Victor C. X. Wang, a tenured professor, is a PhD mentor/faculty at Florida Atlantic University. Dr. Wang’s research, nearly 200 refereed journal articles, peer-reviewed books—single authored, coauthored, and edited volumes—and chapters, has revolved around andragogy and pedagogy, indicating a clear line of inquiry. Andragogy and pedagogy is the umbrella under which his research and writing addresses areas such as transformative learning, andragogical curriculum and program development, human performance technology, and so on. His research in transformative learning has revealed transformative learning occurs in both pedagogical and andragogical learning settings. Wang and his coauthors compared Mezirow’s seminal theory of transformative learning with Confucianism and found, through reviewing the literature in China, that Confucius first addressed transformative learning as “rectification of the mind” and emphasized “silent reflection.” Closely connected to transformative learning is andragogical curriculum, and his research has focused on Ralph Tyler’s pedagogical fundamental questions, Malcolm Knowles’ seven-step instructional process, as well as theories by Stephen Brookfield (critical theory) and Patricia Cranton’s transformative learning theory (newer version of Mezirow’s theory). In his study of human performance technology, the research has contributed to deeper understanding of pedagogy and andragogy, elucidating how pedagogy and andragogy in other cultures can be affected by politics, the influence of a few outstanding leaders, education policies, propaganda, and nationalism, rather than theories of teaching and learning as preferred by Western educators in North America. His unique research reveals that in certain cultures politics takes precedence over educational policies. His recent line of inquiry reveals that we must teach lower-order thinking skills first before we teach higher-order thinking skills. His research confirms that rote learning and memorization precede critical thinking and creativity. Further, Wang’s research confirms Brookfield’s theory that cultures put a strain on the beautifully, well-reasoned theory of andragogy, which has brought a revolution to education and training in North America. Wang found via his cross-cultural research that instructors in the Eastern culture (Confucius-Heritage Societies) adopt primarily a pedagogical instructional mode, whereas instructors in Western cultures (North America) adopt primarily an andragogical instructional mode. Currently, Wang is co-editing the *International Journal of Adult Vocational Education and Technology* with worldwide renowned scholars Stephen Brookfield and Patricia Cranton. Wang has won many academic achievement awards, including the Distinguished Faculty Scholarly and Creative Achievement Award. He has had extensive experience in chairing and mentoring doctoral dissertations (including dissertations from University of Auckland, New Zealand). Some of his books have been adopted as required textbooks by major universities in the United States and in China. In addition, numerous universities worldwide including some Ivy League Universities have cataloged his books and journal articles. Finally, Wang’s excellence in teaching is based on his excellent teaching in Florida, California, Arkansas, Kansas, and China.
Imad Al Saeed serves as an University Program Director of Information and Technology at Colorado Technical University (CTU). He has served as Program Chair of Information Technology and Computer Science and also interim Program Chair of General Education departments at CTU – Sioux Falls, SD. In addition, he is currently teaching online for CTU. His research focus area is Web development, technology education, and software engineering.

Jason J. Almodovar is a Ronald E. McNair Doctoral Graduate Fellow within Florida International University’s Department of Adult Education and Human Resource Development. Jason previously earned a Master’s of Science in Higher Education Administration from Florida International University and a Bachelor’s of Arts in English and Africana and Latino Studies from Hunter College, City University of New York. Jason’s work with underrepresented and at-risk adult populations began in Chicago as manager of an adult weekend college. While in Chicago, Jason co-chaired the Elizabeth Harrison Fellowship initiative and personally designed its inaugural first-year retention initiative to support underserved African American and Hispanic students who could benefit from a community of support during their first year of college. This work catapulted Jason to New York City, where he taught English as a Second Language and Adult Basic Education courses to low-income residents of the South Bronx. Always engaged with at-risk learners, Jason accepted a contracted position as College Advisor in a New York City Transfer School for underserved students who want to attain a New York Regents Diploma. Ultimately, it was the culmination of work with both at-risk and adult learners, which inspired Jason to pursue his doctoral studies and begin to publish as an emerging scholar in the field.

Patricia Anderson has her BSE and MAEd in Elementary Education from Delta State University in Cleveland, Mississippi. She earned her EdD in Elementary Education from the University of Georgia. Dr. Anderson is a Professor in the Department of Elementary Education and Middle Grades Education in the College of Education at East Carolina University, Greenville, NC, where she teaches face-to-face and online undergraduate and graduate courses in Elementary Education. Her research explores the use of Second Life in online courses as used to supplement teacher education students in the designing of elementary classrooms, as well as the use of Second Life in other learning settings. Dr. Anderson is currently teaching courses in classroom management, models of teaching, and internship supervision.

Jeanette Andrade has a Master’s degree in Dietetics and is a doctoral candidate in the Education, Policy, Organization, and Leadership department at the University of Illinois, Champaign-Urbana. Her research interest includes determining the most appropriate instructional and technological methods to support learning in the online environment. For more than five years, Jeanette has been an adjunct faculty in the Health Sciences Department at Kaplan Online University, where she teaches various nutrition courses such as Sports Nutrition, Nutritional Biochemistry, Nutrition Counseling, Nutrition in the Life Cycle, and Food Science and Microbiology.

Lisa Andrews is currently the Director of Special Diagnostics at Delray Medical Center. She graduated from SUNY Upstate Medical Center with AAS in Respiratory Therapy. She obtained her Master of Science in Health Services Administration in 2007 from Barry University. She obtained her Certi-
fied Healthcare Emergency Coordinator certificate in 2013. She lectures for the Florida Department of Emergency Management. She has provided direct oversight to the Sleep Disorders Center for over 15 years. Her background as a Registered Respiratory Therapist has enabled her to develop expertise in sleep disorders and the various treatments available. Lisa is very active in the community, speaking at numerous events on the topic of Sleep Disorders. She attends over 30 health fairs a year in an effort to educate the public on the value of sleep and encourage good sleep habits.

**Carmela Aprea** is Professor at the Swiss Federal Institute for Vocational Education and Training (SFIVET) where she directs the research theme “Current VET/PET Context.” Her research interests particularly concern the development and evaluation of VET and PET training plans and learning environments, the measurement and promotion of financial literacy, as well as matters relating to learning and teaching locations and the use of technology within the VET and PET sectors. Another research field is the development of competences among VET and PET professionals.

**Egbita Ugbalu Attaochu** is a Research Officer and Educator who hails from Omala in Kogi State, Nigeria, having been the branch Treasurer of Academic Staff Union of Research Institute (ASURI). He spent 10 years as a Researcher and Educator with specialization in Industrial Technical Education, who specializes in the teaching of Basic Technology and Technical and Vocational Education Subjects and Research work including development of Curriculum in Basic and Post-Basic Education level for Nigerian children. He is presently in Curriculum Development Centre of Nigerian Educational Research and Development Council (NERDC), Abuja, Nigeria. Mr. Egbita Ugbalu Attaochu holds 2 college degrees: in BEd Technology (Technical Education) from Federal University of Technology Minna, Nigeria, MEd (Industrial Technical Education) from University of Nigeria, with a PhD in view in Industrial Technical Education from University of Nigeria. Nigeria to be completed soon. He has many publications in both national and international journals and has written few books.

**Bernice Bain** is an Assistant Dean of Business in the College of Continuing Education at Southern New Hampshire University. She is pursuing her doctorate in educational leadership, specializing in adult and community education. Her research includes distance education program development, measurement of student success in distance education, and student engagement in online education.

**Jo Ann Bamdas** is currently Interim Director, Office of Interprofessional Education in the Provost’s Office at Florida Atlantic University. She works with medical, nursing, and social work students and faculty on programming using the Interprofessional Collaborative Practice framework (2011). She also is an Associate Graduate Faculty member of the Educational Leadership and Research Methodology Department, Adult and Community Education, as well as an English and Literature instructor at Palm Beach State College’s Boca Raton campus. Her research interests include widening doctoral education participation for underrepresented groups, adult and community education programming, and geriatric population’s narrative research.

