

## About the Contributors

**Abigail G. Scheg** is an Assistant Professor of English at Elizabeth City State University in North Carolina. She also serves as an Adjunct Dissertation Chair for Northcentral University. Dr. Scheg's book, *Reforming Teacher Education with Online Pedagogy Development* was published with IGI Global in January 2014. She researches, publishes, and presents in the areas of composition, social media, online pedagogy, and popular culture.

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**Lisa Beckelhimer** is an Associate Professor of English Composition at the University of Cincinnati. Lisa is also founding member of the English Department's Teaching & Technology Committee who uses technology in both classroom and online courses. Her articles have been published in the *English Journal*, the *Ohio Journal of English Language Arts*, and *CEA Forum*. Her textbook *Sports Talk* was published in 2008. She is Editor of the *Queen City Writers Journal of Undergraduate Writing and Composing*. Lisa lives across the Ohio River in Kentucky with her husband and her youngest son. Her oldest son is currently a student at the University of Cincinnati.

**Hal Blythe**, Ph.D., earned his Ph.D. from the University of Louisville in 1972. He currently serves as Co-Director for the Teaching & Learning Center at Eastern Kentucky University (EKU). He has served EKU in a variety of fields for 43 years, formerly teaching in the Department of English & Theatre and directing the University's faculty mentoring program. He has published over 1000 works, including 15 books. His articles focus on literary criticism and educational research, while his fiction has appeared in such publications as *Ellery Queen's Mystery Magazine*.

**Priya Shilpa Boindala** received her Ph.D. in Mathematics from Tulane University, New Orleans, and her Master's in Mathematics from Osmania University, India. She is an Assistant Professor at Georgia Gwinnett College in the School of Science and Technology. Her research interests include undergraduate course re-design, classroom methodologies for student engagement and learning, Biomathematics, and mathematical modeling. Boindala is also currently involved in two course imbedded and SoTL research projects.

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**Denise Natasha Brewley** earned her doctorate at the University of Georgia in Mathematics Education. She also holds a Bachelor's of Science in Mathematics from Spelman College, a Master's of Science in Applied Mathematics, and a Master's of Business Administration in Finance from Clark Atlanta University. She is currently an Assistant Professor at Georgia Gwinnett College in the School of Science and Technology. Her research interests include effectively redesigning undergraduate introductory mathematics courses using the flipped course model, understanding how communities of practice are developed for students in mathematics spaces, and creating significant learning experiences for students taking undergraduate mathematics courses.

**Adam Bunnell** received a BA in Psychology and Philosophy from Franklin College in 2012 and an MS in Industrial and Organizational Psychology from Eastern Kentucky University in 2014. He has worked as an Account Coordinator for Mercer in Louisville, Kentucky since July of 2014. Bunnell's research focuses on enhancing performance utilizing principles learned in his studies of psychology. He is primarily interested in understanding the factors that determine one's success. Outside of work and research, Adam enjoys the outdoors and both playing and watching sports, especially soccer.

**Russell Carpenter** holds a doctorate in Texts & Technology from the University of Central Florida. He currently directs the Noel Studio for Academic Creativity. He also serves as Program Director for the Minor in Applied Creative Thinking at Eastern Kentucky University, where he is an Assistant Professor of English. Dr. Carpenter is also President of the Southeastern Writing Center Association and Chair of the National Association of Communication Centers. He is the author of numerous articles, chapters, and books that explore uses of technology and space design. Recent books include *The Routledge Reader on Writing Centers and New Media* (with Sohui Lee, 2013) and *Cases on Higher Education Spaces* (2012).

**Linda Cresap** holds a Ph.D. from The University of North Dakota (UND) in Teaching and Learning: Secondary/Higher Education with an emphasis in Communication. She has served as a faculty member in the Department of Business Information Technology at Minot State University, North Dakota, since 1986. During her tenure at MSU, Dr. Cresap has also served in several administrative roles, including ten years as Department Chair and, most recently, the Dean of the Graduate School and Research/Sponsored Programs. After seven years in administration, Dr. Cresap returned to full-time teaching and the excitement of working with students on a daily basis. In addition to teaching graduate and undergraduate courses both online and on campus, Cresap regularly presents at national conferences on topics related to improving student learning in higher education.

**Susan Crisafulli** graduated summa cum laude from Presbyterian College in Clinton, South Carolina, with a Bachelor of Arts in English and a Bachelor of Science in Psychology. She then earned her Master's Degree in English from the University of Tennessee and her doctorate in Medieval Literature from Vanderbilt University. She is currently an Associate Professor of English at Franklin College in Indiana, where she also serves as Chair of the English Department and Head of the Humanities Division.

**Frances Di Lauro** is a Lecturer and Course Coordinator at the Writing Hub, where she teaches writing and rhetoric. Di Lauro has served as both eLearning Representative and Academic Integrity Coordinator for the Faculty of Arts and Social Sciences at the University of Sydney, Australia, and presents widely on multimodal teaching and cultivating ethical writing practices. Her research interests extend beyond the rhetorical features of communicative texts relating to food, educational films, advertisements, documentaries, and propaganda films, to the pedagogical benefits of active learning experiences, Flipped Classroom teaching, incorporating Wikipedia editing in writing courses, and developing online academic writing courses. Her most recent publications focus on teaching writing with Wikipedia, ethical writing, cooperative learning, and multimodal teaching practices.

