

AUTHOR BIOGRAPHICAL DATA

Anthony Artino is a doctoral student in the Cognition and Instruction Program in the Neag School of Education, University of Connecticut. Anthony's research interests center around online learning and its use within military training environments. Using a social cognitive view of self-regulated learning, Artino is studying how motivational beliefs and negative affect influence student success with online training. In addition to being a full-time graduate student, Artino is also an active duty lieutenant commander in the U.S. Navy. He is currently attending graduate school on a Navy fellowship sponsored by the Medical Service Corps.

Baiyun Chen is an instructional designer in course development and web services at the University of Central Florida (UCF). She is responsible for facilitating faculty and course transformation to the online environment at UCF. Chen's research interests focus on using instructional strategies in online instruction, professional development for teaching online, and application of emerging technologies in education.

Newell Chiesl is a member of the Organizational Department in the Indiana State University College of Business. He holds a PhD from the University of North Texas and a BS and MBA from Northern Illinois University.

Yonnie Chyung is an associate professor in the Department of Instructional & Performance Technology at Boise State University (<http://ipt.boisestate.edu>). She received a doctor of education degree in instructional technology from Texas Tech University and has been teaching at Boise State University since 1996. In her research, she focuses on developing methods that enhance online adult learners' self-regulated learning skills and that help prevent attrition in e-learning. Her research papers appear in major academic journals such as *American Journal of Distance Education*, *Journal of Education for Business*, *Journal of Experimental Education*, *Performance Improvement Quarterly*, and *Quarterly Review of Distance Education*. She is a frequent presenter at the annual conference of the International Society for Performance Improvement. She has received over \$150,000 of research grant funding from internal and external sources as a principal investigator or a coprincipal investigator.

Vernon Harper, is an author, researcher, and administrator in the areas of educational technology and learning assessment. Currently an associate for academic affairs at the State Council of Higher Education for Virginia (SCHEV), he has a PhD in communication and media from Howard University, a master's degree in communication studies from West

Chester University, and a baccalaureate degree in communication from Penn State University.

Astusi Hirumi is an associate professor of instructional technology at the University of Central Florida. Hirumi's research concentrates on the design and sequencing of e-learning interactions. His work focuses on developing systems to train and empower K-12, university and corporate educators on the design, development and delivery of interactive distance education programs.

Scott Howell is the director of evening classes for the Division of Continuing Education and an adjunct associate professor in the graduate Department of Instructional Psychology and Technology at Brigham Young University. Scott received his PhD in instructional science and his MEd in community education. He serves on the editorial boards for *Online Journal of Distance Learning Administration* and *New Horizons for Adult Education and Human Resource Development*, and he is the 2006 recipient of the University Continuing Education Association Research and Scholarship Award. His research interests include distance education and assessment and measurement.

Dave S. Knowlton is an associate professor of instructional design and learning technologies at Southern Illinois University Edwardsville. His main research interests include "writing to learn" and instructional strategies. To learn more about his professional interests, visit www.siue.edu/~dknowlt

R. Dwight Laws is director of Brigham Young University's Department of Independent Study and adjunct faculty in the graduate Department of Instructional Psychology and Technology. In addition to 20 years in distance education, Dr. Laws' background includes 5 years with a major radio and television station and 7 years in marketing and sales with two international airlines.

Duane C. Lemley is currently an instructional designer/assessment specialist in Brigham Young University's Department of Independent Study. Duane holds a PhD in instructional psychology and technology from BYU as well as an MA in instructional technology and media and a BA in industrial studies from California State University-Los Angeles. Prior to coming to BYU he taught on the high school level, at Rio Hondo Community College, and at CSULA. His research interests include non-traditional education, technology use, and assessment and measurement.

Kathryn Ley, an associate professor at the University of Houston Clear Lake, teaches online and face-to-face courses in an instructional technology graduate program. She has been teaching distance courses since 1992 and online for the last 6 years. She is a frequent presenter at the International Distance Learning and Teaching Conference. Her own research is in self-regulation in learning environments.

Ng Wai-Kong is a professor in instructional design, and he is presently the director of educational technology at Wawasan Open University. He heads a team of three instructional designers that work with the course coordinators and course writers to develop printed learning materials and also support materials on *WawasanLearn*.

Ross Perkins is a senior project associate working in the Office of Educational Research and Outreach in Virginia Tech's School of Education. From 2001-2006, Perkins served as project assistant on a "University Partnerships for Institutional Capacity" grant funded by the United States Agency for International Development. His current research interests center around the impact of context in instructional design (as related to international distance education), learning in multiuser virtual environments, and technology implementation in pre-service teacher education courses.

Octavia Sawyer received her bachelor's degree in English from Brigham Young University, where she is now working toward a master's degree in English with an emphasis in British literature. She is the coeditor of undergraduate submissions for the newsletter of the Association of Literary Scholars and Critics. Her research interests include nineteenth-century British novels and Anglo-Saxon poetry.

Deborah A. Storrings is an instruction technology specialist at SUNY College of Environment Science and Forestry in Syracuse, New York. She received her master's degree in vocational education from the State University of New York at Oswego and her PhD in instructional design, development and evaluation from Syracuse University.

Richard Sudweeks is a professor in the Instructional Psychology and Technology Department at Brigham Young University in Provo, Utah, where he teaches courses in educational measurement, statistics, and research methods. He completed a PhD in educational

psychology at the University of Illinois in Urbana-Champaign in 1978 with a specialty in educational measurement and evaluation. His research interests focus on problems related to assessing the outcomes of instruction, including both cognitive and affective outcomes as well as intended and unintended outcomes.

Melissa A. Thomeczek is assistant professor of instructional design and learning technologies at Southern Illinois University Edwardsville. Her main research interests include technology integration and instructional strategies to enhance learning in both K-12 and higher education settings.

Ning Jackie Zhang is an assistant professor with joint appointments at both the Doctoral Program of Public Affairs and the Department of Health Services Administration in the College of Health and Public Affairs at the University of Central Florida. His research interests center on long-term care, aging, quality of care, advanced methods, and informatics research.