Contributors

Terry Anderson is professor emeritus and researcher in the Technology-Enhanced Knowledge Research Centre at Athabasca University. His research interests focus on interaction and social media in educational contexts. He is the editor of *The Theory and Practice of Online Learning*, 2nd ed., winner of the 2009 Charles E. Wedemeyer Award.

R. S. Baker is associate professor in the Teaching, Learning, and Leadership division at the University of Pennsylvania. He was the founding president of the International Educational Data Mining Society and is the associate editor of the *Journal of Educational Data Mining*. His research is at the intersection of educational data mining and human-computer interaction. He develops and uses methods for mining the data that comes out of the interactions between students and educational software in order to better understand how students respond to educational software and how these responses influence their learning.

Angela D. Benson is an associate professor of instructional technology at The University of Alabama, where she conducts research on various aspects of distance and online learning. Dr. Benson is the co-editor of *International Perspectives of Distance Education in Higher Education* (2012), *Cases on Educational Technology Planning, Design and Implementation: A Project Management Perspective* (2013) and *Research on Course Management Systems in Higher Education* (2014). Her professional experience includes thirteen years as a systems engineer in the telecommunications industry. She holds undergraduate degrees in math and industrial engineering, master’s degrees in operations research and human resource development, and a doctorate in instructional technology.
Amy Collier is the associate provost for digital learning at Middlebury College. She provides strategic vision and leadership to Middlebury as a leading innovator in creating and sustaining a global learning community through the effective use of digital pedagogies and technologies. She also conducts research to inform digital learning practices, focusing on how critical and narrative methodologies play a role in a deeper understanding of learners’ experiences. She blogs at http://redpincushion.me.

Alec Couros is a professor of educational technology and media and the coordinator of Information and Communications Technology at the Faculty of Education, University of Regina. Couros is a scholar and advocate of openness in distributed learning environments. He has given hundreds of workshops and presentations, nationally and internationally, on topics such as openness in education, social/networked learning, instructional design, digital citizenship, and critical media literacy. His graduate and undergraduate courses help current and future educators understand how to use and take advantage of the educational potential offered by the tools of connectivity.

Michael Dowdy has worked in corporate learning and development in financial services, healthcare, and manufacturing for the past eleven years. His primary interests are in informal learning in the workplace and online communities of practice. He earned a Master of Science degree from the University of Memphis in instructional Design and technology (IDT) and is currently working towards a doctoral degree in the same field.

Margaret Edwards RN, PhD is dean and professor in the Centre for Nursing and Health Studies, Faculty of Health Disciplines, Athabasca University. Margaret and Beth Perry have worked as a team on research related to online teaching strategies since 2005.

B. J. Eib is manager of teaching and learning support in the Centre for Teaching and Educational Technologies at Royal Roads University. She has a strong background in instructional design and professional development with an emphasis on effective use of educational technologies. B.J. began her career as an elementary school teacher and has worked with educators at Indiana University and University of Calgary.

Cassidy Hall is the interim director of the Doceo Center for Innovation and Learning at the University of Idaho where she is also a clinical assistant professor of
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**P. S. Inventado** earned his Bachelor degree in computer science in 2005 and his Masters in 2007 from De La Salle University, Philippines. He taught for five years at the College of Computer Studies at the same university. He completed his doctoral studies in 2014 at Osaka University, Japan under Masayuki Numao through the Monbukagakusho scholarship. He is currently working with Peter Scupelli as a post-doctoral researcher at the School of Design at Carnegie Mellon University. Their research involves analyzing learning data to create design patterns to improve an existing math tutoring system.

**Royce Kimmons** is an assistant professor of instructional psychology and technology at Brigham Young University. His research interests include technology integration in K–12 and higher education, emergent technologies, open education, and social networks. More information about his work may be found at http://roycekimmons.com.

**Trey Martindale** works with talented graduate students as associate professor of instructional design and technology at the University of Memphis. He is a researcher with the Institute for Intelligent Systems, where he creates tutoring and instructional systems of the future. Dr. Martindale’s expertise is in the design of online learning environments. His research efforts have been funded by the U.S. Department of Education, the Institute of Education Sciences, the U.S. Department of Defense, IBM, the Tennessee Department of Health, and Microsoft. He has published thirty-five scholarly papers and given many national and invited presentations on online learning and learning in the workplace. Dr. Martindale frequently serves as a consultant for companies and organizations, helping them improve workplace learning and performance. Recent clients include the University of Mississippi, FedEx, Cummins Engine, the University
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Rolin Moe is an assistant professor and the director of Educational Technology and Media at Seattle Pacific University. Rolin received his EdD in learning technologies from Pepperdine University, where his study focused on assembling interactive learning spaces that combined tactile and digital experience. Dr. Moe’s research utilizes a sociocultural lens on educational technology and media, exploring how popular and media discourses shape our expectations, practices and policies about education. His practical work outside of formal education celebrates the “gap” between artifact design and learning assessment, at organizations such as the Museum of Modern Art, Thesys International, and the nonpartisan Annenberg Learning Center at the Ronald Reagan Presidential Library and Museum. He is an award-winning EdTech blogger and correspondent for several EdTech periodicals including KQED’s *MindShift*.

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Jen Ross is co-director of the Centre for Research in Digital Education at the University of Edinburgh (http://www.de.ed.ac.uk), and deputy director of Research and Knowledge Exchange in the School of Education. She teaches, supervises, and researches in the field of online education, with particular interests in digital cultural heritage, online distance teaching and learning, Massive Open Online Courses (MOOCS), digital futures, identity and audience online, assessment, and openness (http://jenrossity.net).

George Veletsianos is a Canada Research Chair in Innovative Learning and Technology and an associate professor at Royal Roads University. His research aims to understand the practices and experiences of learners, educators, and scholars in emerging online settings such as online social networks and digital environments. Individually and collaboratively, he has published more than fifty peer-reviewed manuscripts and book chapters and given more than a hundred talks at conferences and events worldwide. His research has been funded by the Canada Research Chairs Program, the U.S. National Science Foundation, the European Union, National Geographic, and the Swedish Knowledge Infrastructure.
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Elizabeth Wellburn enjoyed a thirty-year career in education technology in both the government and the academic environment. Elizabeth is now semi-retired, working on educational consulting projects and exploring a new life as a glass artist. Connecting ideas is important to her and she believes that information literacy and critical thinking should be the main goals of education in this information–rich era, along with things like the arts—which make us human.

Andrew Whitworth is senior lecturer at the Manchester Institute of Education, University of Manchester, UK and programme director of the MA in Digital Technologies, Communication and Education, which in 2012 was awarded a Blackboard Catalyst award for its innovative communications strategies. He is the author of two books that apply critical theory to studies of digital and information literacy, Information Obesity (2009) and Radical Information Literacy (2014).