**Thiago Schumacher Barcelos** earned his degree in Computer Science at Universidade de São Paulo (1999). He has a Master’s degree in Computer Science (Area: Human-Computer Interaction) also from Universidade de São Paulo (2002). Thiago is currently a PhD candidate at Universidade Cruzeiro do
Sul in the area of Science and Mathematics Teaching. He is also a researcher and lecturer at Instituto Federal de Educação, Ciência e Tecnologia de São Paulo. His current research areas are ICT for Education, Human-Computer Interaction, and Software Engineering.

**Cynthia J. Benton** is Professor of Education at the State University of New York College at Cortland, where she teaches curriculum and instruction, fine arts integration, and research methods. Her research has focused on professional development, teachers as researchers, and male elementary teachers’ career choices. Dr. Benton has extensive experience with articulating theory-to-practice integrated curriculum paradigms in a number of national and international teacher education programs, including the University of California at Los Angeles, The College of New Jersey, Grove City College (PA), and LeMoyne College (NY). She is a recipient of the State University of New York Chancellor’s Excellence in Teaching Award.

**Andrew Binder** has worked in the field of educational technology as a software programmer, media designer, and instructor for over a decade. He is an accomplished artist and paper engineer who is innovative and appears in many books and publications. Andrew’s work in media design and paper engineering has been featured in international and national exhibits. He received a Master of Fine Arts Degree at the University of Miami. Currently, he is a doctoral candidate in Curriculum and Instruction at Florida Atlantic University.

**Jennifer Bird**, Ph.D., teaches reading and writing classes for current and future teachers at Florida Atlantic University in Jupiter, Florida. She received her Bachelor of Science in Education in Secondary English Education, Master of Education in Secondary English Education, and Doctor of Philosophy degrees from Miami University in Oxford, Ohio. Dr. Bird and Dr. Wanner are currently collaborating on a research project, determining if expressing feelings in writing during a healing process affects a patient’s recovery in a more positive way. Dr. Bird and Dr. Wanner plan to continue to research and write about the connections between the fields of education and medicine to improve patient awareness and patient education.

**Herbert Blankson**, PhD, received his Bachelor’s degree in English and History combined from the University of Ghana Legon. He also obtained a Master’s degree in Public Administration, a Master’s degree in Business Administration, and a Master’s degree in Health Communication from Ohio University, Athens, Ohio. He received his PhD in Organizational Communication from Ohio University. He also served in a number of senior managerial roles in a Pharmaceutical Manufacturing plant in Ghana and also as a Resident Director at Ohio University. His research interests include Business Communication, Multicultural Education, Business Negotiations, and Health Communication. He is currently an Assistant Professor in the School of Business in Dalton State College.

**Carrie J. Boden-McGill**, PhD, is Associate Professor and Chair of the Department of Occupational, Workforce, and Leadership Studies at Texas State University. She holds a PhD in Curriculum and Instruction with an emphasis in Adult Education and Research from Kansas State University, MFA in Creative Writing from Wichita State University, and BA in English Language and Literature from Bethel College. Dr. Boden-McGill’s research is primarily focused in the areas of teaching and learning strategies, mentoring, transformative learning, and personal epistemological beliefs. She has presented
About the Contributors

papers in over 25 states and foreign countries and published articles in journals such as *Adult Learning Quarterly*, *The International Journal of Learning*, and *National Teacher Education Journal*. Her latest books are *Pathways to Transformation: Learning in Relationship*, co-edited with Dr. Sola Kippers, and *Conversations about Adult Learning in Our Complex World*, and *Developing and Sustaining Adult Learners*, co-edited with Dr. Kathleen P. King. Dr. Boden-McGill. She has designed and taught courses in traditional, hybrid, and online formats, and she has developed and overseen the implementation of several online program initiatives. Dr. Boden-McGill has been recognized for her work with awards such as the Distinguished Teaching Fellowship from the Academy of Teaching and Learning Excellence and the Sister Cities International Award for Technology and Innovation. In service to the profession, Dr. Boden-McGill is the Co-Chair of the Research and Theory SIG for the Commission of Professors of Adult Education and is a Director on the Board of the Adult Higher Education Alliance.

**Kristin Brittain** is a Doctoral Student pursuing a degree in Adult and Community Education at Florida Atlantic University. Her research interests include health and chronic illnesses, self-directed learning, and adult learning strategies. Additionally, Kristin is a graduate assistant for FAU’s Educational Leadership and Research Methodology Department and a Program Director for FAU’s Chinese Leadership Academy.

**Carol A. Brown** is Associate Professor in the Department of Mathematics, Science, and Instructional Technology in Education. Her research interests include digital literacy for K12 classrooms and design of professional development for teachers. She has a special interest in how the 21st century learning and innovation skills can be applied to literacy and reading in the content areas.

**Martha Brown**, MEd, is a Doctoral Candidate in Florida Atlantic University’s College of Education, Department of Curriculum, Culture, and Educational Inquiry. She is pursuing a doctorate in Curriculum and Instruction. Her research agenda includes correctional education, restorative justice, social justice, and the school-to-prison pipeline. Ms. Brown has conducted research on workplace credentialing programs in the correctional environment. Her dissertation research will focus on the impact that restorative processes have on a school’s ecology, student achievement, and student behavior. She has been a volunteer in Kairos Prison Ministries since 2005.

**Valerie C. Bryan** is Charles Stewart Mott Eminent Scholar and Professor in Educational Leadership and Research Methodology in Adult and Community Education at Florida Atlantic University. She has received a variety of awards and other recognitions including a “woman of outstanding leadership” by The International Women’s Leadership Association, 2013; an award at FAU’s Unsung Hero Award for mentor roles, 2013; FAU’s Outstanding Academic Advisor of the Year, 2012; Outstanding Virtual Presentation Award as a co-presenter at E-Learn 2011-2012 World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, Hawaii; FAU Graduate Mentor Award, 2011; MacAWARD Exceptional Faculty for College of Education, 2009; FAU College of Education Distinguished Teacher of the Year, 2009; FAU’s President’s Award, 2006-2007; FAU College of Education’s Distinguished Teacher of the Year, 2006; FAU College of Education Teacher of the Year, 2005-2006; Clemson University’s President’s Award, 1993; North Carolina’s Individual of the Year, 1984; and Webmaster of One of Top Ten US Literacy Internet sites, 1998. At Florida Atlantic University, she teaches courses in Adult Learning, Executive Leadership, Aging, Integration of Technology, and a host of other
subjects in multiple platforms. Her research areas focus on virtual learning communities, communities of practice, successful aging, and global learning. She has 45 international, national, and state refereed journal publications; 2 books; 19 book chapters in international publications; and 75 international, national, and state refereed conference presentations; and 200 non-refereed conference presentations; and in addition created documents, training manuals, over 56 Blackboard courses, Webinars, CD-ROMs, etc. She has chaired over 67 dissertations and procured grants in the millions. She has recently received approval for a Chinese Leadership Academy to be housed in Florida. Her resume can be found here: http://www.coe.fau.edu/faculty/bryan/documents/resume.pdf.

Alberto Cattaneo, PhD, is Responsible for the Research Field “Innovations in VET” at the Swiss Federal Institute for Vocational Education and Training (SFIVET), and in this framework, he also leads the SFIVET unit of the Dual-T project. His actual main research fields concern the integration of technologies in teaching and learning, reflective learning in VET, instructional design, multimedia learning, teachers’ training, and competence development.

Bo Chang is an assistant professor of adult and community education in the Department of Educational Studies at the College of Education, Ball State University, USA. Her research interests include adult learning; learning and tools such as culture, media, language, discourse, and social networks; learning community; community-based adult education; knowledge construction; and social constructionism.

Alton Y. K. Chua is Associate Professor with Nanyang Technological University (NTU), and concurrently Program Director, Master of Science (Information Systems) at the Wee Kim Wee School of Communication and Information. His research interests lie in information science, knowledge management, and online education. He holds a Bachelor’s degree in Computer Science, a Master’s degree in Education, and a Doctorate in Knowledge Management.

