

About the Contributors

Steven D’Agustino holds a doctorate from Fordham University’s Graduate School of Education and is the Director of Online Learning for the Office of the Provost where his responsibilities include supporting the development of distance learning programs across Fordham University. He has published research in the area of instructional enhancement through the integration of technology and has been awarded a number of grants while at Fordham, the largest of which was a 2.5 million dollar grant to provide access to technology through online learning. Dr. D’Agustino is the editor of two books: *Adaptation, Resistance and Access to Instructional Technologies and Immersive Environments*, *Augmented Realities*, and *Virtual Worlds: Assessing Future Trends in Education* published in 2010 and 2012, respectively. His most recent publications, both in 2013, include “Toward a course conversion model for distance learning: a review of best practices” in *Frontiers of Distance Learning in Business Education* and “Providing innovative opportunities and options through online credit recovery and afterschool programs” in *Expanding Minds and Opportunities*.

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Rachael Olubukola Afolabi is an experienced Instructional Designer and Adjunct Faculty. Her areas of expertise include developing creative eLearning experiences for different learning audiences, game based learning and open education. She teaches in the areas of Humanities, Information Technology, Global Studies and Education.

Jered Borup is an assistant professor of learning technologies at George Mason University. His research currently focuses on online and blended learning communities and interactions in K-12 and higher education settings. His current research publications can be found online at: <https://sites.google.com/site/jeredborup/>.

Caroline M. Crawford, Ed.D., is an Associate Professor of Instructional Technology at the University of Houston-Clear Lake in Houston, Texas, United States of America. She earned her doctoral degree from the University of Houston in Houston, Texas, United States of America, in 1998, with specialization areas in Instructional Technology and Curriculum Theory, and began her tenure at the University of Houston-Clear Lake (UHCL) the same year. At this point in Dr. Crawford’s professional career, her main areas of interest focus upon communities of learning and the appropriate and successful integration of technologies into the learning environment; the learning environment may be envisioned as face-to-face, blended and online (virtual or text-driven) environments.

Colette P. L. Doan is currently teaching Grade 2 PYP at a public IB school, having recently completed a Master of Education in Art Education at UBC. She enjoys integrating technology and Art into her everyday lessons.

Oliver Dreon is an associate professor and director for the Center for Academic Excellence at Millersville University of Pennsylvania. He teaches a wide variety of education and instructional technology courses both in face-to-face and online formats, and also coordinates the university's Digital Learning Studio. He is the co-author of the book *Authentic Instruction with Technology: A Student-Centered Approach* and has published in various journals, including the *Middle Level Journal*, *TechTrends*, *Teachers and Teaching*, *Science Education*, *Online Classroom* and *Teacher Education & Practice*. Dr. Dreon also contributes to *Faculty Focus*, an online newsletter providing pedagogical and technological strategies for higher education. Dr. Dreon has spent over twenty years teaching in various educational environments. His research examines how technology can be used to support student learning through online, blended and hybrid environments. Dr. Dreon also examines the role that technology plays in supporting communities of practice for educators across the educational landscape.

Ashley Dugan has a B.S. in Business Administration from Chapman University, and recently completed an M.S. in Instructional Technology at Mississippi State University. She is working professionally as an instructional designer.

Kelly Elander has a B.S. in Communication from Ohio University, a Master's in adult instruction and performance technology from the University of Michigan, and a Ph.D. in instructional design for online learning from Capella University. He currently coordinates the web design and interactive media program at Harding University in Searcy, Arkansas.

Sandra Filippelli is currently a PhD student in the Faculty of Education specializing in Arts Based Research.

Michael Fleming is the Director of Online Support and Delivery at the School of Professional Studies, Columbia University.

