

## About the Contributors

**Tina L. Heafner** earned her Ph.D. in Curriculum and Instruction from the University of North Carolina at Greensboro and is a Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. Tina is the 2018-2019 President-Elect of the National Council for the Social Studies (NCSS). Tina's teaching and research focus on effective practices in social studies education and online learning with particular emphasis in digital literacies, technological integration in content areas, and disciplinary literacy. Her research also examines curriculum and policy issues in K-12 social studies education. Tina's publications include seven co-authored books and four edited books including titles such as *Beginning inquiry: Short texts for inexperienced readers in U.S. History*, *Seeds of inquiry: Using short texts to enhance students' understanding of world history*, and *Exploring the Effectiveness of Online Education in K-12 Environments*. She has published numerous articles in peer reviewed journals such as *Teacher's College Record*, *Educational Researcher*, *Kappa Delta Phi*, *Journal of Technology and Teacher Education*, *Teacher Education and Practice*, and *Journal of Digital Learning in Teacher Education*. Her scholarship has appeared in all of the prominent social studies journals including: *Theory and Research in Social Education*, *Journal of Social Studies Research*, *International Journal of Social Studies Education*, *Social Studies Research and Practice*, *The Social Studies*, *Social Education*, *Social Studies and the Young Learner*, *Middle Level Learner*, and *Social Studies Journal*. Tina has received four research awards from the American Education Research Association for her contributions to the fields of social studies and online learning. She is also the recipient of two research awards from the NCSS College and University Faculty Assembly and the Society for Information Technology and Education. At UNC Charlotte, Tina has received awards in teaching, research and service.

**Richard Hartshorne** is an Associate Professor and Chair of the Department of Learning Sciences and Educational Research in the College of Community Innovation and Education at the University of Central Florida (UCF). He earned his Ph.D. in Curriculum and Instruction with a focus on educational technology production and technology and teacher education from the University of Florida. Prior to his tenure at the UCF, Richard was an Assistant and Associate Professor of Instructional Systems Technology at the University of North Carolina at Charlotte for seven years and a physics instructor at Ed White High School in Jacksonville, FL for seven years. At the University of Central Florida, his teaching focuses on the integration of technology into the educational landscape, as well as instructional design and development. His research interests primarily involve the production and effective integration of instructional technology into the teaching and learning environment. The major areas of his research interest are rooted in technology and teacher education, the integration of emerging technology into the k-post-secondary curriculum, and online teaching and learning. His articles have appeared in such



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publications as the Journal of Technology and Teacher Education, the International Journal of Gaming and Computer-Mediated Simulations, the Journal of Digital Learning in Teacher Education, Internet and Higher Education, the Journal of Educational Computing Research, and others. He has also authored numerous book chapters and serves in editorial capacities for a number of journals in the field of educational technology.

**Richard Thripp** is a doctoral candidate and graduate teaching associate in the College of Community Innovation and Education at the University of Central Florida. He has instructed over 200 students in EME 2040: Introduction to Technology for Educators on the use of Web technologies in K–12 teaching practice. Richard’s primary research interest is in the improvement of individual financial literacy through education and behavioral approaches. He holds an M.A. in Applied Learning and Instruction and a certificate in Advanced Quantitative Methodologies in Educational and Human Sciences from the University of Central Florida.

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**Elizabeth Anderson**, PhD, holds a masters of science in instructional design and technology with a focus in online learning and a PhD in research methods and statistics from the University of Denver. Dr. Anderson has over 10 years working in and researching the K-12 online learning environment- including research method development, data collection and management techniques, and inferential statistical analyses. Her dissertation focused on the development of a measure of K-12 online student engagement for grades 3 through 8, using tracked online behaviors as items. She has designed, built and taught both hybrid and online courses at the secondary, postsecondary and graduate educational levels.

**Kimberly L. Anderson**, PhD, is an Assistant Professor in the Department of Literacy Studies, English Education, and History Education at East Carolina University, where she teaches K-2 literacy methods courses. She is a former school psychologist and reading specialist, with more than 20 years experience working with teachers in public school settings. Her current research focuses on the impact of at-home shared book reading during the preschool years and improving inservice and preservice teacher preparation for literacy instruction in preschool and primary grade classrooms.