Patricia Cranton’s interests are in transformative learning and authentic teaching. She is a retired Professor of Adult Education affiliated with the University of New Brunswick in Canada. Her most recent books include a second edition of Understanding and Promoting Transformative Learning (2006), a third edition of Planning Instruction for Adult Learners (2012), and The Handbook of Transformative Learning (2012, co-edited with Ed Taylor).

Andrew Creed is a lecturer at Deakin University, Australia. Dr. Andrew Creed researches in the fields of management education, online education, ethics, and organizational behaviour. He is an author of textbooks, multimedia learning objects, and supplements for publishers including Oxford University Press, Cengage, Wiley, and Prentice-Hall. Previously, he was an adjunct Associate Professor in the online MBA at the University of Maryland University College; an instructional designer, writer, and project manager for online industrial training toolboxes in the fields of food and meat processing and office administration; a consultant to government and not-for-profit organizations; and a mentor to hundreds of start-up entrepreneurs.

Francisco Cua, CPA ACA, is actively designing an apprenticeship and certification program for accounting clerks for adult learners in the Philippines and ASEAN countries, with emphasis on skills development and then knowledge construction. His works are international in scope with clients in Hong
About the Contributors

Kong, China, Philippines, New Zealand, and Papua New Guinea. He has many years of experience developing and supporting a variety of projects, inclusive of the Asian Development Bank, serving in the roles of business and functional analyst; information systems design, implementation, and management; and curriculum design. He investigates and conducts research in accountancy, enterprise systems, innovation, entrepreneurship, and pedagogy.

Cynthia Cummings is employed as an Assistant Professor and Director of Principal Programs at Lamar University in Beaumont, TX. Her responsibilities include writing and teaching online graduate level courses and directing the Master’s level principal program. She is actively participating in a 3-yr research project, The Inter/National Coalition for Electronic Portfolio Research, with a research focus on the impact of eportfolios on PK-12 student learning and educational outcomes. Dr. Cynthia Cummings’ educational career began 20 years ago. She has taught elementary, middle school, and high school English language arts, reading, writing, and social studies. Early in her career, she served as the Chapter 1 Reading and Dyslexia Program Coordinator and the faculty representative for the Meadows Literacy Program. Dr. Cummings continued her career as a central office administrator. During her service as director of curriculum and instruction, Dr. Cummings implemented a district-wide curriculum where she provided professional development and ongoing support during the implementation. She was responsible for developing and implementing a response-to-intervention program with a strong focus on reading and math. In addition to her work with classroom teachers, Dr. Cummings has extensive experience with providing professional development for school leaders. She worked with Texas principals and superintendents in a Technology Leadership project funded by the Bill and Melinda Gates Foundation. She was instrumental in establishing the Brazos-Sabine Connection Principal Academy whose goal was to provide school leaders with the skills needed to support effective teaching, learning, and technology. Dr. Cummings has presented at local, state, national, and international conferences. She currently has three papers approved for future publication. She is a co-author of a newly released book, NCPEA Handbook of Online Instruction and Programs in Education Leadership. In addition to her expertise in English Language Arts, she is recognized for her expertise in technology and its integration in content areas. In 2010-11, she served on a Texas Education Agency committee to revise technology curriculum standards. In addition, she has developed the American Education Reaches Out (AERO) English Language Arts framework for the US State Department’s Office of Overseas Schools. She continues her work with the international schools with the AERO project. Dr. Cummings’s research interests include professional development, distance education, technology integration, global leadership, and electronic portfolios.

Michelle Lee D’Abundo is an Associate Professor of Public Health Studies in the School of Health and Applied Human Sciences at the University of North Carolina Wilmington. Previously, Dr. D’Abundo served as School Health Education Program Director at Salisbury University. Dr. D’Abundo has developed a line of inquiry that includes online learning in adult and health education, measurement of wellness and community development in formal and informal learning environments. Her learner-centered instructional practices are influenced by her experiences in public health education, and her training including degrees in sociology, health promotion, and health education and adult education. Her education, service, and scholarship are focused on the promotion of lifespan wellness through individual behavior change, community development, and social justice.
Maurice Dawson serves as an Assistant Professor of Information Systems at University of Missouri-St. Louis, Visiting Assistant Professor (Honorary) of Industrial and Systems Engineering at The University of Tennessee Space Institute, Visiting Professor at University of the Gambia, and Fulbright at South Ural State University, Russia. Dawson is recognized as an Information Assurance System Architect and Engineer Level I and II by the U.S. Department of Defense. His research focus area is cyber security, systems security engineering, Open Source Software (OSS), mobile security, and engineering management.

Susan K. Dennett, Ph.D., is the Academic Dean at Northwood University, FL. Additionally, Susan has taught courses in Human Resource Management and Practices of Leadership and Management with the university. She has over 15 years of experience in Human Resource Management with major corporations, both within the US and Europe. Susan Dennett earned her Ph.D. from Florida Atlantic University and has been conducting research on the critical thinking dispositions of students. Susan has been the recipient of various academic awards. Susan’s writing activities have addressed cultural issues within education, teaching with technology, and issues relating to pedagogy and andragogy.

Patrick Dillon is an educationalist and a cultural ecologist. He is Visiting Professor in the Philosophical Faculty at the University of Eastern Finland, Emeritus Professor in the Graduate School of Education at the University of Exeter, and Visiting Research Fellow at the PLaCE (Place, Location, Context, and Environment) Research Centre, University of the West of England.

Eleanor (Ellie) Drago-Severson is Professor of Education Leadership and Adult Learning and Leadership at Teachers College, Columbia University. As a developmental psychologist, teacher, consultant, developmental-change coach, and researcher, Ellie is dedicated to supporting leadership development, professional and personal development, and organizational growth and to helping leaders create these conditions for those in their schools, teams, and districts. Ellie teaches, conducts research, and consults to leaders and educators in schools and districts on professional and personal growth and learning, leadership that supports principal, teacher, and school development, capacity building, leadership development, coaching, and mentoring K–12 schools, university contexts, and other adult education contexts domestically and internationally. She is also an internationally certified developmental coach who works with leaders to build internal capacity and achieve goals. She served as lead researcher on the Adult Development Team of the National Center for the Study of Adult Learning and Literacy (NCSALL) at Harvard University and as teacher, program designer, program director, and currently as consultant and professional developer in a variety of educational contexts including K-12 schools, higher education, adult education centers, and ABE/ESOL programs (domestically and internationally). Ellie has published five recent books, Helping Educators Grow (Harvard Education Press, 2012), Leading Adult Learning (Corwin/Sage, 2009), Becoming Adult Learners (Teachers College Press, 2004), and Helping Teachers Learn (Corwin Press, 2004), which offer a new learning-oriented model for supporting adult growth in schools and other educational sectors. Helping Teachers Learn won the 2004 National Staff Development Council’s Outstanding Book of the Year Award. Leading Adult Learning was selected as the NSDC’s Book of Fall 2009. Ellie’s book, Helping Educators Grow: Practices and Strategies for Leadership Development (Harvard Education Press, 2012) presents a new model for internal capacity building and leadership development. Learning for Leadership: Developmental Strategies for Building Capacity in our Schools was recently released (Corwin/Sage Press, 2013) and was selected as Learning
**About the Contributors**

*Forward’s* book of the month this fall. Ellie’s work has been recognized by and supported with awards from the Spencer Foundation, the Klingenstein Foundation, and Harvard Graduate School of Education where she served on faculty for eight years. While serving at HGSE, Ellie was awarded the 2005 Morningstar Award for Excellence in Teaching. Most recently, Ellie received three outstanding teaching awards from Teachers College. She has earned degrees from Long Island University (BA) and Harvard Graduate School of Education (EdM, EdD, and Post-Doctoral Fellowship).