Adrienne A. Garber is a Senior Instructional Designer for the School of Professional Studies, Columbia University. Prior to joining SPS, Adrienne worked on innovative technology projects for the Columbia Center for New Media Teaching and Learning, the EdLab at Teachers College, Carnegie Mellon's Language Technologies Institute, and Carnegie Mellon's Field Robotics Center. Adrienne is currently a doctoral candidate at Teachers College, Columbia University; her academic areas of interest include multimedia annotation, cognitive development, and human computer interaction. She earned her B.S. from Lehigh University, an M.S. from Carnegie Mellon University, a J.D./M.B.A from Duquesne University, and most recently her Ed.M. from Teachers College, Columbia University.

Hsiao-Cheng (Sandrine) Han, PhD., is an assistant professor at the University of Columbia, Faculty of Education, Department of Curriculum and Pedagogy. Her research focuses on the visual culture and cultural studies, and on the integration of art education and educational technology specifically in virtual worlds. She also looks at the ways in which media have influenced cultures.

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Melanie Hibbert is the Associate Director of Instructional Media at Barnard College, Columbia University. She holds a Doctor of Education in Instructional Media from Teachers College, Columbia University. Her professional interests include producing media and videos; researching learning from videos and online spaces; and other forms of digital production and scholarship.

Kun Huang is Assistant Professor in the Department of Instructional Systems and Workforce Development at the Mississippi State University. She is an experienced instructional designer who has designed and developed numerous interactive learning materials to scaffold students' critical thinking, metacognition, and problem solving. Her research focuses on the development of technology-supported learning environments and their effects on students' metacognition, knowledge transfer, and epistemic beliefs. Dr. Huang has published several empirical studies in refereed journals, and presented her research and instructional design works at various national and international conferences.

Tazeen Hussain is Assistant Professor at Indus Valley School of Art and Architecture and visiting faculty at the department of Visual Studies, University of Karachi and Szabist. She has a diverse teaching experience including teaching 2D and 3D design studios, supervising dissertation and design thesis research. Apart from academia Tazeen is also a visual artist with multi faceted portfolio, covering visual arts, television, theatre, journalism, and social work. Currently she is serving as a trustee for Indus Earth Trust an NGO working in the field of sustainable development. This allows her the liberty to 'walk the talk' and practice design and social responsibility. Tazeen Hussain received a Bachelors degree in Communication Design from Indus Valley School of Art and Architecture, and completed her MA in New Media and Society from the University of Leicester, UK.

Kristine Rodriguez Kerr is interested in multimodal composing practices, new literacy studies, and cosmopolitan-minded education. She is currently an Instructional Designer for Columbia University School of Professional Studies and an Assistant Adjunct Professor at Teachers College Columbia University. She holds a Doctor of Education in Communication and Education from Teachers College Columbia University and a Masters of Professional Writing from Carnegie Mellon University.

Tarryn Kille is a Senior Lecturer at Griffith University lecturing in aviation leadership and management. Tarryn commenced her aviation career as a professional pilot and flight instructor. Whilst working in the industry, she completed an undergraduate degree in aviation at Curtin University and a Masters of Business Administration, majoring in Aviation Management. Prior to joining Griffith, Tarryn served as Manager, Policy and Business Development with the Australian Civil Aviation Safety Authority and held membership on the Operations Panel with the International Civil Aviation Organization. In 2009, Tarryn commenced her doctoral studies focusing on economic and environmental sustainability in the aviation industry.

Sang Joon Lee is an assistant professor in the Department of Instructional Systems and Workforce Development at Mississippi State University where he teaches multimedia and web design courses. His research focuses on the use of emerging technologies for teaching and learning in online and blended courses.

Matthea Marquart is the Associate Director of the Online Program at Columbia University's School of Social Work. She is also a Lecturer at the School of Social Work; she teaches in the Social Enterprise Administration method area, preparing the next wave of nonprofit and human services leaders. Her writing, speaking, and research interests focus on online education.