**Leanna Archambault**, Ph.D., is an Associate Professor of Learning Design and Technology in the Mary Lou Fulton Teachers College at Arizona State University. Her research areas include teacher preparation for online and blended classrooms, the use of innovative technologies to improve learning outcomes, and the nature of technological pedagogical content knowledge. Archambault currently serves as Program Coordinator for the Educational Technology Masters in Education program at ASU and is the Co-Editor of the Journal of Online Learning Research. In addition, in her role as Co-Principle Investigator, she provides technology-related professional development to international teachers during their semester-long residency at ASU as part of the Fulbright Distinguished Awards in Teaching program, funded by the U.S. Department of State. Through her work, Dr. Archambault seeks to have a lasting impact on the practice of future and existing teachers throughout the world.



**Fredrick W. Baker III**, Ph.D., is an Assistant Professor of Instructional Design and Technology at The University of West Florida where he teaches undergraduate, graduate, and doctoral students fully online, pursues his research agenda, and serves the university, community, and his field. He is also the program coordinator for the doctoral program's IDT specialization. He has been teaching in multiple modalities in higher education since 2008, and has been involved in Instructional Design since 2010. Fred's research and consulting interests focus on the ways human-centered design enables performance improvement.

**Elizabeth Bellows** is an associate professor in the Department of Curriculum and Instruction at Appalachian State University. She teaches social studies methods courses in elementary, middle, and secondary programs and is a member of the Graduate Faculty. Her research involves intersections of critical social studies and teacher education as well as historical research as it relates to social studies education, and international inquiry about social studies education in Japan and Romania. Dr. Bellows recently co-edited a book, *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader*, which highlights her efforts to engage pre-service teachers with frameworks of anti-racist and socially just educative practices by enacting critical pedagogy. Her articles have been published in *Contemporary Issues in Technology and Teacher Education*, *Social Studies and the Young Learner*, *The Social Educator*, *American Educational History Journal*, *Journal of International Social Studies*, *Journal of Social Studies Research*, *Social Studies Research and Practice*, and *Social Education*.

**Morgan V. Blanton** holds an Ed.D. in Curriculum and Instruction, an M.Ed in Reading Education, and a B.S in Elementary Education. She currently teaches reading methods courses and provides field experience support for Elementary, Middle Grades, and Secondary Education majors. Further, Dr. Blanton's experience teaching in higher education includes undergraduate and graduate courses in curriculum theory, design, assessment, evaluation, and teacher leadership. In addition, Dr. Blanton has experience serving students and teachers in North Carolina's public schools in various roles. Her K-12 experience includes serving as an elementary classroom teacher, K-5 Reading Specialist, Secondary Curriculum Coordinator (6-12), and Secondary MTSS Coordinator (5-9). Dr. Blanton is certified to provide professional development and coaching for Reading Research to Classroom Practice, Keys to Literacy Comprehension Routine (4-12), and Helping Early Literacy with Practice Skills (HELPS) program. Dr. Blanton also has experience as a real-time ("bug-in-ear") eCoach for in-service and pre-service teachers. This cutting-edge type of instructional coaching is a professional learning strategy that provides performance feedback to teachers while they are teaching and engages the eCoach as a co-teacher through real-time classroom scenarios. Her research interests include eCoaching, home and school literacy practices, and instructional technology.

**Marius Boboc** is Professor of Education and Vice Provost for Academic Planning at Cleveland State University (CSU) in Cleveland, OH. Marius earned his M.A. in Teacher Leadership from Roosevelt University in Chicago, and his Ed.D. in Curriculum and Instruction from the University of Northern Iowa in Cedar Falls. Currently, Marius oversees the Office of Academic Planning. In that capacity, he manages strategic planning, student learning assessment, academic program review and institutional research and analysis, e-Learning, as well as Instructional Technology and Distance Learning, among many other responsibilities. His teaching load includes undergraduate courses in general methods of teaching, student assessment, introduction to education, as well as graduate courses in curriculum theory,



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classroom management, international and comparative education, and urban education policy (at the doctoral level). Marius' research interests relate to online instruction (ranging design to implementation and evaluation), assessment and accreditation in higher education, postmodern education, leadership in higher education, mission-driven policy in urban higher education, and teacher preparation reform.