**Mary Lou Duffy** earned her PhD in Special Education and Rehabilitation from the University of Arizona and has taught both undergraduate and graduate students earning initial degrees (certification) in special education as well as more advanced professional degrees in special education and teacher education. Currently, Dr. Duffy is a Professor of Exceptional Student Education at Florida Atlantic University, where she has received numerous awards for her distinguished teaching. She teaches courses in classroom management, assessment, collaboration, transition, assistive technology, and leadership in special education, as well as working with students on field projects and chairing dissertations. Dr. Duffy is actively engaged in research on improving teacher education, transition from school to work for students with disabilities, and mentoring. While she works on a variety of research projects with her students and colleagues, her current work relates to coaching and mentoring both teachers and students using technology and supporting effective transition practices for teachers working in high school and community-based settings. She has published one co-authored book and authored or co-authored over 18 journal articles at the international and national level. She has also produced over 35 international refereed presentations. Her areas of focus include school to work transition, mentoring and coaching new teachers, technology for teaching, learning disabilities, post-secondary level students with disabilities, and strategic instruction. Her curricula vita can be found here: http://www.coe.fau.edu/faculty/duffy/documents/Vita.pdf.

**Monique Dunn** lives in Auckland and having worked in a corporate environment for a number of years has recently graduated from the University of Auckland with a Bachelor of Education, Teaching – Primary. Monique has been involved in research with the University of Auckland that investigates and identifies curriculum links in quality children’s literature. She has also been asked to present for the Primary Mathematics Association where she conducted a workshop “Using Children’s Literature in Your Maths Programme” for their 2013 seminar.

**Adeola Oyebisi Egbedokun** is a lecturer in the Department of Educational Technology, Obafemi Awolowo University, Ile-Ife, Nigeria. His first degree was in Fine Arts. He proceeded immediately to study Educational Technology and obtained MA and PhD degrees from Obafemi Awolowo University. His research interest includes the application of educational technologies to improving classroom instruction, design, and implementation of hypermedia instructional packages and photography.

**Matthew A. Eichler**, PhD, is an Assistant Professor in the Department of Occupational, Workforce, and Leadership Studies at Texas State University. Dr. Eichler’s research is primarily in the areas of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Ally (LGBTQIA) issues in adult learning and identity, adult students in higher education, and interdisciplinary research collaborations. Dr. Eichler has organized several conferences around LGBTQ+A issues in Adult and Continuing Education and
has consulted with the United States Department of Justice on the treatment of LGBTI offenders in correctional settings. He also has an interest in cross-cultural collaboration, having recently traveled to the Philippines as an invited expert on research and keynote speaker for an international interdisciplinary research innovation conference at La Consolacion University Philippines in Malolos City, Bulucan. Dr. Eichler is involved with several projects around distance and online learning improvement and quality assurance at Texas State University and is a respected distance and online educator.

**Linda Ellington** is a college professor and co-author with Dr. John Pisapia, *The Strategic Leader: Bringing the Habits to Life* (2013). She is published in several international textbooks, as well as a children’s book author, *The Wetlee Collection*. While conducting her Doctorate research at the University of Oxford and the University of Warwick, United Kingdom, she presented her studies at conferences worldwide and has often chaired those academic sessions. She is a peer reviewer for International Leadership Association, Academy of Management, and is a member of the editorial advisory board at Mid-Continent University. She is currently under contract to author an educational book, *The Cultural Faces of Bullying*, due for publication in late 2014.

**Maureen Ellis** has her BS in Secondary Business Education/Business Administration from St. Mary-of-the-Woods College. She earned her MS in Adult Continuing Education and PhD in Instructional Systems Technology from Indiana University, Bloomington, Indiana. Dr. Ellis is an Associate Professor in the Information and Library Science Department in the College of Education at East Carolina University, Greenville, NC. She teaches face-to-face and online undergraduate and graduate courses in her department. Her research explores the use of online courses in traditional undergraduate education, implementation of instructional design theories in online learning, fostering online collaboration, evaluation, and assessment of experiential learning in online learning environments, and assessing the needs of adult learners in non-traditional classrooms. Dr. Ellis is currently teaching a course in and exploring applications for Second Life as a teaching platform in her Web 2.0 Technologies and Virtual Teams course. She also teaches a Web Design course in Second Life for the Early College High School program.

**Lesley Farmer**, Professor at California State University Long Beach, coordinates the Librarianship program. She earned her MS in Library Science at the University of North Carolina Chapel Hill, and received her Doctorate in Adult Education from Temple University. Dr. Farmer has worked as a teacher-librarian in K-12 school settings as well as in public, special, and academic libraries. She serves as Special Libraries Association Education Division Chair and Editor for the International Federation of Library Associations’ School Libraries and Literacy/Reading Sections. A frequent presenter and writer for the profession, she won American Library Association’s 2011 Phi Beta Mu Award for library education. Dr. Farmer’s research interests include digital citizenship, information literacy, assessment, collaboration, and educational technology. Her most recent books are *Youth-Serving Libraries in Japan, Russia, and the United States* (Scarecrow, 2012) and *Library Services for Youth with Autism Spectrum Disorders* (ALA, 2013).

**Stephen L. Firsing III** is currently an Assistant Professor of Health Promotion in the Department of Health Sciences at Coastal Carolina University. He has conducted several collaborative, community-based research studies to assess indicators of quality of life, family quality of life, home and community
livability, life-space mobility, health services, and health information among people with disabilities, their
caregivers, and health providers and students in the health professions in the United States. Specifically,
his scholarly research agenda involves the conceptualization, quantification, validation, and application
of health-related outcomes. Stephen received his PhD in Health Education and Health Promotion from
the University of Alabama at Birmingham.

Donna Goldstein has served as the GIS Coordinator for Palm Beach County School District, West
Palm Beach, Florida since 2001. Her previous experience includes supervising GIS systems for Palm
Beach County Planning, Zoning, and Building as well as managing GIS projects for numerous utility,
engineering, and architecture firms. Her work has served as a blueprint for educational units across the
United States in how to integrate Geographic Information Systems (GIS), also referred to as Geospatial
Technology, into curriculum for all levels of education from elementary to college level and beyond.
Additionally, she has served as consultant to other school districts assisting with GIS systems and implement-
ation of GIS educational curriculum and has shared her talents with numerous college students to
educate them as to how GIS allows us to view, understand, question, interpret, and visualize data in ways
that reveal relationships, patterns, and trends using maps, globes, reports, and charts. Dr. Goldstein has
educated a host of people through articles, workshops, and her award-winning dissertation (Phi Delta
Kappan top 10), as to the value of GIS technology for cost savings, better decision making, improved
communication, and better data and recordkeeping in a host of discipline areas. Through her work, Dr.
Goldstein was instrumental with her School District receiving an International Achievement Award for
the Innovative Use of Technology, Special Achievement in GIS (SAG) Award at the Environmental
Systems Research Institute (ESRI) International User Conference. Dr. Donna Goldstein also received
the Florida Atlantic University Outstanding Professional Educator Alumni Award for her work in Palm
Beach School District. Her academic background (BA in Business and PhD in Educational Leadership)
provides the basis for combining the business practices of GIS into a wide variety of educational curri-
cula. The integration of using technological tools across educational disciplines has major impact in the
Science, Technology, Engineering, and Math (STEM) areas as we move our educated citizenry forward.

Lisa Butler Green has been an educator for 15 years. Currently, Dr. Green is an Academic Coach in
one of the largest school districts in Georgia. She leads content-area teachers in improving the literacy
achievement of all students and provides professional learning featuring research-based strategies and
best practices in education. She has been a National Board Certified Teacher since 2003 and serves as
a member of the Georgia English-Language Arts Advisory Committee. She has presented at numerous
conferences such as America’s Choice Success by Design National Conference, Association for Teacher
Educators Conference, and Georgia Children’s Book Awards and Conference on Children’s Literature.
Dr. Green earned her doctorate in curriculum and instruction from Mercer University in Atlanta, Georgia.
She advocates for relevant literacy instruction that addresses the instructional needs of all students. Dr.
Green resides in Rex, Georgia with her husband.

