

AUTHOR BIOGRAPHICAL DETAILS

Tahani Aldosemani is the head of the Instructional Technology Department at the Saudi Ministry of Education. Aldosemani is a member of Association for Educational Communications and Technology. Her research interests include virtual environments for teaching and learning English as a second language. She is also interested in instructional technology models and theories for second language learners.

Daniel A. Connelly is an assistant professor in the Department of Airpower, at Air Command and Staff College. He is a U.S. Air Force officer whose background includes operational tours at the headquarters and flying unit echelons and deployments to Southwest and Far East Asia. He teaches courses in leadership studies, air power theory, and Russian studies. He holds a PhD in educational psychology from Auburn University, and master's degrees in strategic intelligence and Russian culture. Previously, Dan served as dean of academic affairs at Squadron Officer College.

Kim E. Dooley is the associate dean for academic operations for the College of Agriculture and Life Science and professor in the Department of Agricultural Leadership, Education and Communications. Dooley has received national awards for her teaching, research, and service. Among her awards are the USDA award for Excellence in Teaching and the Distinguished Research Award from

the American Association for Agricultural Education.

Teresa Gardner is an associate professor of special education in the College of Education and Professional Studies at Jacksonville State University.

Frank C. Gomez, Jr. is a career educator who has served in various capacities and levels in education. Currently, he is pursuing a doctorate degree in educational technology at Boise State University while serving as the vice principal and middle school teacher/technology integration specialist at a TK-8 Catholic school in Gardena, CA. Gomez's educational technology research interests focus on technology integration in the classroom, digital leadership, and the role of emerging technologies (Web 2.0 tools) in closing the achievement/opportunity gaps.

James R. Lindner is a professor in the department of Agricultural Leadership, Education, and Communication at Texas A&M University. Lindner has earned the "Distinguished Researcher Award" from the American Association for Agricultural Education for numerous publications in the area of distance education, online teaching programs, and online course design principles.

Patricia Maggard is chief, evaluations and assessments at Air University's Spaatz Center for Leadership Development. She holds a PhD

in teaching and learning, cognate psychology from the University of North Dakota. Pat oversees the evaluation of all Air Force officer professional military education programs and is vital in helping to maintain regional and national accreditation of Air University schools. She has an extensive background in developing and implementing leadership and personal/professional programs, workshops, courseware, and assessment/evaluation materials.

Theresa Murphrey is an assistant professor in the department of Agricultural Leadership, Education, and Communication at Texas A&M University. Murphrey earned a Gold Award from the United States Distance Learning Association in the category "Best Practices Awards for Excellence in Distance Learning Teaching," for her work in online technology for higher education.

Ellen H. Reames serves as an associate professor in educational leadership in the College of Education at Auburn University. Her research interests include: partnerships and educational leadership program design and evaluation. She has published in journals such as *Journal of Research on Leadership Education*, *The High School Journal*, and *Educational Administration Management*. Reames has been instrumental in establishing a partnership with Macquarie University in New South Wales, Australia and has led graduate students for six summers to explore Sydney and Tasmanian K–12 schools and higher education institutions.

Craig E. Shepherd is an associate professor of instructional technology at the University of Wyoming. Shepherd's main research interests are technology use to facilitate learner-centered informal and formal learning, using electronic portfolios and professional development tools to document and examine professional practice, and learning through games and virtual environments.

Ali H. Raddaoui is an associate professor of global and area studies at the University of Wyoming; professor of higher education, University of Sfax, Tunisia; Certified English-Arabic-French translator; Arab Professional Translators Association, Beirut, Lebanon (2009); and Fulbright scholar, Indiana University of Bloomington, 1984–1988.

James N. Slear is a master's candidate at Air University's Air Command and Staff College and an officer in the U.S. Air Force. At the start of this research, James was a course instructor and distance education program manager for the Air Force's Squadron Officer School (SOS). SOS is a professional military education program for Air Force captains and equivalent grade civilians. Before teaching at SOS, James served as a developmental engineer at the Air Force Research Laboratory. He holds a master's in computer engineering from the Air Force Institute of Technology and a bachelor's in computer engineering from Virginia Tech. His previous research was in genetic algorithms and swarm technology for unmanned aerial vehicles.

Susan E. Slear is a graduate assistant for the Educational Leadership department at Auburn University. She holds a master's in administration of supervision and curriculum from Auburn University and a bachelor's in education from the University of Nebraska, Omaha. Susan supports faculty research, scheduling, and curriculum mapping. Susan has 16 years of teaching experience at the elementary and middle school levels and has twice served as her school's lead for accreditation. She holds a current license in Alabama and Hawaii.

Jason Thompson is an associate professor for the Department of English at the University of Wyoming. Thomson teaches graduate and undergraduate courses in rhetoric (The Rhetoric of Fiction) and new media (The Rhetoric of Video Games); in film (The War Film) and media studies (Adaptation Theory); as well as literature, pedagogy, and composition. His

research is focused on the digital humanities, classical rhetoric, and rhetorical theory. He founded the Digital Humanities Lab at the University of Wyoming, a research facility whose digital archive has joined that of the Learning Games Initiative.

Hungwei Tseng is an instructional designer in the Office of Teaching, Learning, & Technology and an assistant professor in the Department of Educational Resources at Jacksonville State University. His research interests include distance learning, online group development, blended learning, and innovative learning technologies.

Darrell S. Walker is an assistant director in the department of Instructional Technology Services at Texas A&M University and has

over 25 years of information technology experience with 10 years of instructional technology management in higher education. Walker conducts research in the area of technology adoption and diffusion, specifically with learning management systems, instructional technology, online learning, and distance education.

Hsin-Te Yeh is an associate professor of educational technology in the Department of Secondary, K-12 Education & Educational Technology at Metropolitan State University of Denver. He has also presented and published research projects on technology integration, visual literacy, online learning, and other education-related topics in international conferences and journals.