**Amanda R. Casto** is a doctoral student and graduate assistant in the Cato College of Education at the University of North Carolina at Charlotte. She previously taught elementary and middle grades mathematics.

**Aftynne E. Cheek** is an Assistant Professor in the Department of Reading Education and Special Education at Appalachian State University. She teaches introductory and methods courses in special education at the undergraduate and graduate level. Dr. Cheek has taught undergraduate courses in developmental disabilities, introduction to special education, curriculum design, and assessment, and she has taught graduate courses in assessment, instruction, and advanced studies of students with severe disabilities. Before her academic career, Dr. Cheek taught in the North Carolina public school system, where she taught students who were diagnosed with moderate and severe intellectual disabilities, physical disabilities, multiple disabilities, autism, traumatic brain injury, mental illness, and emotional and behavioral disorders. Dr. Cheek has served in several leadership roles at the national, state, and local level in organizations in her field, including the Teacher Education Division for the Council for Exceptional Children (TED-CEC) and the North Carolina Division for Autism and Developmental Disabilities (NC-DADD). Her research involves teacher preparation, eCoaching, and literacy/comprehension instruction for students with severe intellectual disabilities.

**Kathleen S. Davis** is an Associate Professor of Science Education at the University of Massachusetts Amherst (retired). She received her PhD in science education at the University of Colorado Boulder. Her research focuses on issues of gender and equity in science and science education, teacher education, and policy and reform. Her published manuscripts include: "Teaching elementary school science: The road less traveled." (2009) In Wieseman, K., C. & Weinburgh, M. Eds. Women's experiences in leadership in K-16 science education communities: Becoming and being and "Fostering science education in an online environment: Are we there yet?" (2012) (with Will Snyder) in The Journal of College Science Teaching. Kathleen's funded projects include: S2TLC: Supporting STEM Teaching and Learning through Communities, STEM Connections (GK12) and Science Education Online, all sponsored by the National Science Foundation. Each project engaged K-12 science teachers in inquiry-based practices. Before her work in teacher education, Kathleen taught 5th-8th grade science for 18 years in Illinois.

**Amy Garrett Dikkers** is Associate Professor in Educational Leadership and Coordinator of the Leadership Studies Minor in the Watson College of Education at the University of North Carolina Wilmington. She teaches core courses in leadership, organizational change, and communication and leadership, as well as several courses on global perspectives in education. Dr. Garrett Dikkers has a Ph.D. in Comparative and International Development Education from the University of Minnesota. Her research is focused on teacher development and innovation in education (specifically online and blended learning).



**April Fleetwood** took on the role of Research and Evaluation Administrator at FLVS as she completed her Doctorate of Curriculum and Instruction in 2017. Her research interests have been influenced by her work as a classroom teacher and researcher, instructional coach, and personal educational endeavors. In her role at FLVS, she is currently working on projects focused on online and blended learning among several professors at University of Central Florida, University of Florida, and Florida State University alongside REL Southeast.

**Serena Flores** earned her PhD in Counselor Education and Supervision from Texas A & M University- Corpus Christi in early 2012. Beginning the Fall 2012 term, she was hired as an Assistant Professor in Counselor Education by the University of St. Thomas (UST) in Houston, Texas. She currently serves as department chair of the Counselor Education program at UST- School of Education and Human Services as of 2013, in which she administratively leads masters' level students and department faculty using traditional (face-to-face) and distance (online) formats. She writes and presents widely on issues related towards distance learning in academia and distance professional counseling services.

**Laura Corbin Frazier** is an associate professor of education at Mount St. Mary's University and Director of the Center for Instructional Design and Delivery. She holds the Ed. D. in Instructional Technology from Towson University. Dr. Frazier specializes in distance education and technology integration in schools. She teaches undergraduate and graduate level courses including foundations of instructional technology, distance education, and STEM methods. Her recent works analyze teacher technology decision-making in one-to-one computing environments, technology integration during preservice teacher internships, and the use of distance education in teacher education programs.

**Jennifer L. Gallagher** is an Assistant Professor in Elementary and Middle Grades Education at East Carolina University. She earned her PhD at Iowa State University. Her research focuses on social studies education, social justice education and inquiry practices.