Stina Hacklin holds a Master’s degree in intercultural communication. She works as a coordinator
in the Philosophical Faculty at the University of Eastern Finland.
Mary Beth Hartman returned to Florida Atlantic University in January 2012 as the Conference and Outreach Coordinator for the Florida Center for Environmental Studies (CES). Her primary responsibilities include the planning and outreach activities relating to CES’s annual Sea Level Rise Summits, along with a series of climate change and sea level rise-related technical meetings and workshops. Prior to coming to CES, she worked for Palm Beach County’s Economic Development Office administering the county’s $6.5 million U.S. Department of Energy Block Grant program. From 2000 – 2010, she worked as a Research Associate for FAU’s Center for Urban and Environmental Solutions administering the Florida Public Officials Design Institute and coordinating the Center’s Jupiter Campus events, programs, projects, and community outreach. She is a three-time graduate from FAU and a PhD student in the College of Education’s Adult and Community Education program.

Mia R. Heikkila is a supervisor of the Division of Vocational Rehabilitation Transition Unit at the Florida Department of Education. She is also a Doctoral student in Adult Education and Human Resource Development at Florida International University. Mia received her MS in School Counseling from Nova Southeastern University and completed a school counseling internship at North Fork Elementary. She presented at the Florida School Counselor Association Convention in 2010 on career exploration through play therapy. While earning the Master’s degree, Mia worked as a Career Resource Specialist assisting individuals with disabilities to gain independence through employment. She holds a Texas Teacher Certificate for Elementary Self-Contained (grades 1 to 6) and has two years of teaching experience.

John A. Henschke, EdD, is an Associate Professor of Education, Chair of the Andragogy Doctoral Emphasis Specialty, Instructional Leadership Doctoral Program, Lindenwood University, St. Charles, MO, USA. He is Chair of the International Adult and Continuing Education Hall of Fame (IACEHOF). He is a Visiting Professor of The Beijing Radio and Television University, Peoples’ Republic of China (PRC), and has been a Visiting Professor of the Chulalongkorn University, Bangkok, Thailand. Henschke is a Board of Directors Member, International Society of Comparative Adult Education (ISCAE). He has been President of the American Association for Adult and Continuing Education (AAACE) and Missouri, USA/Para, Brazil Partners of the Americas. He has Chaired the Commission on International Adult Education (CIAE) of AAACE. Dr. Henschke has Chaired 45 Completed Doctoral Dissertations and served as a Dissertation Committee Member on 40 other completed Doctoral Dissertations at Lindenwood University, University of Missouri-St. Louis, and 4 other universities around the globe. John has been researching and testing his adult education (andragogical) ideas in the USA and 18 countries around the world since 1970 (e.g., Brazil, South Africa, West African Republic of Mali, Thailand, Austria, Germany, Peoples’ Republic of China, Italy, Australia, Taiwan, etc.). He also has worked with adult educators from 95 countries. Dr. Henschke’s Andragogy Website is http://www.lindenwood.edu/education/andragogy.

Marcus Paul Howell serves as an Assistant Principal with the Daleville City Schools at Windham Elementary. He has 23 years of experience meeting stakeholder needs as a history teacher, library media specialist, and now an administrator. Marcus received his BS and a MS from Troy University, another MS in Library Media from Auburn University, and a PhD in Educational Leadership from Auburn University. Marcus also enjoys teaching graduate students as an Adjunct Professor at Auburn University. His research interests include teacher technology leadership, action research, and bring your own technology. Marcus is a member of Council of leaders in Alabama Schools (CLAS).
About the Contributors

**Wen-Hao David Huang** is an Associate Professor at the Human Resource Development Division at Department of Education Policy, Organization, and Leadership at University of Illinois at Urbana-Champaign. His research interests mainly focus on cognitive as well as motivational issues in technology-enhanced learning and performance settings across organizations. In particular, he investigates the empirical relationship between cognitive and motivational processing afforded by highly interactive learning environments such as Mobile Learning Environments (MLEs). Dr. Huang also carries out research projects in the context of game-based learning and open learning systems with a keen interest on learning engagement design.

**Iris Jackson**, DNP, MBA, ARNP-BC, is a board-certified Family Nurse Practitioner with the Florida Department of Health. Ms. Jackson completed her Doctorate of Nursing Practice degree during the compilation of this chapter. She has more than 20 years of clinical and administrative nursing experience in both the public and private healthcare sectors. She is also involved with educating nursing students, staff, patients, and community groups.

**Albert Jurenas**, a native Illinoisan, earned his Bachelor’s degree (History), Master’s degree (Educational Administration), and Doctorate (Elementary Education) from Northern Illinois University. Dr. Jurenas came to Florida Atlantic University in 1991 and currently serves as a member of the Department of Educational Leadership and Research Methodology. Over the years, he has chaired or been a member of dozens of doctoral committees and published over two dozen articles and book chapters, as well as editing a compilation of essential school leadership knowledge. Dr. Jurenas is considered a distance education pioneer at FAU, having taught various technological precursors to Internet teaching since 1999. He has presented at state, local, and national conferences on topics ranging from educational law to human resource development to distance education. His primary research interests include educational law and distance (online) education. Dr. Jurenas has taught a variety of educational administration and leadership courses, including education law, school finance, supervision, leadership, human resource development, and school-community relations at the National College of Education, Illinois State University and Bowling Green State University. Prior to FAU, he was a high school English teacher in a small rural school district in northern Illinois and a middle school Social Studies teacher at the laboratory school at Illinois State University. Later, he served as a middle school assistant principal, middle school principal, and principal of the elementary laboratory school at Illinois State University.

**Ritva Kantelinen** is Professor of Language Education in the Philosophical Faculty at the University of Eastern Finland. She is Docent of Applied Linguistics (Vocational and Professional Language Education) in the Centre for Applied Language Studies at the University of Jyväskylä.

**Dennis Keefe** has worked abroad for much of the last 30 years, teaching a wide variety of courses both in business and in English. He has an MA in Teaching English as a Foreign Language and also an MBA, both from the University of Illinois. In the last seven years, he has been teaching for the University of Nanjing, with courses in Management, Entrepreneurship, and Strategic Marketing. In addition, in China, he has taught academic English to Chinese Master’s students at Johns Hopkins University. His specialty is designing and managing new, intensive international programs, which he has done for the University of Illinois and for Nanjing University. Prior to China, Dennis lived in France and taught
Strategic Marketing, Entrepreneurship, and International Marketing at the business school HEC Paris, as well as English at the French Ecole Polytechnique. He also has business experience as a factory manager at the Cactus Craft Lamp Company in Tucson, Arizona, and as a Marketing Representative of IBM in Los Angeles, California. He is the winner and 37-year record score holder of the University of Arizona Vocabulary Contest of 1972. He speaks six languages and has taught marketing in Europe in four of them: French, Spanish, English, and Esperanto. He is also active in the Language Festival Movement, which he founded in 1995, in Tours, France, and which has spread to more than 20 countries.

Tamara L. Kelley is currently a Doctoral candidate in the Adult Learning and Organizational Leadership Program at Teacher’s College, Columbia University in New York. She has held numerous administrative positions in educational organizations where she collaborated with educators to improve the leadership capacity of personnel. She has significant experience in designing professional development programs for organizations. She is an experienced coach and mentor as well as a certified training consultant.

Brett Kendon is a practicing Nurse Anesthetist, who completed a post-Master’s certificate in Nursing Education in 2013. He completed his Master’s in Nursing with a nurse anesthesia specialty from Florida International University in 2008. His Bachelor’s of Nursing was achieved from an online program from Massey University in New Zealand. He has a Doctoral education focus in simulation technology and is a faculty professor in the STAR simulation center at Florida International University. One of his joys is raising his sweet little girl, Stella.

