

AUTHOR BIOGRAPHICAL DATA

Nella Bea Anderson has more than 20 years of educational experience teaching students ranging in age from birth to adult. She has taught students with disabilities, been an educational diagnostician, and a college instructor in undergraduate through PhD programs, online and face to face. Anderson is currently the program coordinator for the CSU-Global Teaching and Learning Program. Over the years her expertise has evolved in the fields of educational technology and leadership, combining her passion for both. Anderson's PhD is in educational psychology/individual differences, and her master's and bachelor's degrees are in special education. She lives in San Marcos, Texas, and has three children, seven grandchildren, and enjoys doing anything with her two dogs.

Bruce A. Cameron is an associate professor of family and consumer sciences at the University of Wyoming in the textiles and merchandising program area. Cameron has been teaching online classes since 2002 at the undergraduate level. His research interests include teaching in an online setting, particularly student and faculty perceptions of group work, the evaluation of the effectiveness of domestic laundry detergents, and the yellowing propensity of U.S. wool.

Rebecca Costello is an instructional designer II at Rasmussen College. She has worked in online education for 6 years in student-facing roles and instructional design. Costello has an

MS in corporate communication from the University of Wisconsin-Whitewater, an MS in instructional technology from St. Joseph's University, and is currently pursuing an EdD in higher education and organizational change at Benedictine University. She is particularly interested in the evolving training and development needs of online faculty.

Susan Farber earned her EdD at the University of Cincinnati in instructional design and technology. Her recent work as an online instructor and course designer recognizes the increasing impact of online courses, web-based media, social media, and the rapidly shifting paradigm that has yet to dominate schools. Susan's research interests explore the value of reflective practice to positively impact the interactions between teachers and students, and the benefit of self-regulation strategies and social emotional learning for students' academic success.

Lyndon Godsall has 30 years of experience in the field of education and for the last 15 years he has been an educational technologist and an instructional designer. He has worked in the fields of education, business, criminal justice, information technology, and the health professions. He attended Nova Southeastern University, where he completed an EdS in computer science and an EdD in instructional technology and distance education. Currently he is the senior instructional designer for the School of Nursing and Health Sciences at Barry Univer-

sity. He also teaches for the School of Nursing and Education at Barry University and has taught online for the last 10 years for Kaplan University.

Jason LaFrance is an assistant professor of educational leadership and director of the Center for Educational Leadership and Service at Georgia Southern University. Previously he served as an assistant principal at an Apple Distinguished School and Positive Behavior Support model school in Florida and has been involved in distance education as a student and a faculty member for over a decade. Currently, he teaches fully online and blended courses in educational leadership at the master's, specialist, and doctoral levels and serves as the chairman of the International Association for K-12 Online Learning (iNACOL) research committee. In addition, LaFrance has published and presented regionally, nationally, and internationally on distance education and technological innovation in leadership preparation and practice.

Rebecca Lee is an assistant professor of anesthesiology at Barry University College of Health Sciences. Lee earned her Master of Science in Anesthesiology at Barry University in 2000. She received her Doctorate of Nursing Practice from the University of Miami School of Nursing and Health Studies in 2012. For the last 13 years, Lee has been a clinician working in large and small health care facilities in Orlando and south Florida. Her special interests include situation awareness and predictors of academic success in student registered nurse anesthetists.

Kari Morgan is an associate professor of family and consumer sciences at the University of Wyoming, with a focus in the area of human development and family sciences. Morgan's research interests focus on issues and challenges facing rural families, and the scholarship of teaching and learning. Morgan's first experience with distance teaching was as a graduate student at the University of Wisconsin-

Madison, where she assisted with telecourse delivery of a child development course. She currently teaches courses in both online and face-to-face formats.

Lori Poole graduated from Auburn University in 1993 with a BA in public relations/journalism, and then in 1995 with a MA in communication. She also received a BA in art studio with a concentration in graphic design/photography from the University of Alabama-Birmingham in 2002. She received a PhD in communication from the University of Denver in 2011. Before moving to Denver to pursue her PhD in human communication, Lori worked in the corporate communications and advertising arena for companies such as Regions Financial Corporation and Southern Progress Corporation/Southern Living magazine. Lori worked for two years in the Center for Academic and Career Development at the University of Denver as an academic counselor in the Learning Effectiveness Program. She currently teaches classes as an adjunct at CSU-Global Campus, University of Colorado-Boulder, and CCCOnline. Lori is also a freelance researcher, writer, and designer for several local clients.

Stephanie Quinn graduated with a bachelor's degree in English with creative writing concentration from the University of Toledo. She then attended Bowling Green University, where she received a MEd in teaching and curriculum with specialization in secondary education instructional design and an EdS in administration and leadership in higher education, as well as a PhD in English: rhetoric and writing concentration. Quinn calls the teaching of writing her profession because she loves working with students who love to write, hate to write, or who are just indifferent to it altogether. Her teaching interests include citizen scholars, first year composition, professional writing, and computer-mediated writing. Quinn serves as an instructional designer, lead faculty member, and adjunct instructor for CSU-Global Campus.

Carrie Schlicht graduated from Northwestern College in 2002 with a degree in secondary teaching. She specialized in English/language arts and taught high school English in traditional and 100% online classrooms for nine years. In 2007, she earned her master of arts degree in English from Bemidji State University. In 2008, she began teaching essay writing courses for the associates program at the University of Phoenix and in 2010, literature and writing courses for Colorado State University-Global Campus. Shortly after joining CSU-Global, she was commissioned to revise an existing literature course, which earned the Blackboard Catalyst award in 2012. Around that time, Carrie left her position at an online high school to join the instructional design team at CSU-Global. Since moving into that role, Carrie has helped develop numerous courses across many different programs. She also serves as a course finisher where she orchestrates the editing and first-round quality assurance checks on all courses before they go into production. Most recently, Carrie has been working with the product manager and program coordinator of the master of science in teaching and learning program at CSU-Global to revise the entire program to better align each course with the needs and industry standards of 21st century K–12 education. She and her family reside in Grand Rapids, Minnesota, and she enjoys running and being active outdoors and on the lake with her family.

Christine E. Wade is an assistant professor of family and consumer sciences at the Univer-

sity of Wyoming in the human development and family sciences program area. Her research interests include after-school programming, positive youth development, and the scholarship of teaching. Wade has taught both graduate and undergraduate courses using online technology.

S. A. Welch is an associate professor at the University of Wisconsin-Whitewater. Welch teaches undergraduate and graduate courses in the field of communication. Welch's classes include theories (both graduate and undergraduate), research methods, organizational communication, and public speaking. Welch earned a doctorate in communication from Kent State University. Prior to academia, Welch worked as an accountant in a national CPA firm.

Karen C. Williams is a professor of family and consumer sciences at the University of Wyoming and is the director of the online professional child development and online bachelor of applied sciences degree programs. Williams has been teaching using distance methodologies her entire career, and was responsible for the development of the department's online bachelor's degree program in child development, which began in 1999. In 2011, she was the recipient of the University of Wyoming's inaugural Technology Instructional Enhancement Fellowship. Her research interests include preservice preparation of early childhood educators, distance education, and multiculturalism and diversity issues.