

AUTHOR BIOGRAPHICAL DATA

Serdar Abaci is a doctoral candidate in the Instructional Systems Technology Program at Indiana University. His research interests include online education, feedback, program evaluation, and human performance technology. His dissertation focuses on the effects of feedback on student motivation and academic performance in college level online learning.

Mary Breslin received her PhD in educational psychology from Capella University, where she currently directs faculty development initiatives. Her doctorate explored factors that predict student responsiveness to their professors' feedback in online courses.

Michelle Drouin is an associate professor in the Department of Psychology at Indiana University-Purdue University Fort Wayne. Her research, both disciplinary and pedagogical, is focused on literacy, language, and the ways in which technology affects communication and learning. She has written numerous pedagogical papers and book chapters for journals such as *Quarterly Review of Distance Education* and *Teaching of Psychology* focused mainly on online teaching and the integration of technology in the classroom.

Rachel E. Hile is an associate professor in the Department of English and Linguistics at Indiana University-Purdue University Fort Wayne, where she also serves as editor-in-chief of *Clio: A Journal of Literature, History, and the Philosophy of History*. She has edited a collec-

tion of essays, *Parenting and Professing: Balancing Family Work with an Academic Career* (Vanderbilt UP, 2005), and her articles on Renaissance English literature have appeared in journals such as *Spenser Studies*, *Studies in Philology*, and *Disability Studies Quarterly*.

Hilda R. Glazer received her EdD in Educational Psychology from Rutgers University. She currently serves as chair of educational psychology in the Harold Abel School of Social and Behavioral Sciences at Capella University. Glazer specializes in distance learning and teaching. She has conducted workshops on distance learning and mentoring and has researched the area of online teaching and mentoring. Glazer also works with grieving children and families and is a Registered Play Therapy Supervisor. She has presented at international, national and regional meetings on distance learning and play therapy and grief and is widely published.

Elizabeth Hodge is an associate professor in the Department of Business and Information Technologies Education at East Carolina University. Hodge's research interests center on immersive education, virtual environments, Web 2.0 tools and the use of mobile technology for creating learning communities within an online environment.

Stephen Madonna, Jr. is a graduate of the University of Tampa, with a BA in psychology, the University of Southern Mississippi

with an MA in psychology and a PhD in experimental psychology. In addition, he has an MPA from Troy University. He worked in the field of developmental disabilities and has taught for a number of years. Currently, he is an adjunct instructor at Saint Leo University.

Vincent D. Philpot is a graduate of Florida State University with a BS in psychology, Northwestern State University of Louisiana with an MS in clinical psychology, and the University of Southern Mississippi with a PhD in school psychology. He has worked in the field of developmental disabilities for a number of years and taught undergraduate and graduate courses in psychology at Northwestern State University of Louisiana and Troy University.

Steven W. Schmidt, PhD is an associate professor of adult education and the adult education program coordinator in the Higher, Adult, and Counselor Education Department at East Carolina University, in Greenville, North Carolina. His major areas of research include workplace learning, cultural competence, and online teaching and learning.

Bobbie Seyedmonir is the director of the Center for Online Learning at West Virginia State University where she also teaches part time in the Psychology department. She is currently pursuing her doctorate in curriculum and instruction at Marshall University specializing in distance education.

Julie Tonsing-Meyer is an assistant professor of education at McKendree University. She has developed educational technology curriculum for undergraduate and graduate programs including new courses at the doctorate level. She has written and taught several online courses over the past decade. Her current research interests include online learning, educational technology integration, and STEM

research. Additionally, she has given numerous presentations regarding online training and education, STEM research, gender equity, and ways to integrate technology tools into the curriculum.

Christina Tschida, PhD, is an assistant professor of elementary education at East Carolina University where she teaches social studies methods courses. Her research areas include online teaching and learning, culturally responsive teaching, and teacher identity.

Lesae Rae Vartanian is an associate professor in the Department of Psychology at Indiana University-Purdue University Fort Wayne. Her primary area of research—social-cognitive development during adolescence—has challenged some long-standing notions about how young people think about themselves and others. Over 1,000 area middle and high school students have participated in her studies, which have been published in journals such as *Adolescence* and *Journal of Early Adolescence*.

Constance Wanstreet, PhD, is an adjunct assistant professor in the College of Education and Human Ecology at The Ohio State University. Her doctorate from Ohio State is in workforce development and education. Wanstreet has developed and implemented training programs for adult learners in workplace settings and has served as a consultant to the Ohio Board of Regents and the Supreme Court of Ohio Judicial College. She has presented at national and regional conferences, primarily on how adults learn in online environments.

Janae Webb is an undergraduate student and research assistant in a language, learning, and technology laboratory in the Department of Psychology at Indiana University-Purdue University Fort Wayne.