**Butch Gemin**, a 20-year veteran of the online learning and educational software space, has been conducting research and writing for Evergreen for more than 13 years. He has also been managing the Virtual Learning Leadership Alliance, a collaborative group of chief executives of statewide supplemental online learning programs, for the past nine years. Butch's ability to synthesize information from clients, educators, and the marketplace makes him adept at anticipating client needs and offering clear direction. With his quick smile and southern-roots drawl, Butch has the natural charisma that makes him a natural communicator and coordinator. He's in his element when he's in the midst of focus groups, orchestrating meeting logistics, or facilitating a convening. Before joining Evergreen Butch held executive positions with two innovative educational nonprofit organizations, the Monterey Institute for Technology and Education (MITE) and Prometheus, a learning management system developed within The George Washington University. As Director of Marketing and Member Development, Butch developed and implemented the promotional plan for the MITE's cornerstone project, the National Repository of Online Courses (NROC), helping to define the product, services and operational strategies, while establishing relationships with educational institutions to ensure the successful introduction of the NROC project. At Prometheus, Butch was responsible for positioning the company as one of the premier course management software providers in the higher education marketplace. He led a marketing and sales effort to build strategic alliances with Prometheus users to expand the role of IT administrators and faculty in the



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product's community source software development model. Prior to his roles at MITE and Prometheus, Butch held key editorial, marketing and sales positions at Harcourt College Publishers (later to become Cengage Publishing). Butch finds deep satisfaction in being part of innovations in online learning that prove themselves to work, are scalable and improve equitable access for students. He enjoys helping clients and educators navigate through various issues related to understanding, planning, and implementation of technology in the classroom. Butch also strives to affect change in his personal life through his work with several local nonprofit organizations in his community. "Give back when you can" is a personal motto, and he admires those people well-known and not who use their status and economic power to significantly move important causes forward. If he's not in the thick of people and statistics, you find Butch far away from them out on the trail deep in nature in the Colorado mountains or wherever natural setting his wanderlust has landed him.

**Christopher Harrington** has long served on the forefront of innovative education. Currently a professor at Immaculata University, Chris specializes in assembling and inspiring great work from great teams. In his previous positions as President of eLearn Institute and CEO of Harrington Education Associates, Dr. Harrington assisted dozens of school districts across the nation in the design and implementation of blended and online learning programs, including the nationally recognized Quakertown Community School District where he served as Director of Virtual Education Services. Chris works with multiple state and national groups in the field of education, including iNACOL and the Colorado Department of Education.

**Bob Hofman** has spent 25 years teaching, with a focus on learning expeditions and ICT (information and communication technology) policy based development. His strength is in designing innovative global educational programs that are generative, authentic, and respond to the evolving changes our world is facing. In 1996, he became the head of the ICT-department at the HAN/University of Nijmegen. During his three years at the university, he designed national and international courses for ICT-coordinators and conducted professional development and consultancy in more than 40 countries. ICT&E In 2000 he started his company ICT&E, where the 7 C's of global learning became the theme of a global exploration. ICT&E works frequently with the Dutch Ministry of Education and the National Educational Portal "Kennisnet." Through Kennisnet, he coordinates the "Twinschool" project, which connects schools in Canada and the US on a 1:1 base to schools in the Netherlands. As designer of "tailor made" (Special Needs Education) and "Borderless learning" he manages two nationally respected innovative learning arrangements. He also holds the chair for the iEARN (International Education and Resource Network)-Netherlands foundation and is an assembly member of iEARN International. As co-initiator of the Global Teenager Project, he is involved with a fast growing and high quality learning network that currently covers more than 20.000 students in over 42 countries. Specialties: Initiating and creating international educational collaborative projects.

**Karen D. Jones, Ph.D.**, is an Assistant Professor in Educational Leadership at East Carolina University. A former public school teacher and administrator, her research focuses on preparing school leaders to be successful with diverse communities and school populations.



**Steve Joordens** is the Director of the Advanced Learning Technologies Lab ([www.altlab.ca](http://www.altlab.ca)) at the University of Toronto Scarborough. His lab assesses the efficacy and usability of educational technologies, some of which are also created in the lab (e.g., [vision.peerScholar.com](http://vision.peerScholar.com)). Professor Joordens has won a wide range of institutional, provincial and national level awards for his teaching and his educational innovations - these include him being named a 3M Teaching Fellow, in 2015.

**Wayne Journell** is an associate professor and secondary education program coordinator at the University of North Carolina at Greensboro.