Jameson Mbale is a Professor in the Department of Computer Science at the Copperbelt University, in Zambia. He is a Director of Research and Innovations. He teaches the following courses: Multimedia Computing and Web Service, Advanced Mobile Computing and Networking, and Telecommunications,

Larisa Olesova, Ph.D., is an instructional designer and adjunct professor specializing in distance education at George Mason University. Her research focuses on the effectiveness of instructional strategies in online learning environments.

Kyle L. Peck is Co-Director of the Center for Online Innovation in Learning and Professor of Education and Research Fellow in the Learning, Design, and Technology program at Penn State University. He studies and applies innovations in education, and his current interests include Massive Open Online Courses (MOOCs) and digital badges in education.

Nasim Peikazadi is a PhD student at the University of British Columbia at the faculty of Educational Studies. She got her Masters of Education in Art Education from UBC in 2015.

Yingxiao Qian is a Ph.D student in the Learning, Design, and Technology program at The University of Georgia. Her research focuses on the case-based learning, STEM education, and cognition and instruction.

Sam A. Rosenthal is a webinar specialist in the School of Professional Studies at Columbia University. In addition to his work at the SPS, he has written and done research in the areas of education, technology, sociology and music.

Neal Shambaugh is a Professor of Learning Sciences and Human Development. He is a former Associate Dean of Academic Affairs and a Graduate Programs Coordinator of Instructional Design and Technology (IDT) in the College of Education and Human Services at West Virginia University. The master's IDT program has been 100% online delivered since 2010, and he teaches courses in IDT and Educational Psychology. He has been a university liaison to an elementary/middle public school for a dual-degree, five-year teacher education program. Prior to academia, his work experiences included radio station ownership, engineering, announcing, and sales; training program consultant, and an audio and video producer.

Ge Shi is a graduate student in the Department of Curriculum and Pedagogy. Research interests include Visual Communication, Media Education and Media Literacy Education.

Paulette Stewart is the Head of the Department of Library and Information Studies at The University of the West Indies, (UWI) Mona. She teaches both graduate and undergraduate students at The UWI, Mona and is a Course Coordinator and Instructor at The UWI Open Campus. Dr. Stewart was elected

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Librarian of the Year in 2009 by the Library and Information Association of Jamaica and served as the President of this Association in 2010. She received the Ken Haycock International Association of School Librarianship (IASL) Leadership Award in 2006 for her outstanding contribution to librarianship in Jamaica. Presently, she is the IASL Director for Latin American and the Caribbean. Her research interests include information literacy and school libraries, library education and online learning.

Hengtao Tang is a Ph.D student in the Learning, Design, and Technology program at The Pennsylvania State University. His research focuses on the educational innovation, learning environment, and knowledge structure.

Manish Wadhwa, Ph.D., is working as Assistant Professor in the Department of Computer Science at Salem State University (Salem, MA) since September 2013. He is also coordinating the Information Technology Program and chairing IT related committees. Previously, he worked as Program Director of Information Technology at South University in Virginia Beach, Virginia. Dr. Wadhwa joined South University in July 2011 and was responsible for managing the department of Information Technology within the College of Business and overseeing the Associates, Bachelors, and Masters in Information Technology. Dr. Wadhwa has published in various elite Journals and Conferences. His research work spans Cognitive Radio Networks, Dynamic Spectrum Sharing, Sensor Networks, and Biofield Sciences. Dr. Wadhwa is also the editor of an interdisciplinary book in the field of Technology and Business entitled, "Technology, Innovation, and Enterprise Transformation."

Shuyan Wang is a professor of Instructional Technology at The University of Southern Mississippi. Her research interests include the integration of technology through curriculum development, professional development in the use of technology for teaching and learning, distance education, m-learning, e-learning, and online course development, and assessment, evaluation, and issues related to electronic portfolios.

Junsong Zhang completed his masters program at UBC in Technology Studies Education. Prior to that he worked as a school teacher and later on moved to business organizations in learning and development. He is interested in gamified pedagogy, e-learning, instructional design, technology-enhanced teaching, and faculty development in terms of using appropriate learning technology and pedagogical practices.