**Troy Faulkner** earned his BA degrees in Secondary Education and Mathematics from the University of Minnesota Duluth in 1990. He earned his Master of Science in Education from Winona State University in 1997. Since 2000, he has taught upper level mathematics at Byron High School. He has also taught at Augsburg College since 2007. Faulkner's passion for student learning is exemplified in his roles as a Data Coach and SMART Exemplary Educator. In 2011, his department was awarded the Intel School of Distinction Award for High School Mathematics for their development of a textbook-free Flipped Learning curriculum. Faulkner currently presents and facilitates professional development on Flipped Learning and the Peer Instruction Flipped Learning models. Several articles have been published on Faulkner and his pioneering of the textbook free curriculum, Flipped Learning, and Peer Instruction Flipped Learning models.

**Jamie Gardner** worked as a clinical nurse for eight years prior to earning her Master's Degrees. In 2010, she earned her Master of Science in Nursing from Xavier University, where she also earned her Master of Education in 2011. Gardner began her teaching career as an Assistant Professor of Nursing in 2011 and currently works for Mount Saint Joseph University. Her professional interests involve innovative teaching strategies, focusing primarily on the flipped classroom.

**Esperanza Granados** graduated from Penn State University and is currently a Professor of Spanish at Erskine College. She has served as Chair of Modern Languages at both Erskine College and Fayetteville State University. Dr. Granados conducts research in the areas of foreign language pedagogy, literature and culture, as well as higher education and web-based learning.

**Jennifer Green** earned her BA degrees in Mathematics and English from Luther College in 1995. In 2004, she earned her MS in Educational Leadership from Southwest Minnesota State University in Marshall. She began teaching both Language Arts and Mathematics at Byron High School in 2008. Since then, Green has served both departments' initiatives to transform their teaching and instruction methods. In 2011, Green's math department was honored with the Intel School of Distinction Award for High School Mathematics. She currently serves Byron High School as a Digital Learning Coach and a New Teacher Mentor. Green has also contributed to several articles about Byron High School, facilitated staff development trainings on technology and flipped classroom, and spoken at numerous conferences.

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**Christina Grimsley** holds a B.A. in English Education (Southeastern Oklahoma State University), an M.A. in Rhetoric, Language, and Composition (Kansas State University), and a Ph.D. in Rhetoric (Texas Woman's University). She has taught Basic Reading, Expository Writing, and Technical Writing for Engineers. Her current research interests include first-year composition, gender, new media studies, and pedagogy. Most recently, her work examines the flipped classroom in higher education. In addition to offering workshops and webinars on her flipped classroom experiences, she has presented her flipped classroom research at the Conference on College Composition and Communication (CCCC) in 2013 and 2014. She was re-invited to the 2015 CCCC, where she plans to present strategies for increasing student podcast viewership in the flipped classroom.

**Dana Edwards Prodoehl** is an Assistant Professor of English at University of Wisconsin-Whitewater, where she teaches First-Year English and American Literature.

**Jennifer L. Sinclair** earned her Ph.D. in mathematics from the University of Tennessee. She is an Assistant Professor of Mathematics at Georgia Gwinnett College in Lawrenceville. Her research interests include stochastic processes, whose applications include finance and biology. Her pedagogical research encompasses student attitudes, project-based learning, and distance learning.

**David Starr-Glass** is currently a faculty member of the University of New York in Prague, Czech Republic. He is also a Senior Academic Mentor with the International Programs of the State University of New York, Empire State College (Prague Unit). He serves as a dissertation supervisor for undergraduates and facilitates a wide range of online distance learning courses in Business Administration, including Cross-Cultural Management and Organizational Behavior. Starr-Glass possesses a wide range of managerial and educational experience, holding Master's Degrees in Business Administration (Notre Dame de Namur University, California), Organizational Psychology (Birkbeck College, University of London), and Online Distance Education (University of Southern Queensland, Australia). He publishes regularly in the areas of Business Administration, Online Distance Learning, and mentoring. When he is not living Prague, Starr-Glass resides in Jerusalem, where he teaches Business Administration courses in a number of regional colleges.

**Charlie Sweet**, Ph.D., earned his Ph.D. from Florida State University in 1970. He currently serves as the Co-Director of the Teaching & Learning Center at Eastern Kentucky University (EKU). He has served EKU for the past 45 years, previously teaching Literature and Creative Writing in the Department of English & Theatre. He has published 15 books and over 1000 articles in the areas of literary criticism and educational research. His fiction has been published in a variety of literary journals ranging from the *Kansas Quarterly* to *Ellery Queen's Mystery Magazine*.

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**Bridget Trogden** is an Associate Professor of Chemistry at Mercer University. She also currently serves as Director of the First-Year Integrative Foundation Program and the Quality Enhancement Plan (QEP). She holds a BA in Chemistry with a minor in Music from Transylvania University and a Ph.D. in Chemistry from the University of Illinois. Although she is a Chemist by training, Dr. Trogden believes in the power of a liberal arts education. She regularly teaches courses in Composition (via the integrative first-year seminar program) and throughout the chemistry curriculum (especially Organic Chemistry and Biochemistry). She has authored and co-authored numerous studies in chemistry and higher education pedagogy, focusing on innovative pedagogies such as the flipped classroom, service-learning, and technology in higher education. She also enjoys developing workshops and programming for the enrichment of K-16 faculty.

**Rachel Winter** works as a Graduate Consultant for the Noel Studio for Academic Creativity and is currently pursuing her Master's Degree in English. She holds a Bachelor's Degree in English and French from Denison University. Rachel is currently preparing to teach English 101 and English 102 at ECU during the 2014-2015 academic year.