**Aakriti Kapoor** is an educator and researcher interested in twenty-first century learning, social justice, and global citizenship. Her prior research focused on evidence-based education technology development, where she created “mindJig,” an educational software designed to teach students how to think critically in large online classrooms, which won numerous awards, including the 3M National Student Fellowship. She also brings experience working in a variety of education settings ranging from K-12 to post-secondary. She received her Hon. Bachelors of Science from the University of Toronto Scarborough in 2016, and her Master of Teaching from the Ontario Institute for Studies in Education in 2018. She is currently the Administrative and Research Coordinator at People for Education.

**Jean Kiekel** received her PhD in Curriculum and Instruction with a concentration in instructional technology from Kansas State University in 2007. She has held positions at the University of Arkansas-Little Rock, the University of Houston, and presently is assistant professor at the University of St. Thomas in Houston, Texas. She currently serves as director of the Master of Arts in Teaching and a new M.Ed. program in Instructional Technology. She has also been teaching an AP Economics course for a virtual high school. She writes and presents on issues related to technology in the classroom, including distance education issues, and teacher induction and support.

**Kristin Kipp** is an award-winning online teacher and instructional coach. She was named the 2011 iNACOL and SREB National Online Teacher of the Year and the 2010 Colorado Secondary Online Teacher of the Year. Currently she is an instructional coach working with online teachers to improve instructional practice. She is the author of *Teaching on the Education Frontier: Instructional Strategies for Online and Blended classrooms*. She is an Ed.D. student at Boise State University.

**Jean S. Larson, Ph.D.**, is the Educational Director for the NSF-funded Engineering Research Center for Bio-mediated and Bio-inspired Geotechnics (CBBG), headquartered at Arizona State University. She has a Ph.D. in Educational Technology, postgraduate training in Computer Systems Engineering, and many years of experience teaching and developing curriculum in various learning environments. She has taught technology integration and teacher training to undergraduate and graduate students at Arizona State University, students at the K-12 level locally and abroad, and various workshops and modules in business and industry. Dr. Larson is experienced in the application of instructional design, delivery, evaluation, and specializes in eLearning technologies for training and development. Her research interests focus on how instructors are prepared to teach in digital environments, and efficient and effective online learning.



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**Elizabeth S. LeBlanc** serves as the Co-founder and CEO of the Institute for Teaching and Leading. She lives and works at high altitude. She currently serves as Curriculum & Data Coordinator and Instructional Coach for Taos Academy Charter School, an innovative blended learning school in northern New Mexico. Elizabeth has 12 years of experience in the design and implementation of high-quality, effective programming. With an MA in Educational Technology and Curriculum Design, Elizabeth strives to expand educational opportunities in her own classroom and beyond. In addition to consulting around instructional design and collaborative leadership, she works to develop the capacity of teachers engaging in digital learning. Elizabeth was recently named to the NM Secretary of Education's Teacher Advisory.

**Jason F. Lovvorn** is an Associate Professor of English at Belmont University where he serves as writing program director for the English Department. His writing classes often address issues of literacy, culture, technology, and nature, and many of his classes involve a commitment to service-learning in the Nashville community. His research interests include composition and rhetoric studies, new media, service-learning, and higher-education pedagogy. He has published scholarly work on service-learning narratives, literacy histories, and online media including digital stories, video games, and discussion boards.

**Lauren Lunsford** is the Associate Dean of the College of Liberal Arts and Social Sciences and a Professor of Education at Belmont University. Her research interests surround areas of literacy, opportunities for student centered learning, professional development opportunities for teachers.

**Dixie D. Massey** is the program coordinator of the reading endorsement at the University of Washington where she also teaches courses in the Department of Language, Literacy, and Culture. She has published in such journals as *Social Studies* and the *Young Learner*, *The Reading Teacher*, and *The Journal of Adolescent and Adult Literacy*. She is co-author of the curriculum series, *Comprehension Strategies for World History* and *U.S. History in the Social Studies*; *Targeted Vocabulary Instruction*, and the *Seeds of Inquiry* series published by The Social Studies School Services.

