

# About the Contributors

**Lisa Marie Blaschke** is program director of the Master of Distance Education and E-Learning (MDE) graduate program at Carl von Ossietzky Universität Oldenburg, Germany, as well as an associate professor (adjunct faculty) within the MDE at the University of Maryland University College, USA. She is an executive committee member of the European Distance Education and E-Learning Network (EDEN) and an EDEN Fellow. Her research interests are in the areas of lifelong and self-determined learning (heutagogy) and the pedagogical application of Web 2.0 technologies. Before rejoining academia in 2006, Lisa worked within international corporate environments in the software industry, leading and implementing enterprise-wide knowledge management and training solutions. Lisa is also head of a communications consulting firm, which offers a wide range of education services, from e-learning design and development to project management.

**Katerina Bohle-Carbonell** is a researcher at the Educational Research and Development department at Maastricht University. She was involved in several projects creating online and blended courses for professionals. Most prominently, in the Learning and Working project she coordinated the research efforts across schools and created a framework for administrators to stimulate innovation. Her research analyzes how adaptive experts contribute to superior team performance by providing a key role in coordinating team members. She uses a mix of qualitative and quantitative data collection methods and social network analysis. She teaches in the blended MHPE master program for health professionals, mentors medicine students, and is a member of the ICO graduate school.

**David Boud** is Professor of Adult Education in the Faculty of Arts and Social Sciences at the University of Technology Sydney. He has published extensively on teaching, learning and assessment in higher and professional education and on workplace learning.

**Amber Dailey-Hebert** has worked, in the United States and abroad, for continuing higher education programs focused on adult learners, distance education and training, and grant-funded projects that serve working professionals. She earned her Ph.D. in Adult Education from Cornell University and works as a full professor in the Graduate Program of Adult Education at Park University, focusing on educational innovation for social change. Her administrative academic experience includes Department Chair, Program Coordinator, Associate Dean, and Founding & Executive Director of *the Center for Excellence in Teaching & Learning (CETL)*, which provides faculty development for over 1,600 full/part time faculty located around the globe. Her international experience includes leading grant-funded projects for professional learners, faculty development, and assisting with university-wide strategic initiatives worldwide.

**Kay S. Dennis** has devoted three decades to adult continuing education and higher education, and earned an Ed. D. in Adult and Higher Education from North Carolina State University. She teaches in the Graduate School of Professional Studies at Park University, supervising student research and developing/teaching online courses in Research, Adult Development, and other areas. Her international activities include a 2010 Fulbright Scholarship to Latvia to teach Intercultural Communication and Qualitative Research, with three subsequent visits there. As a Distance Learning administrator she obtained numerous technology grants and composed the institution's 5-year Technology Plan. She also served as Program Evaluator for federally funded faculty development initiatives in medical education. Additional administrative experience includes Interim Department Chair in Adult Education and Online Instructor Evaluator.

**Laurie DiPadova-Stocks**, professor of public administration at Park University, serves as Dean of the Hauptmann School of Public Affairs (HSPA), succeeding its founder and first dean, Dr. Jerzy Hauptmann. An advocate for the responsibility of colleges and universities to engage with the community for the common good, DiPadova-Stocks has played a key role in advancing service-learning in U. S. higher education through national academic professional associations. She earned her Ph.D. degree in public administration and policy from the Rockefeller College of Public Affairs and Policy, State University of New York at Albany, with primary research interest in organizational hierarchy, authority and leadership. Recognizing the extraordinary pace of societal changes due to globalization and technology, and its associated dynamic employment environment, in 2007 she established the *Unscripted Future Initiative* at HSPA to inform research and teaching. She has published in a variety of national and international scholarly journals. She has received lifetime achievement awards from the University of Utah, the Rockefeller College of Public Affairs and Policy, and the Academy of Management (Public/Nonprofit Division).

**Herco Fonteijn** is an associate professor at Maastricht University in The Netherlands. He works at the Faculty of Psychology and Neuroscience since 1995, currently at the Department of Work and Social Psychology. He received

several educational prizes. Teaching Cognitive Psychology, Cognitive Science and Organizational Behavior using problem-based learning and other student-centered methods, he considers innovating education a basic job requirement. Other interests include internationalization, capacity building in Africa, and e-learning.

**Krista Forrest** is a professor of psychology who has taught at the University of Nebraska at Kearney for 17 years. Her research program centers on issues related to psychology and law including police interrogation, juror attitudes and jury deliberation. She also studies factors related to successful teaching and outcomes with an emphasis on group processes.