Sharon Kibbe is Director of the Early College Second Life Program, Second Life and iWebFolio Administrator at East Carolina University. She earned her PhD in Applied Management and Decision Sciences from Walden University. Her expertise includes management of virtual environments, project management, instructional designer/support, and mentor to students and faculty. She is an adjunct faculty member at Southern New Hampshire University and Mount Olive College. Dr. Kibbe is the author of The Virtual Worlds Handbook and is active in educational organizations, EDUCAUSE, served as Chair of the Evolving Technologies Committee; is a graduate of the EDUCAUSE Management Institute, and the Chancellor’s Leadership Academy at ECU. She has a BS degree from Mount Olive College, North Carolina and a Master’s degree from East Carolina University in Education and Instructional Technology. Her first years of employment were spent with the federal government, followed by 15 years with the academic community at a community college before coming to East Carolina University. Her experience also includes work on a Department of Defense grant investigating collaborative technologies and distance education solutions, e-learning technology solutions, Web-conferencing platforms, computer programming, public relations, Web page development, training, server support, Blackboard, and mobile devices.

David Devraj Kumar is Professor of Science Education at Florida Atlantic University. He enjoys promoting STEM literacy. He is a former NCSTL Postdoctoral Fellow at The Ohio State University and a former Guest Scholar at The Brookings Institution. He has directed federal, state, and private foundation-funded research projects and supervised doctoral and undergraduate research. His publications have appeared in both education as well as scientific journals. His contributions to teaching and research have received several awards including the 2013 STEM Champion Award for college-level faculty from the International STEM Education Association. He received his Doctorate in Science Education from Vanderbilt University and Masters in Analytical Chemistry from the University of Louisville.
About the Contributors

Alex Kumi-Yeboah, PhD, received his Bachelor’s degree in Social Studies Education from the University of Cape Coast, Ghana, and MAT (Masters of Arts in Teaching) in social sciences education from University of South Florida, Tampa. He received his PhD in Curriculum and Instruction from University of South Florida. Kumi’s areas of research include technology and social media in higher education, transformative learning, diversity issues in schools, urban education, and teacher education. He is currently an Assistant Professor of Education in the School of Education at University at Albany (SUNY).

Sirpa Kokko is an educationalist who has taught from primary and secondary schools to university level. She is now working as a University Lecturer in Craft Education at the University of Helsinki. Her research interests are in pedagogics, gender, and cultural heritage of crafts, and she has wide international experience in these fields.

Tarja Kröger is an educationalist and a craft and design scientist. She is a Senior Lecturer in the Philosophical Faculty at the University of Eastern Finland.

Jennifer Kross has worked as a Program Coordinator at Miami Dade College since August of 2010. Her background as an Army Reserve Family Program Assistant, hostage negotiator, and originator of prison hospice programs with over 25 years of experience has given Jenn the tools necessary to teach people to meet their own needs. Jennifer is finishing her Master’s of Science degree in Adult Education/Human Resource Development at Florida International University and previously completed her Bachelor of Arts degree from Drake University.

Andrew Laghos is a Lecturer in the Department of Multimedia and Graphic Arts at Cyprus University of Technology. He holds a PhD from the Centre for Human-Computer Interaction Design of City University (London) with specialisation in E-Learning, Multimedia, and Social Networks. He holds an MSc in Interactive Multimedia from Middlesex University (London), a BSc in Computer Science from Webster University (USA) and a certificate in Website Design and Development from the same university. His research interests include Online Communities and Social Networks, Multimedia, Music, Human-Computer Interaction, and communication via the Web.

Michael Lang is a Lecturer in Information Systems at the J. E. Cairnes School of Business and Economics, National University of Ireland, Galway. He received his PhD from the University of Limerick, his MSc from NUI Galway, and his BCommerce from University College Dublin. His current research interest is principally within the area of information systems security and ethics, building on his previous work on systems design and development. His work has featured in Journal of Information Systems Education, IEEE Software, Communications of the AIS, Scandinavian Journal of Information Systems, Information & Software Technology, IEEE Multimedia, Information Systems Management, Requirements Engineering, and a number of other prominent international journals and conferences.

Tennille J. Lasker-Scott received a Master’s in Adult Education at the University of Arkansas at Little Rock and is currently attending The University of Georgia’s Adult Education, Leadership, and Organizational Development Doctoral program, where her research includes educating the disenfranchised, the participation of minority groups in adult educational opportunities, and issues of race, class,
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and gender in education and workforce development. Ms. Lasker-Scott is a recipient of The Irene and Curtis Ulmer Scholarship for Adult Education, a Southern Regional Education Board fellow, and also served as a fellow in Texas State University-San Marcos’ Predoctoral Fellowship Program.

Kerry Lee’s research is focused on innovation in education. Kerry has a Bachelor of Science degree, a Master’s in Education specialising in technology education, and her Doctoral thesis investigated the effects of omega-3 fish oil on the academic achievement of primary school children. She has also been involved in the development of and research into technology education, enterprise education, entrepreneurship, partnerships, and sustainability. Her findings have been published in 13 international journals, and she has authored or co-authored 7 book chapters. Kerry is a regular presenter at national and international education conferences. Prior to becoming a tertiary lecturer and researcher, Kerry taught ECE (0-5 year olds) through to senior primary levels.

Katina M. Leland is an Assistant Professor for Teacher Education at the University of Arkansas at Little Rock. Prior to working in higher education in Arkansas, Dr. Leland was employed as an elementary teacher, literacy coach, and early childhood literacy instructor. Dr. Leland’s research has focused primarily on improving teacher education by analyzing pre-service teacher assessments and improving literacy instruction in the primary grades. She has presented both regionally and nationally, as well as serving on the review committee for Open Journal of Education. She is a member of the American Educational Research Association, International Reading Association, and the Arkansas Reading Association.

Xiaomei Li is an Assistant Professor in College of Management and Economics, Tianjin University, China. She got her PhD of Management in 2008, and her major research area is talents management, talents innovation in higher educational management. She has done lots of research in talents management, especially in motivation and innovation research in attracting high-level talents in China. Her research is funded by MOE (Ministry of Education in China) Project of Humanities and Social Sciences.

Zhangfang Mao is the Vice Dean of College of Management and Economics, Tianjin University, China. He is an active researcher in the fields of operations management and supply chain management with relevant publications. He also has interest in the issues in higher education.

Muhammad Mashooq recently completed his Master of Science Degree in Technical Education with specialization in Electrical Power. His research interests lie in competency-based learning in Technical Vocational Education and Training and workforce development in developing countries like Pakistan. He is interested in highlighting the problems faced by technical skilled workers and technicians in Pakistan and providing solutions. He is also working for power sector development in developing countries to provide sustainable energy to poor people of the world.

Pat Maslin-Ostrowski, a professor in Florida Atlantic University’s (FAU) graduate program of Educational Leadership and Research Methodology, focuses on human dimensions of leadership and the quest for more effective policy and practice to support leader learning and growth. She is co-author of The Wounded Leader: How Real Leadership Emerges in Times of Crisis (Jossey-Bass), which considers how a school leader’s dilemma or crisis can become an opportunity for learning and personal
growth. Her current projects focus on the internationalization of educational leadership and preparing and developing leaders to address today’s complex adaptive and technical challenges. She was a visiting scholar for the Tapestry: Education for All Bermuda initiative and visiting professor for the Institute for Principalship Studies in Kuala Lumpur at the University of Malaya. Pat has been principal investigator for the South Florida Consortium of Schools, lead professor for a cross-cultural study abroad program at SEK University in Segovia, Spain, and is the lead professor for Qualitative Inquiry at FAU. Pat grew up in New York and earned degrees from Syracuse University, Columbia University, and Harvard University before joining the faculty at FAU.