**Mary V. Mawn** is the Interim Associate Dean of the Division of Science, Mathematics, and Technology and Associate Professor of Biology at SUNY Empire State College. Dr. Mawn has been actively involved in the field of distance education since 2003. Her research interests include studying the online professional development of science teachers and identifying ways to teach laboratories and scientific process skills through distance learning. She has a Ph.D. in Molecular and Cellular Biology and a M.Ed. in Educational Technology, both from the University of Massachusetts-Amherst.

**Christina M. Nash** is the Instructional Designer at Green Mountain College in Poultney, Vermont. In her position, she supports professors in critical pedagogical practices to improve student engagement and accountability. She is also a doctoral candidate at the University at Albany, SUNY, department of Educational Theory and Practice. Christina is currently engaged in completing her dissertation, a study of ideologies in science of education standards. She has seven years of college teaching experience, both online and in the classroom. Christina was also a public school teacher and holds New York State Professional Teaching Certification in English (7-12). Prior to teaching, she spent four years as a professional writer and editor.



**Barbara Martin Palmer** is a professor of education at Mount St. Mary's University. She holds the Ph.D. from the University of Maryland College Park. Dr. Palmer specializes in literacy education and teaches courses in the master of education in reading program. A former high school Spanish teacher and reading specialist, Dr. Palmer has supervised education teacher candidates as an elementary or middle school/high school Professor in Residence. Her research interests include teacher change, professional development schools, and comprehension. Dr. Palmer serves as the University Accreditation Liaison Officer.

**Raquel Pesce** is an Instructional Leader/Principal for Florida Virtual School. She has been with the organization for 10 years and has served in many different capacities. Some of these roles include: AP Mathematics Instructor, Lead Teacher, Instructional Programs Manager, and Research Manager. Dr. Pesce also chaired the Dissertation Review Committee at FLVS and played a lead role in forming university partnerships for the organization. Her research area of focus is on K-12 and higher education student retention.

**Drew Polly** is a professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. His research agenda focuses on examining how to support the implementation of technology and standards-based pedagogies. More information can be found at: <http://drewpolly.org/me>.

**Kerry Rice** is a 2012-2013 and 2015 Fulbright Scholar and Professor in the Department of Educational Technology at Boise State University. Her research focuses on best practices in K-12 online and blended education and includes policy analysis, Delphi and mixed methods studies, and large-scale program evaluations using both traditional and emerging methods in data mining and deep learning analytics. She is the author of *Making the Move to K-12 Online Teaching: Research-Based Strategies and Practices* (Pearson, 2012), led the development of the Idaho K-12 Online Teaching Standards and serves as Coordinator of the Idaho K-12 Online Teaching Endorsement Program at Boise State.

**Caitlin L. Ryan** is an Associate Professor in the Literacy Studies, English Education, and History Education Department in the College of Education at East Carolina University.

**David Schouweiler** is currently a PhD student at the University of North Carolina at Greensboro. His research interests include online education and blended instruction in science classrooms. His background in education includes serving as a high school science teacher and teacher educator.

**Andrew Shepherd** has worked as a high school science teacher, a departmental science lead teacher and a subject matter expert in the analysis, assessment, and accountability department at Florida Virtual School. His time and experience in both traditional and digital school models continue to influence his research interests in blended learning and the online learning environment. He has presented research at local, state and national conferences. Currently, he is working on 4 research projects and is collaborating with partners from UCF, UF and OCPS to conduct and publish future studies focused on blended learning, adaptive learning, and physical schools' one-to-one digital implementation.



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**Joy Stapleton** is an Associate Professor and Elementary Program Director in the Department of Curriculum and Pedagogy at Winthrop University. She currently teaches elementary social studies methods, supervises practicum experiences, and works with other elementary faculty in facilitating the senior-year edTPA process. Her research publications and presentations include increasing the effectiveness of teacher preparation programs through curriculum innovations.

**Colton J. Tapoler** currently works for the Florida Virtual School (FLVS) in Orlando, Florida as a Lead Instructor in the English department. After graduating with his Ed.D. in Educational Leadership from the University of Central Florida he began working alongside the research team at FLVS to design various projects to increase understanding of both virtual and blended learning education practices.

