holds a Master’s in Education from the Catholic University of Parana (PUC-PR), where she is a PhD candidate in Education. She is currently an English language teacher and was an English language teacher at PUC-PR for 5 years and at the Federal University of Parana (UFPR) for 3 years; she was also a Portuguese language teacher at the University of Birmingham for 6 years (including 2 years as course coordinator). Her areas of interest are teacher training, language teaching, concept mapping, second language acquisition, and distance learning. She has several publications including the co-edited *Handbook of Research on E-Learning Methodologies for Language Acquisition* (2009) and *Handbook of Research on Collaborative Learning using Concept Mapping* (2010) published by the Information Science Reference, USA.

**Margaret L. Merrill** was born and raised in Cincinnati, Ohio. After moving to Massachusetts, she graduated from Curry College in 1984 with a degree in Early Childhood Education. Dr. Merrill completed her masters in Early Childhood Education at Wheelock College in 1986. For the following 21 years, she taught at the elementary level in private and public schools. In 2005, after being nominated for and winning a Presidential Award for Excellence in Mathematics and Science Teaching, Dr. Merrill left the elementary classroom environment to become an Education Fellow in the offices of Senator Joseph Lieberman on Capitol Hill for one year. At the conclusion of the fellowship, she applied for and was accepted into the University of Maine’s College of Education and Human Development graduate program. Dr. Merrill graduated in August 2012 with a Doctorate of Education Degree (Individualized Program) from the University of Maine. Recently, she traveled to Malta to present her research at the 5th International Concept Mapping Conference.

**John Montgomery** received his Ph.D. in Neuroscience from Caltech in Pasadena, California, and his B.A. in Molecular Genetics from Trinity College in Dublin, Ireland. Currently an Adjunct Professor in the Department of Psychology at the State University of New York at New Paltz, he is the primary author of *The Answer Model Theory and the Answer Model: A New Path to Healing*. He has also written for *The Washington Post*, *The Economist*, and *Psychology Today*.

**Pooshan Navathe**, MBBS, Dip Occ Med, Dip Aviation Safety Regulation, B Ed, MD, MBA, FAFOEM (RACP), FRACMA, FRAeS, FACAsM, PhD, is the Principal Medical Officer at the Australian Civil Aviation Safety Authority’s Office of Aviation Medicine. Dr. Navathe has spent over three decades in aviation medicine, occupational medicine, and medical leadership. Navathe is a thought leader in areas of operational and clinical aviation medicine, with his current interest surrounding aeromedical decision making. While having remained a practitioner throughout
his career, he has participated in research, as demonstrated by the preparation of more than 175 articles and scientific presentations to professional societies. He has been a teacher for over two decades, continues to teach clinical aviation medicine, and with his active involvement in research and teaching, continues to be actively involved in the assessment and mentoring of physicians in all areas of his expertise.

Roxanne O’Connell, Ph.D., is associate professor and Chair of the Department of Communication at Roger Williams University teaching visual communication and digital media. Her work has been published in edited books and journals such as Visualizing the Web (Peter Lang) and The Internet Media Review (now published by Mequoda.com). She is the editor of the two-volume series Teaching with Multimedia (Hampton Press) and the editor-in-chief of the Proceedings for the New York State Communication Association. Her professional life has fallen into two areas: visual media and music. As a teacher and Web publishing consultant with more than 20 years of experience in design, e-commerce, and marketing, she specializes in information design, audience research, and Website usability. Media research interests include traditional and digital media, particularly blogging and podcasting, perception, and visual rhetoric. A musician since age 12, she has performed with her husband, Robbie O’Connell, on stages large and small, from coffeehouses to international music festivals, in village pubs and on outdoor stages. Before she started teaching at university, she recorded backup vocals on five CDs. She now uses what she knows about media and sound to teach her students how to create multimodal narratives and essays.

Yasemin Oral is an Assistant Professor of English language teaching at Istanbul University, Turkey, where she teaches courses in foreign/second language teaching methodology, critical reading and thinking, and research methods. She received both her MA and doctoral degrees in English language teaching from Istanbul University. Her doctoral research involved an investigation into classroom power relations in an English as a foreign language setting. Her primary research interests include critical pedagogies, cultural aspects of language teaching/learning and identity and language learning. She is currently working on her postdoctoral research on the intersections of issues of identity and English language learning/use.

Amina Sadik is interested in identifying anticarcinogenic compounds in plant extracts as adjuvant therapy for breast cancer, skin cancer and human leukemia and determining the mechanism of action of these compounds. She is also looking into the antioxidative effects of commonly consumed berries and Yerba Maté in human myocardiocytes. She involves medical students and graduate students in all her
research projects. Her scholarly activities include conducting workshops, giving presentations at national and international conferences regarding medical education, and publishing peer review papers on quantitative and qualitative research. She works diligently to demonstrate the relevance of the basic sciences in the practice of medicine.

