

## Contributing Authors and Editors

**Ron Balthazor** served as an academic professional at the University of Georgia and has recently retired. He taught composition and environmental literature and was the lead developer of Emma. His continuing interests include Thoreau, honeybees, chickens, sheep, fungi, worms, and the rich ecosystem of the backyard garden.

**Denise Bollenback** is Assistant Professor in the Department of Management and Technology at Embry-Riddle Aeronautical University. At ERAU she has developed and taught several courses, including IT Management, Strategy, and Governance, Business Intelligence and Data Analytics, and Business Analytics for Managers.

**Rowanna Carpenter** is the Director of Assessment and Upper Division Clusters for University Studies, the interdisciplinary general education program at Portland State University. She works with faculty across the University Studies program to encourage assessment of student learning and an understanding of the student experience with an emphasis on using data to implement change. Currently she leads a project which is creating online general education pathways for students and has been conducting research into online students' success. Rowanna earned her B.A. from the University of Hawaii and an M.P.A. and Ph.D. in Public Administration and Policy from Portland State University. She conducts research, writes and presents on student learning assessment, students' experiences with ePortfolios, and the use of data to improve and support student success.

**Andrea Ximena Castaño Sánchez** received her doctorate at Rovira i Virgili University with an emphasis in Technology Applied to Education and Knowledge Management. She worked as a researcher and professor in subjects related to educational technology at Rovira I Virgili University and the Universidad Nacional de Educación (Ecuador). Dr. Castaño Sanchez's research focuses on meaningful learning, instructional technology, and the design of technology-based learning.

**Helen L. Chen** is a research scientist in the Designing Education Lab in the Department of Mechanical Engineering at Stanford University. She serves on the board for the Association for Authentic, Experiential and Evidence-Based Learning, is a co-author of *Documenting Learning with ePortfolios: A Guide for College Instructors* and co-executive editor of the *International Journal of ePortfolio*. Her current research interests focus on engineering and entrepreneurship education; applications of design thinking for curricular change; the pedagogy of portfolios and reflective practice in higher education; and redesigning how learning is recorded and recognized in traditional transcripts and academic credentials.

**Kathryn Coleman** is an artist, researcher, and teacher based in Melbourne. She is the Australasian representative on the Board of Directors of Association

of Authentic, Experiential and Evidence Based Learning (AAEEBL) and World Council Representative for the South-East Asia Pacific Region for the International Society for Education through Art (InSEA). Her work focuses on the integration of digital pedagogies and digital portfolios for sustained creative practice and assessment. Kate's praxis includes taking aspects of her theoretical and practical work as a/r/tographer to consider how practitioners, teachers and students use site to create place in the digital and physical. Her Ph.D. was the first fully online thesis as digital portfolio submitted at The University of Melbourne, where Kate is a lecturer in Visual Arts and Design Teacher Secondary Education at the Melbourne Graduate School of Education.

**Elizabeth Davis** is the Coordinator of the interdisciplinary Writing Certificate Program (WCP) at the University of Georgia. She teaches rhetoric and composition courses in the Department of English, and conducts the capstone ePortfolio workshop for the WCP. She is the co-author, with Nedra Reynolds, of the Third Editions of *Portfolio Keeping: A Guide for Students* and *Portfolio Teaching: A Guide for Instructors* (Bedford/St. Martin's, 2014).

**Michael Day** is Professor of English at Northern Illinois University (NIU), where he directs the first-year composition program and teaches rhetoric, composition, teaching of writing, technical writing, and writing for electronic media. He has presented and published widely on topics ranging from intercultural and digital rhetoric to electronic portfolio assessment. A member of the first cohort of the Inter/National Coalition for Electronic Portfolio Research, Day is a past chair of both the Conference on College Composition and Communication (CCCC) Committee on Computers in Composition and Communication and the National Council of Teachers of English Assembly on Computers in English. His awards include the 2006 *Computers and Composition* Charles Moran Award for Distinguished Contributions to the Field and the 2011 CCCC Technology Innovator Award.

**Thomas Fath** is Deputy Director of the Dementia Research Centre and Professor in the Department of Biomedical Sciences, Faculty of Medicine and Health Science, at Macquarie University (Australia). His research team investigates the actin cytoskeleton as a potential drug target to provide protection and promote regeneration in the injured or diseased nervous system.

**Deidre Anne Evans Garriott** is the Director of the Writing Center at the University of South Carolina in Columbia, SC. Her current research includes inquiry into reforming writing center practices through social justice pedagogy. She also studies sites of public memory through a cultural rhetorics framework.