**Gina Tovine** is strategic innovation leader in rural, urban and virtual districts alike. Throughout her 32-year career in public education, Dr. Gina Tovine has honed her ability to craft and shepherd innovative solutions to the challenges faced by all of her colleagues, from classroom teachers to district leadership, and in every setting, from small rural communities to complex urban systems. She began her career in Citrus County, working her way up from secondary level teacher to assistant principal and principal, then served as Director of Research and Accountability. As Assistant Superintendent in Levy County, a rural district that is part of the North East Florida Educational Consortium (NEFEC), she was responsible for the Teaching and Learning division and focused on building effective instructional systems, collaboration, and advanced rigorous programs as well as developing educator and leader evaluation systems, student growth plans, and comprehensive instructional plans. She has served as the Associate Superintendent for Research, Accountability, and Grants for Orange County, the ninth largest school district in the country, where in addition to supervising grant services and accountability, research and assessment, she oversaw several vanguard departments and projects, including program evaluation, philanthropic development, strategic data systems and technology innovation, and the district's digital curriculum pilot. She was also responsible for the district's strategic planning effort, BROAD Prize site visits, and customer service measurement committee, and participated in the Harvard Strategic Data Project since the summer of 2013. Currently she is Executive Director of Analysis, Assessment and Accountability at Florida Virtual School overseeing research, accountability, advanced analytics, and assessment. No matter her title or the size of the district she serves, Dr. Tovine is committed to keeping the students we serve at the heart of all she does, always asking, "What would I want for my own children?" Dr. Tovine earned her bachelor's degree in Business Administration from the University of Florida and her masters and doctorate in educational leadership from the University of South Florida. She is currently the President of Florida Organization of Instructional Leaders (FOIL) helping to monitor statewide challenges and formulate visionary solutions to the issues faced by educators across Florida.

**Christina M. Tschida** is an Associate Professor of social studies education and elementary curriculum in the Department of Elementary Education and Middle Grades Education at East Carolina University. Her research interests center around improving teacher education through critical and justice-oriented pedagogies in social studies education, high quality online instruction, and clinical practice reform through the use of coaching and co-teaching models of student teaching. She is exploring the use of



video capture and annotation technology with teacher and principal candidates to improve reflection, coaching, and feedback in clinical practice. She is also part of the co-teaching research team at ECU studying the impact of co-teaching models of student teaching on teacher candidate readiness to teach.

**Amy Valentine** is the inaugural executive director for the Foundation for Blended and Online Learning. Amy is the former executive director of three online and blended schools in Colorado, where she was focused on academic and operational turnaround. Prior to driving change and school improvement in this role, she served as global development manager for The International Academy, an online school that spans the globe. During her time at K12 Inc., Amy worked in a variety of capacities, including school development, national marketing, and helping to launch the first online virtual academy in 2005. Prior to joining the world of digital education, she worked as a teacher, facilitator, and teacher trainer in various school districts in Colorado. Amy completed her doctoral work in instructional technology and adult learning theory at the University of Wyoming's Department of Education. Additionally, she earned her Master of Arts in Spanish civilization and culture and her Bachelor of Science in organizational communication and business from Ohio University.

**Lauren Vashaw's** attention to detail, thoroughness, and everything's-figureoutable attitude keeps operations flowing smoothly at Evergreen. Over the past seven years that Lauren has been with the company, her areas of responsibility have encompassed administration, project management, and research. She's the epitome of a team player (both at the office and on the basketball court), willing to pitch in wherever her skills are most needed. This flexibility is one of the reasons Lauren has maintained Employee of the Month status for the past 86 consecutive months. (The other reason is that she is tasked with selecting Employee of the Month.) A Grand Rapids native, Lauren received her BA in Psychology from Denison University with a minor in communication. After graduation, she conducted research for Michigan Virtual University and also provided technical support for the NCAA Men's and Women's national championship tournaments. Before joining Evergreen, Lauren allowed herself the indelible experience of extensive travel abroad to teach and volunteer in such countries as Tanzania, Nepal, Switzerland, and New Zealand. Her exposure to different cultures and geographies has given her a broad perspective on human nature which imbues her work at Evergreen with empathy and curiosity. Lauren loves a good inspirational story and finds many in the online and blended learning space. She gets most excited when she sees how Evergreen's research or consulting has changed a student's life, how Evergreen's efforts to grow digital learning has resulted in a student having another chance at a good education, a more engaging way to learn, or the opportunity to chase their dreams.