Baruch B. Schwarz began his career as a mathematician and as a researcher in mathematics education. He first focused on the role of computerized environments in conceptual learning. The recognition of the importance of argumentative forms of talk in mathematics classrooms led him to widen his research focus on the study of relationships between argumentation and learning in general. He has led many European R&D projects dedicated to the development of technologies to enhance argumentation and collaborative learning in small groups. His current research directions include argumentation and conceptual change, small group moderation, dialogic teaching, mathematical abstraction, social networks and learning/teaching, and traditional dyadic Yeshiva learning.

Bev Smith has been an elementary school teacher for the past 26 years. She has taught all elementary school grades, but for the majority of her career, she has worked with primary-aged students. Bev obtained her Bachelor of Education degree from the University of Saskatchewan in 1986. She completed her Master of Education degree at the University of Lethbridge in 2012 and focused her research in the area of literacy, particularly the instruction of writing and student engagement. Throughout her career, Bev has strived to continually improve literacy instruction in her classroom. As a result, she has worked with teachers in a variety of regions across Canada. Particularly noteworthy is the work she has done with teachers from remote communities in Nunavut, travelling there twice to collaborate with teachers to improve the literacy instruction for their students. Bev is currently a literacy coach with Palliser School District in Alberta, Canada.

Kristen Snyder is an Associate Professor in Education at Mid Sweden University since 2001. Originally from the U.S., Snyder received her Ph.D. in Educational Research with an emphasis on school and leadership development. Snyder’s work is grounded in cultural studies, which she combines with her formal training and experience in the arts as a musician and graphic designer. For more than 20 years, Snyder has been driven by questions about how educators can generate learning environments that are stimulating for students, based on discovery learning and creativity. In more recent years, she has focused on the role of technology and the potential it affords for pedagogical innovation in a global context of learning.
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Patricia Lupion Torres has been a lecturer at the Catholic University of Parana (PUC-PR, Brazil) since 1981. She holds a Ph.D. in Production and Knowledge Engineering from the Federal University of Santa Catarina (2002). At PUC-PR, she was the Director of Distance Education (2005-2009), the Director of Education (1995-1999 and 2003-2005); in addition, she was responsible for the Evaluation and Research sector for the Distance Learning Center (2002-2003). She has published books in the Dominican Republic, UK, USA, Colombia, Mexico, Portugal, and Brazil. Her experience is in Education, mainly in the following areas: educational technology, distance learning, professional training, teacher training, higher education. She is currently a tenured professor of the master’s and doctorate courses in Education at PUCPr, the Education coordinator for the National Service for Rural Learning (SENAR-PR), and the Director for the Brazilian Distance Learning Association (ABED – Associação Brasileira de Educação a Distância).

Israel Ury received BSc and MSc degrees in Engineering from the University of California at Los Angeles. In 1980, he received a PhD degree in Applied Physics from the California Institute of Technology for work done on semiconductor lasers and optoelectronics. In that same year, he and two colleagues founded Ortel Corporation where he served as Chief Technology Officer for twenty years. Ortel revolutionized and supplied the cable television industry with the technology to replace coaxial cables with high capacity optical fibers. In 2000, Israel founded and became a Director of Maalot Los Angeles, a liberal arts college. He and his wife moved to Israel in 2008, and since then, he has been developing visual methods for teaching and understanding the Talmud. In 2011, he published Charting the Sea of Talmud, which introduced the method of Talmud Diagrams.

Chigozirim Utah is a doctoral student studying organizational communication and rhetoric at the University of Nebraska, Lincoln with an emphasis in organizational communication. She studies how macro-level and global discourses affect everyday organizing and identity construction. Most of her research is focused on illuminating possibilities for more effective organizing in the African context. She is also passionate about undergraduate education and seeks to empower her students to make the most of their college experience by taking charge of their own learning. She currently teaches intercultural communication and business and professional communication. Besides academics, she enjoys music, Charles Dickens novels, and copious amounts of tea and chocolate.
About the Contributors

Alexis Waters is an interpersonal and family communication scholar with an emphasis in health communication and a doctoral student at the University of Nebraska, Lincoln. She is interested in how people communicate about and make sense of trauma and marginalization in the health sector. In the area of pedagogy, she seeks to discover ways to engage students in the critical thinking process and help them gain knowledge and skills that will be applicable to their everyday lives. Alexis hopes to continue doing research that will help students, trauma victims, and marginalized groups make sense of their experiences.