**Maike Gerken** graduated as a work and organizational psychologist from Maastricht University in 2009. She is researcher at the Department of Educational Research and Development at Maastricht University. Maike is involved in different university-wide projects that offer online and blended learning solutions for professional development. She has developed online courses for students and professionals in several disciplines. Her main research interests are supporting informal learning in the workplace to enhance employability and innovative work behavior thereby including the design and the effectiveness of blended learning platforms.

**Wim H. Gijsselaers**, professor and chair of the Department of Educational Research and Development at Maastricht University, has served previously as director of International Business programs and as associate dean of education. Wim serves as chief editor of the Springer Science book series *Innovation and Change in Professional Education*. His research interests include professional development, team learning, and decision making.

**Scott W. Greenberger** earned his Bachelor of Arts degree in Urban and Regional Planning from the University of Wisconsin at Green Bay and a Master of Arts in Liberal Arts from St. John's College in Annapolis, Maryland. He graduated from Grand Canyon University with his Doctorate of Education degree in Organizational Leadership with an Emphasis in Higher Education Leadership. His dissertation title was *Applying the Dualistic Model of Passion to Post-Secondary Online Instruction: A Comparative Study*. Dr. Greenberger's research focuses on passion for online and face-to-face instruction in higher education. He has presented his research at the World Congress on Positive Psychology and the Sloan-C Emerging Technologies for Online Learning International Symposium. Currently, Dr. Greenberger serves as the Manager of Research and Assessment in the Center for Innovation in Research and Teaching (CIRT) at Grand Canyon University.

**Therese Grohnert** is a researcher at the Department of Educational Research and Development at Maastricht University, with a background in organizational studies and cognitive psychology. She is an educational developer in a variety of institution-wide projects on online and blended learning for professionals and students. Therese's research interests include professional and informal learning, expertise development and judgment and decision-making.

**Stewart Hase** is a consultant psychologist. He has been an academic for 30 years and has written widely in the areas of education and training, and organizational behavior. Stewart has also been a psychotherapist and organizational consultant. It is the latter area he currently works, along with writing and developing new approaches to learning. With Chris Kenyon he developed the concept of heutagogy in 2000 and the idea has excited a number of people around the globe interested in developing appropriate learning for the twenty-first century. Their book, 'Self-determined learning: heutagogy in action' has recently been released by Bloomsbury in the UK.

**Karen D. Könings** is a cognitive psychologist and assistant professor at the Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, the Netherlands. Her research interests include learning at the workplace, effects of blended learning, and the role of student expectations and perceptions of education. She is especially interested in Participatory Design of instruction, to better account for the different perspectives of students, teachers, and educational designers. She is collaborating on this topic with University of Cambridge and guest edited a special issue on this topic for Instructional Science. She supervises PhD students within the research program of the School of Health Professions Education (SHE) and is involved in the Master of Health Professions Education (MHPE).

**B. Jean Mandernach** is Research Professor and Director of the Center for Innovation in Research and Teaching at Grand Canyon University. Her research focuses on enhancing student learning through assessment and innovative online instructional strategies. In addition, she has interests in examining the perception of online degrees, the quality of online course offerings and the development of effective faculty evaluation models. Jean received her B.S. in comprehensive psychology from the University of Nebraska at Kearney, an M.S. in experimental psychology from Western Illinois University and Ph.D. in social psychology from the University of Nebraska at Lincoln.

**Richard G. Milter**, professor and director of capstone programs at The Johns Hopkins Carey Business School, has served previously as interim chair of professional programs and director of MBA programs. His personal management experiences include positions in the construction, retail, housing, and consulting industries. He has held previous teaching and leadership positions at Ohio University, Boston College, Universiti Teknologi MARA (Shah Alam, Malaysia), the University at Albany, Loyola University of Chicago, and Janus Pannonius University (Pecs, Hungary). Rick serves on editorial boards of the Information Age Publishing series *Research in Management Education and Development* and the Springer Verlag Publishing series *Innovation and Change in Professional Education*. He was co-founder and director of an MBA program that earned best practice status for technology-mediated learning by AACSB and APQC.

**John W. Moravec** is a scholar on the future of work and education, a global advisor, and the founder of Education Futures LLC. His research and action scholarship agendas are focused on exploring the convergence of globalization, innovation

society, and accelerating change in human potential development systems; the emergence of knowmadic societies; and, building positive futures for knowledge creation systems in an era of exponential uncertainty. In addition to editing *Knowmad Society* (2013, Education Futures), he is co-author of the book *Aprendizaje Invisible* ("Invisible Learning," 2011, University of Barcelona Press)

**Hank Radda**, joined Grand Canyon University in 2010, bringing with him a proven track record as a transformational leader with more than 30 years' experience in education and behavioral health. Before serving in his current position as Provost for the University, Dr. Radda served as the Dean and Senior Vice President of the College of Doctoral Studies. Prior to joining the University, Dr. Radda served as Senior Vice President for Doctoral Programs at the University of Phoenix (2003–2010). He was appointed to the Arizona Department of Economic Security and served two administrations as Bureau Chief, implementing Arizona Families FIRST (2000–2003). Additionally, he was Director of Family & Community Services for the Fort McDowell Indian Community (1994–2000) and Co-founder and Dean of the John Dewey Academy (1985–1994). Dr. Radda earned his Doctor of Philosophy in Clinical Psychology from the Union Institute, a Master of Science in Community-School Psychology and a Bachelor of Arts in Liberal Arts from the College of New Rochelle.