**Kelly Whealan George** is Associate Professor in the College of Arts & Sciences and Worldwide Liaison for Accreditation at Embry-Riddle Aeronautical University. Her research projects center on the interrelationship of the aviation/aerospace industry and economic impact of a Research Park. Dr. George has received multiple honors for research excellence in the ERAU Worldwide Campus.

**Laurin Hanger** joined Virginia Military Institute in 1998 as the Help Desk Coordinator providing the VMI community with computer hardware and soft-

ware support as well as training workshops for faculty and staff. In 2008, she assumed the responsibility as the administrator of the LMS (Learning Management System). Laurin holds a B.S. in Automated Technology Management from James Madison University.

**Rachel Kow** completed her undergraduate studies in liberal studies and mathematics and her Master's in Secondary Education at San Francisco State University. She worked with Academic Technology at San Francisco State as a student ambassador for ePortfolios and testing new ePortfolio platforms.

**Yves Labissiere**, a social psychologist by training, is Associate Professor at Portland State University where he directs PSU's award-winning University Studies program. For 20 years he has developed curricular innovations supporting student transitions to higher education. These interventions focus on engaging changing self-perceptions and beliefs that inform and shape identity and motivation in underrepresented students at high schools and universities. Dr. Labissiere is an experienced assessment specialist, and program evaluator.

**Sophie McKenzie** is a lecturer in the School of Information Technology at Deakin University and is experienced in teaching across a broad range of areas in IT. Her areas of expertise include game design, 3D content creation, web design and emerging technologies. Her research interests lie in the scholarship of teaching and learning in higher education, specifically in the area of career development learning and employability.

**Deborah Church Miller**, longtime Associate Director of First-year Composition (FYC) at the University of Georgia, recently retired. She served as Interim Director of FYC in her final year. In addition to overseeing the day-to-day administration and management of a large FYC program, she also developed curricula for the program and upper division writing courses. She taught first-year composition, advanced composition, composition theory and pedagogy, the graduate teaching practicum, and the occasional Medieval lit course.

**María Teresa Novo Molinero** is Associate Professor and Coordinator of Science Education at Rovira i Virgili University (Spain). Her research is focused on the application and assessment of learning methodologies in STEM disciplines and the development of scientific competence in learners. Her projects are aimed at promoting scientific vocation in at-risk children, scientific reasoning in early childhood education, and professional development for classroom teachers in STEM settings.

**Deb Perry** is an Instructional Designer and Information Technology Consultant at San Francisco State University. In her current role, she consults with faculty one-on-one, introducing instructors to technological efficiencies that save them time. With her colleagues in Academic Technology and the Teaching and Learning with Technology Leadership Team, she enjoys designing new faculty development workshops.

**Patsie Polly** is Scientia Education Fellow in the Department of Pathology at the University of New South Wales (Australia). She has led reflective ePortfo-

lio implementation to develop deep learning of teamwork and communication competencies in students, contextualizing these skills for their future as medical researchers and health professionals. Professor Polly has held three competitive international and national fellowships to conduct her research on gene regulation.

**Jenny Ramirez** is an adjunct professor of art history at James Madison University and Mary Baldwin University. She has taught courses on the history of Asian art, Chinese art and culture, Japanese art and aesthetics, as well as a course on *Japonisme* (East & West interactions in the nineteenth century). Dr. Ramirez has co-published several articles on pedagogy, reflection, and ePortfolios.

**Tracey M. Richardson** is Associate Professor of the College of Business and Assistant Dean for Performance Excellence & Accreditation at Embry-Riddle Aeronautical University. Her research centers on project management—her field of expertise—and the role of planning in students' success.

**Howard B. Sanborn** is Professor of International Studies & Political Science at the Virginia Military Institute. He has taught courses on the comparative politics of East Asia, and his research has been published in a number of highly-respected journals, including the *British Journal of Political Science*, *Political Behavior*, *Political Research Quarterly*, *European Political Science Review*, and the *Asian Journal of Comparative Politics*. Dr. Sanborn served as director of the VMI ePortfolio Project from 2012–2014.

**Sara Steger** is Senior Lecturer and Assistant Director of First-Year Writing at the University of Georgia, where she teaches Romantic and Victorian literature, digital rhetoric, and first-year writing classes. She is also a researcher and developer for the Emma project, a digital writing environment.

**Teggin Summers** is Director of Teaching and Learning Programs and Services of the Teaching and Learning, Center for Equity and Excellence in Teaching and Learning, at San Francisco State University. She has broad experience with tools and techniques for engaging faculty around technology-enhanced, student-centered learning, including affordable and open educational resources, academic integrity, ePortfolio assessment, and Quality Learning & Teaching (QLT) peer review and certification, among others.