**Diane Mason** is currently an Assistant Professor in the Educational Leadership and Technology department at Lamar University, where she frequently teaches both Master’s and Doctoral courses. Prior to becoming a full-time faculty member at Lamar University in Beaumont, TX in 2010, Dr. Mason was the Technology Training Center Coordinator for the Calcasieu Parish School System in Lake Charles, LA. Her professional background includes 30 years of K-12 educational experience and 8 years as an adjunct in higher education teaching both face-to-face and online graduate coursework in educational leadership and technology. Dr. Mason is currently the president of the ISTE affiliate, Louisiana Computer Using Educators (LACUE) state organization and is active in the Consortium for School Networking (CoSN) organization. Dr. Mason is a former K-8 teacher, middle school assistant principal, elementary principal, and central office coordinator. Her research interests include online learning, technology integration, professional development, and school improvement. Most recently, she has been involved in an e-portfolio international research project with 12 other universities in the United States and Australia. The focus of her study is using project-based learning strategies and alternative assessments to support K-12 instruction.

**Khushi Muhammad** is Visiting Professor in Technical and Vocational Education department at Islamic University of Technology, Dhaka, Bangladesh. He was Former Professor of Institute of Education and Research (IER) at the postgraduate College of Education of the University of the Punjab, Lahore. He worked with different international organizations as a consultant. His research interests lie in teacher training development program in Organizations of Islamic Cooperation (OIC) member states. He is currently working on curriculum reforms in technical and vocational teacher training programs in Bangladesh along with the International Labor Organization (ILO).

**Ann Musgrove** is an eLearning consultant who currently teaches for Florida Atlantic University and Broward College Online. She has an Online Teaching Certificate (OTC) from the Sloan Consortium (SloanC), where she facilitates and designs workshops and mentors learners in their OTC program. Currently, she facilitates workshops on Multimodal Design and Converting Course Content for online learning. Dr. Musgrove has 2 courses national recognized by Quality Matters, where she is a master course reviewer and facilitator of the cornerstone workshop applying the Quality Matter’s Rubric. She has served as an Instructional Designer, Educational/Training Programs Coordinator, Instructor/Visiting Professor, at the graduate, undergraduate, and dual-enrollment levels. Her Doctorate and Master’s degree are both from FAU’s College of Education (COE), where she was an awarded graduate assistant. While at FAU’s COE, she developed curriculum and facilitated the Digital Teaching Academy Program, a partnership with Broward County Public Schools which provided professional development for local
teachers. Dr. Musgrove’s administrative experiences include 5 years as the director of a Federal Title V cooperative grant between Broward College and the FAU Broward campus to create a learner-centered pathway for teacher education students. This grant helped create the first baccalaureate program at Broward College in Teacher Education. Her research interests include best practices in online learning and cognitive styles. She has taught and developed 11 undergraduate and graduate education courses, has 20 conference presentations, and 5 articles published in refereed national journals. Her Website is http://www.annmusgrove.com.

Efi Nisiforou is a PhD Candidate in the Department of Multimedia and Graphic Arts, and holds MEd in Educational Leadership and School Improvement, with specialization in Teaching Methods and Learning Styles, from the University of Manchester (2009) and a BA degree in Education from the National and Kapodistrian University of Athens (2008). She has worked as a Teaching Assistant and as a Research Fellow in Cyprus University of Technology on the project entitled “Internet Social Networks and Online Communities.” She has gained university teaching experience in both undergraduate and postgraduate level, due to her role as a Teaching Assistant in the Department of Multimedia and Graphic Arts of the same university. Her research interests include social networks, e-learning, ICT in education, teaching and learning skills, cognitive abilities, educational neuroscience, human-computer interaction, and brain-computer interface.

Eileen O’Donnell was conferred by Dublin City University with an Honours (2.1) BSc Degree in Information Technology and a First Class MSc in Business Information Systems for Managers. While lecturing on the Post-Graduate Diploma in Business Information Systems in the Dublin Institute of Technology, a research interest in Technology-Enhanced Learning (TEL) commenced. This interest evolved into the pursuit of a PhD through research conducted with the Knowledge and Data Engineering Group, School of Computer Science and Statistics, College of Engineering, Trinity College Dublin, Ireland. Eileen’s research interests include the use of ICT in higher education, instructional design, e-learning, technology-enhanced learning, personalised e-learning, adaptive simulations, authoring tools, user profiling, cloud computing, virtualisation, green computing, and human-computer interaction.

Liam O’Donnell worked for 10 years in the computing industry before commencing employment as a lecturer in the College of Business, Dublin Institute of Technology, Ireland. Liam has lectured in Information Systems for the past 20 years. He also has responsibility for the management of the computer network for the College of Business. Liam received his BSc in Computer Applications from Dublin City University and his MSc in Computing from Sligo Institute of Technology. Liam’s research interests include instructional design, personalised e-learning, technology-enhanced learning, cloud computing, virtualisation, computer networks, Perl and Java programming, fuzzy logic, expert systems, and genetic algorithms.

María-José Simón Olmos has a Bachelor’s degree in Engineering (Universitat Politècnica de Barcelona). She is professor at the Department of Mechanical Engineering at the Universitat Rovira i Virgili. She is working in several research projects about e-learning and higher education.
**About the Contributors**

**Jess O'Sullivan** holds a Bachelor of Education from the University of Auckland. She has experience working with children across a range of ages in the New Zealand Education system but feels a special affinity with younger learners and their developmental needs. Jess is currently teaching Year 1 and 2 children. Jess is especially passionate about ensuring all children have opportunities to experience success. Recent research experience with the University of Auckland has provided academic depth to a longstanding interest in the field of children’s literature.

**Festus Onyebgula** serves as an Adjunct Assistant Professor of Computer Information Systems at University of Maryland University College (UMUC). Onyebgula works within the School of Information Management and Information Assurance at UMUC. He is employed at the United States of Agriculture (USDA) as an Information Technology Incident and Problem Manager. His research focus area is cloud computing, distributed processing, and virtualization.

**Folasade Mardiyya Oyeniran** is a PhD candidate in the Department of Educational Technology, Obafemi Awolowo University, Ile-Ife, Nigeria. Folasade bagged her Masters degree in Educational Technology with special interest in computer-aided instruction.

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**Wilson Ozuem** is Associate Professor of Digital Marketing at Regents University, London (UK). His research interests include the implications of information technology for decision making by marketers and consumers. The results of his research have been published in scholarly journals and international conference papers, including *European Journal of Marketing*, *Social Responsibility Journal*, *World Business Congress*. Dr. Ozuem teaches in a number of UK universities, including the University of Gloucestershire, the University of Hertfordshire, GSM (London). He currently teaches MSc and MBA courses in marketing communications, Internet marketing, research methodology, and marketing management. He is a Fellow of the Chartered Institute of Marketing (FCIM) and has worked as a marketing consultant for several companies and organizations. He received his BA in Business from the University of Portsmouth, MA Marketing from University of West London, MBA from London Metropolitan University, MEd (Educational Leadership and Management) from Open University (UK), Doctorate from Anglia Ruskin University, and Postgraduate Degree in Educational Research from University of Cambridge.

**Gerri Penney**, PhD, EFO, has been Community Education Coordinator for Palm Beach County Fire Rescue, FL since 1986. Dr. Penney received her PhD in Educational Leadership from Florida Atlantic University in 2010 and completed her Executive Fire Officer program from the National Fire Academy in 1994. She chairs the National Fire Prevention Professional Development Committee for USFA’s Fire and Emergency Services Higher Education Program.
Alevir Perez-Pido has worked as Regional Accountant of the Department of Interior and Local Government of the Republic of the Philippines, Department Chair of the Accountancy Department of Adventist University of the Philippines and is currently the Vice President for Academic Affairs of South Philippine Adventist College. Likewise, she was actively involved with the Association of Certified Public Accountants both in the national and regional level.