**Martin Rehm** is the project manager e-Learning at the joint institute of the United Nations University – MERIT and the Maastricht Graduate School of Governance (MGSOG). In this context, he is responsible for acquiring and coordinating a variety of (blended) learning projects. External partners, for which Martin has worked, include the United Nations Children's Fund (UNICEF) and the Russian Ministry for Economic Development. Martin Rehm is also a senior researcher at UNU-MERIT and MGSOG, focussing on online collaborative learning, web 2.0 for education, distribution of innovation within (learning) networks and Communities of Learning (within organizations).

**Donna Rooney** is a lecturer/researcher at the University of Technology, Sydney. Her research focuses on adult learning beyond educational contexts. She publishes in the areas of workplace learning, community learning and ongoing professional learning.

**Natalia Timuş** is a researcher at Maastricht Graduate School of Governance, Maastricht University, and an Adjunct Professor at Sciences Po. Paris (Campus Menton). She holds her PhD in Political Science from Central European University (2009). She has published in international refereed journals (*Perspectives on European Politics and Society*, *European Integration online Papers*, *East European Politics*) on EU enlargement, external democracy promotion, and party politics. She has also published on distance learning in *European Studies* in an edited volume (Springer 2013). Recently Natalia has received an EC TEMPUS IV grant for an inter-university project 'Innovating Teaching and Learning of European Studies,' involving EU and East European partners (2013–2016).

**Mindel van de Laar** is international economist, specialized in strategic development of firms and the impact of public policy on firm decision making. She is vice director of the full time PhD program in Economics and Governance and director of the dual career Governance and Policy Analysis PhD program of the Maastricht Graduate School of Governance, Maastricht University/UNU-MERIT, as well as researcher fellow at the United Nations University – MERIT. She also manages and participates in a selection of research and training projects, supervises PhD fellows in the field of firm decision making and offers education in research methods.

**Ronald van den Hoff** is a renowned European entrepreneur and trend watcher. His latest adventure is [Seats2meet.com](http://Seats2meet.com), an answer for the market dynamics of our time and the fast-changing needs of globally connected and locally involved citizens, allowing access to inspiring venues for vibrant meetings, offices, and coworking. These virtually connected spaces (“3rd spaces”) form the serendipitous stage for the company’s stakeholders to create new, sustainable economic value. The 80 worldwide locations of the [Seats2meet.com](http://Seats2meet.com) network have become the living laboratories in which the principles of Society 3.0 are tested and executed.

## About the Editors

**Amber Dailey-Hebert** has worked, in the United States and abroad, for continuing higher education programs focused on adult learners, distance education and training, and grant-funded projects that serve working professionals. She earned her Ph.D. in Adult Education from Cornell University, and completed her undergraduate & masters studies in Leadership Development and Distance Education at Texas A&M University. As a tenured Full Professor, she has taught traditional, accelerated, and online courses in the Graduate School of Professional Studies at Park University, focusing on critical teaching for social change. Her administrative academic experience includes Department Chair, Program Coordinator, Associate Dean, and Founding & Executive Director of *the Center for Excellence in Teaching & Learning (CETL)*, which provides faculty development for over 1,600 full/part time faculty located around the globe. Her international experience includes leading grant-funded projects for professional learners, faculty development, and assisting with university-wide strategic initiatives in the Netherlands and Mozambique.

**Kay S. Dennis** holds an Ed. D. in adult and higher education from North Carolina State University. She served as program evaluator for a series of federally funded initiatives in medical education and administered numerous technology grants. Additional administrative experience includes Department Chair, Director of Distance Learning, Director of Learning Resources, and Online Instructor Evaluator. Currently a tenured Associate Professor in the Graduate School of Professional Studies at Park University, she supervises student research and develops and teaches online courses in Research, Adult Development, and other areas. She has published and presented extensively at international venues on faculty development, online teaching/learning, and intercultural communication. In 2010 she was selected as a Fulbright Scholar and taught at Liepaja University in Latvia, to which she has returned three times for additional teaching and consultation.