**Nicole McZeal Walters** earned her EdD in Educational Administration from Texas Southern University in 2010. She is a former school principal who has also held instructional, consulting, and design positions within the PK-12 school setting. Dr. Walters currently serves as the Associate Dean for Graduate Programs at the University of St. Thomas in Houston, Texas and holds an appointment in the Department of Educational Leadership. She writes and presents on the issues of culturally relevant leadership in P-20 as it relates to differentiated learning, special populations, and teacher training and accountability.



## About the Contributors

**Scott M. Waring** is a Professor and the Program Coordinator for the Social Science Education Program at the University of Central Florida. He earned his B.S. and M.A. in Education from the University of South Florida and his Ph.D. from the University of Virginia in Social Studies Education, with a minor in Instructional Technology. He teaches courses at the undergraduate and graduate level in social science methodology, research, and theory. He is the current Chair for the Teacher Education and Professional Development Committee of the National Council for the Social Studies (NCSS), Chair of the Florida College and University Faculty Assembly, and an Advisory Board member for the Florida Council for History Education. Dr. Waring serves as the Editor for Social Studies and the Young Learner, Editor for the Teaching with Primary Sources Journal, Editor for Contemporary Issues in Technology and Teacher Education – Social Studies, and the Interdisciplinary Feature Editor for Social Studies Research and Practice. He has served as a member of the National Council for the Social Studies House of Delegates, on the Executive Board for the College and University Faculty Assembly, and as the Chair for the Society for Information Technology & Teacher Education's Social Studies Special Interest Group. He has over 100 conference and workshop presentations and has written or co-written grants totaling over \$4 million, including a Teaching with Primary Sources grant from the Library of Congress, a Fulbright-Hays grant (Czech Republic), and three United States Department of Education Teaching American History grants. Dr. Waring has published a book (two under contract), multiple journal articles, and book chapters focusing on the teaching and learning of history and the utilization of technology in teaching.

**John Watson**, as Evergreen's founder and primary researcher, is responsible for conducting, writing, and presenting research as well as providing testimony on digital learning matters to state boards of education, legislatures, and charter school commissions. He has extensive knowledge and experience based on his two decades working in online learning and education technology. This background has afforded him a wide-reaching network across the spectrum of education professionals, policymakers, and subject matter experts as well as the ability to provide insightful, dimensional analysis and recommendations. Prior to starting Evergreen, John had several non-classroom education roles including teaching in a field science school in Colorado (where he met his wife Sharon), leading students on bicycle camping excursions across New England and on an environmental service trip to Belize, and conducting a summer STEM program in Texas. After earning his MBA and a MS in natural resource policy at the University of Michigan, John went to work for one of the first Learning Management System companies, eCollege, in early 1998. He launched eCollege's K-12 division, called eClassroom, and managed eClassroom's research and business development. This experience was the springboard for John's independent consulting in environmental policy and education which evolved into what Evergreen Education Group is today. John is deeply moved by stories of students and teachers who have been positively impacted by technology in classrooms, online courses, and innovative schools. He strives to tell these stories accurately and to clearly explain the challenges inherent with digital learning in order to bring an honest, balanced perspective to Evergreen's insight and recommendations. His ability to approach research and relationships with consideration for bias and hierarchy makes him a natural connector between information and people.

**Bonnie Smith Whitehouse** is Professor of English at Belmont University in Nashville, Tennessee. She is the author of *Afoot and Lighthearted: A Log for Mindful Walking* (Clarkson Potter, 2019).



**Aimee L. Whiteside** is an associate professor at the University of Tampa where she previously served as interim co-director her university's Center for Teaching and Learning. She recently co-edited the book, *Social Presence in Online Learning: Multiple Perspectives on Research and Practice*, with Amy Garrett Dikkers and Karen Swan. Her work has been featured in several peer-reviewed journals, including the *Online Learning Journal (OLJ)*, *Journal of Interactive Online Learning (JIOL)*, *International Journal of E-Learning and Distance Education (IJEDE)*, *EDUCAUSE Review*, and the Online Learning Consortium's *Effective Practices*. Additionally, she has written chapters in several books, such as *Emotions, Technology, and Learning* and *Computer-Mediated Communication across Cultures: International Interactions in Online Environments* as well as special volumes in the *Advances in Research on Teaching and the New Directions in Teaching and Learning* series.