**Daniel Terry** is Director of Yes/And Initiative, Office of Academic Affairs, and Assistant Professor, Cato School of Education, at Queens University of Charlotte. In his former position, he served as the Director of ePortfolio in the Office of the Provost at Texas Christian University. In this role, he directed the strategy, implementation, and evaluation of the TCU's ePortfolio initiative. His research interests and publications include cognitive science, ePortfolio pedagogy, higher education and spirituality, educational philosophy, leadership development, curriculum theory, and moral and intellectual development.

**Thuan Thai** is Senior Lecturer in the School of Education, University of Notre Dame Australia, Sydney campus, where he teaches mathematics and science pedagogy in both primary and secondary education programs. He has more

than 15 years of experience as an education consultant, advising on mathematics curriculum and design as well as the integration of educational technology to enhance learning. Prior to becoming a teacher educator, Dr. Thai was a heart researcher and taught Pathology at the University of New South Wales (Australia).

**Constance Ulasewicz** is Professor Emerita of Apparel Design and Merchandising at San Francisco State University where she continues to be at the foreground of online learning opportunities and workshops offered at SFSU. Her research interests include, transparency in supply chain management of sewn products manufacturing from fiber to finished product information to the consumer, and product reuse.

**David Whillock**, is Associate Provost and Dean of the Academy of Tomorrow at Texas Christian University. He teaches courses in History of the Cinema, Film Theory and Criticism, National Cinemas, American Culture in Film and Myth, Media, and Message: The Evolution of the Blues. Dr. Willock has published in international and national journals of film and media. His research interest includes film and history, the Vietnam War in American cinema, and new technologies in our way of knowing.

**Cai Wilkinson** is Associate Professor of International Relations at Deakin University (Australia). She joined Deakin in February 2012 from the University of Birmingham, UK, where she was a lecturer in the Centre for Russian and East European Studies and taught International Relations and Russian language. Her research focuses on societal security in the post-Soviet space, with a particular focus on LGBTQ human rights and “traditional values” in Kyrgyzstan and Russia, as well as on interrogating the role of genders and sexualities in international politics.

**Crystal O. Wong** works in a variety of faculty positions at San Francisco State University. She is a lecturer in the English Department, an Open Educational Resource ambassador, and a faculty fellow with the Center for Equity and Excellence in Teaching and Learning. Her work includes teaching undergraduate composition courses, mentoring faculty to share best practices, and leading professional development workshops.

**Jia-Lin Yang** is Associate Professor in the Prince of Wales Clinical School at the University of New South Wales (Australia), where he teaches oncology and carcinogenesis. His research interests also include cell biology and gene regulation, preventative medicines, and biostatistics. In addition to his medical research, Dr. Yang has co-authored numerous papers on ePortfolios, integrative learning, and career skills.

## Editors

**Mary Ann Dellinger** is Professor (emerita) of Spanish Language and Cultures at the Virginia Military Institute and served as the Institute’s first Director of

the VMI ePortfolio Project. Her research focuses on second language acquisition, language learning technology, and Peninsular cultural studies, particularly the official culture and counterculture during the Franco dictatorship. Dr. Dellinger's latest publication, *Indagaciones. Introducción a los estudios culturales hispanos* (Georgetown University Press), co-authored with Professors Ellen Mayock and Beatriz Trigo, is the first textbook on cultural studies for students of Spanish as a second language. Also with Dr. Trigo, she co-edited *Homenaje a la profesora L. Teresa Vadivieso. Ensayos críticos* (Juan de la Cuesta, University of Delaware, 2008) and *Entornos digitales. Conceptualización y praxis* (Universitat Oberta de Barcelona University Press, 2017) The latter figures among the first scholarly collections on the digital humanities written in Spanish.

**D. Alexis Hart**, Director of Writing at Allegheny College, is the editor of *How to Start an Undergraduate Research Journal* (CUR, 2012), and her published work has also appeared in *CUR Quarterly*, *Pedagogy*, *Writing on the Edge*, *Composition Forum*, and several edited collections. She was the co-recipient, with Roger Thompson, of a Conference on College Composition and Communication (CCCC) research grant to study veterans returning to college writing classrooms; Hart's and Thompson's *College Composition and Communication* article based on this research earned the 2017 Richard Braddock Memorial Award and appears in the 2018 *Best of the Journals in Rhetoric & Composition* collection. Their co-written book, *Writing Programs, Veterans Studies, and the Post-9/11 University: A Field Guide* was published in 2020. Hart also serves on the editorial boards of *The Peer Review*, *Journal of Veteran Studies*, and *International Journal for ePortfolio*, among others.