Pamela Perger’s research interests focus on children’s voice in learning mathematics, using children’s literature as a resource for cross-curricular education, and pre-service teacher’s mathematics education. Pamela has a Diploma in Mathematics Education and a Master’s in Education, specialising in Mathematics Education. She is currently working on her Doctoral thesis, which focuses on children’s perceptions of what it takes to succeed in learning mathematics (working with 11- and 12-year-olds). She has been involved in promoting mathematics education in primary schools through her role as president of the Primary Mathematics Association. She has authored or co-authored two book chapters and presented and published findings from her research at key national and international mathematics conferences. Three of these publications have focused on using children’s literature to motivate and enhance mathematical teaching and learning. Prior to becoming a tertiary lecturer and researcher, Pamela held various positions in the primary school setting ranging from a classroom teacher to Associate Principal, teaching years 0 to 6 (5 – 12-year-olds).

Svetlana Perovic, born in Niksic, Montenegro, 1978, completed her elementary and high school in Niksic with great success. She graduated from the University of Novi Sad, Faculty of Technical Sciences, Department of Architecture and Civil Engineering, with an average grade of 9.00. Her graduation thesis was graded with a 10. At the same university, she completed her Academic Master studies and was awarded the title Master of Science (MSc) in Architecture. Currently, she is a PhD student at the University of Novi Sad, in the field of Modern Architecture and Urbanism. Her PhD thesis is titled “Transdisciplinary Research Paradigm in Sustainable Development of the Physical Structure of the City.” During 2007, she was employed as a designer at the company “Reality” d.o.o. (Association for design, construction, and investment) in Podgorica. She has been a Teaching Assistant at the Faculty of Architecture in Podgorica since 2005, in the following courses: Fundamentals of Urbanism, Urban Functions and Structures, Urban Design, Synthesis Project I, Synthesis Project II, Urban Renewal, Synthesis in Urban Planning Project I, Synthesis in Urban Planning Project II, Morphology of a City, Landscape Architecture, Spatial and Urban Planning and Design, Urban History, and Urban Morphology. She has about 30 projects realized in the field of architectural design and urbanism and is actively engaged in scientific research in the field of Architecture and Urbanism.

Dean Ted Pratt, M.Ed., has had a record of accomplishment at Western Washington University. From managing alumni relations during a key transition to supporting admissions and financial aid initiatives to enhance ethnic diversity among student populations, Pratt has been key to strategic initiatives across the WWU campus. In more recent years, as Dean of Students, Pratt has been looked to as an ethics leader for the university and is leading a successful program to develop and expand staff multicultural competence through training, human resource management, and development. Pratt is considered a visionary by many at Western, and he utilizes his considerable skills and talents to tackle higher education challenges.
About the Contributors

Ellen H. Reames serves as associate professor and coordinator of the educational leadership program in the COE at Auburn University. She received her BS and MEd from the University of Georgia and her EdD from Auburn University in 1997. Ellen spent 30 years as a public school teacher and administrator before transitioning to higher education. Her research interests include learning communities, data-informed decision-making, and educational leadership program design and evaluation. Ellen is the current president of the Alabama Association of Professors of Educational Leadership (AAPEL), a board member of Southern Regional Council of Educational Administration (SRCEA), and an active participant in the University Council of Educational Administration (UCEA). In addition, she is a Division A member of the American Educational Research Association (AERA) and a member of the LTEL SIG. She has been active in the assessment endeavors of this group and is presently serving on two research teams within it – one on restructuring principal preparation programs, headed by Joy Phillips, and the other on doctoral study headed by Joan Buttram. Ellen has published in journals such as Journal of Research on Educational Leadership (JRLE), The High School Journal and Educational Administration Management. She has been instrumental in establishing a partnership with Macquarie University in New South Wales, Australia and has led graduate students for two summers to explore Australian K-12 schools and higher education institutions. She is in the planning stages of a 3rd leadership experience to Australia.


Ramonia Rochester is a doctoral student in Curriculum and Instruction at Florida Atlantic University, specializing in education policy and research. The recipient of the Florida International University Outstanding Graduate Scholars Research and Oratory Award in 2008, she is a former member of the Florida Coalition Against Domestic Violence (FCADV) Curriculum Committee, and previously served as Research Coordinator for Miami-Dade county’s teen dating violence capacity assessment and planning project. She is the author of “Ten Things Every College Student Should Know,” an undergraduate student’s guide to university life and academics. An experienced presenter, her speaking engagements have included Centers for Disease Control and Prevention (CDC) Core II Convention, Wingspan Seminars Radio, Everest University, and several others. She is a member of the Golden Key Honors Society and Kiwanis International, and serves as a volunteer for Hope Ministry, Florida. Ramonia holds a Master of Science degree in Mass Communication from Florida International University, and graduate hours in English Education from Nova Southeastern University. Outside of academia, she is an experienced grant proposal and technical writer and works with Covian, Inc. as an Independent Research Consultant for
education marketing, social services, and academic research publications. Ramonia has over 10 years of professional experience in education administration where she last served as Marketing Director and Associate Communications faculty for Northern Caribbean University. Ramonia is particularly interested in the subjects of literacy development pedagogy and education policy reform.

Basiyr D. Rodney is Associate Professor of Educational Technology at Webster University. He advocates strongly for the reform of teacher-education with technology and conducts ongoing teacher professional development. He has directed federal and locally funded service and research projects. His publications and presentations center on transforming education with technologies. They appear in international and national journals on educational change. In addition to earning a Masters in Government with a specialization in International Relations from the University of the West Indies, he received a Masters in Educational Technology and a Doctorate in Curriculum and Instruction from Florida Atlantic University.

Debra Rosenblum is currently a freshman English Honors 1 University School Instructor at A.D. Henderson University School/Florida Atlantic University High School. She is a graduate of The Ohio State University with a BA in Humanities majoring in English. Debra is currently working toward her Master’s Degree in Education (Teaching and Learning) with a focus on Reading Education.

Marianne Robin Russo is an international educator who hails from the corporate sector, having been an Assistant Vice President and HR Director of a financial institution early in her career. She then spent 21 years as an educator with field experience in science and English at all levels of K-12, inclusive of administrative experience. She has been adjunct faculty at Florida Atlantic University for approximately 16 years and is now a Visiting Assistant Professor and Associate of the Graduate Faculty who specializes in the teaching of qualitative and quantitative research, inclusive of statistical applications within the Department of Educational Leadership and Research Methodology at Florida Atlantic University. Dr. Russo has several publications that span adult education, technology, emergency management, politics, and social constructs, as well as social justice. Dr. Russo holds five college degrees: a BS in Business Management (The Florida State University), an MS in English Language Education (Indiana University), a MEd in Elementary Education (Florida Atlantic University), an EdS in Educational Leadership (Florida Atlantic University), and an EdD in Educational Leadership (Florida Atlantic University). She is a member of the following honor societies: Phi Lambda Theta, Phi Kappa Phi, Kappa Delta Pi, and Phi Delta Kappa, and has recently received the Exceptional Faculty Award at Florida Atlantic University for 2011-2012 (Northern Campuses Achievement Award).

Andrew D. Schenck currently serves as an Assistant Professor in the Liberal Arts Education Center (LAEC) at Pai Chai University. He has conducted several research projects exploring English education in South Korea.

Carsten Schmidtke is Assistant Professor of Human Resource and Workforce Development at the University of Arkansas in Fayetteville, Arkansas. His research interests lie in workforce development for minorities, international workforce development, partnerships between industry and education providers, the intersection of technical and academic learning, and the history and philosophy of workforce
education. He is currently working on two projects, one that examines curriculum reform and vocational teacher education in the People’s Republic of China and another one exploring ways to encourage more GED students to make the transition into workforce programs at a local community college.

**Amy L. Sedivy-Benton** is an Assistant Professor for Teacher Education at the University of Arkansas at Little Rock. Prior to her appointment in Arkansas, Dr. Sedivy-Benton worked with several not-for-profit organizations focusing on teacher quality and policies around teachers and education. Dr. Sedivy-Benton’s research has focused primarily on teachers’ intentions in the profession, teacher experiences, and policies surrounding teachers. She has presented both regionally and nationally, as well as serving on editorial board for *The Journal of Educational Research*. She is a member of American Educational Research Association and American Association of Colleges for Teacher Education.

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