About the Contributors

Elspeth McKay is co-editor of this book with her colleague John Lenarcic. Elspeth is an Associate Professor of Information Systems at the RMIT University, School of Business IT and Logistics, Melbourne, Australia. She is passionate about designing effective eLearning resources for the education sector and industry training/reskilling programmes, including: conducting investigations on how individuals interpret text and graphics within Web-mediated instructional environments, including: ARPS – an advanced repurposing pilot system, COGNWARE – a multi-modal e-Learning framework, GEMS – a global eMuseum System, eWRAP – Electronic work readiness awareness programme, EASY – Educational/academic (skills) screening for the young, offering enhanced accessibility through touch screen technologies. She has designed many eLearning tools implemented through rich Internet applications. Over the last decade, Dr. McKay has published extensively in the research fields of HCI and educational technology. Elspeth has achieved a long track record publishing with Jennifer Martin, combining HCI and healthcare. Their collaborations involve writing over 20 peer-reviewed instances that comprise: research grants and peer-reviewed publications, including book chapters, conference, and journal papers. In recognition of her contribution to the professional practice of IS research, she was elected as a Fellow of the Australian Computer Society (FACS).

John Lenarcic is a physicist and applied mathematician by training, an IT academic by fortunate accident and an armchair philosopher by conscious choice. His research interests include the philosophy of information systems, human-computer interaction and the cyber-anthropology of social networking. Dr Lenarcic is a frequent media commentator on issues dealing with social and ethical aspects of information technology with a particular emphasis on social media. He is also a frequent contributor to The Conversation: https://theconversation.com/profiles/john-lenarcic-1559.

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Carole A. Bagley has 25+ years in the instructional technology and learning field as President and Team Leader of The Technology Group, Inc. and Distinguished Service Professor for the University of St Thomas, St. Paul, MN USA. Dr. Bagley has made significant contributions to the field by providing e-Learning strategic planning, advising, training and curriculum design, workshops, seminars, publications, and keynote presentations within the US and internationally for the business and educational community. Dr. Bagley has advised several international law firms, corporations and US govt. agencies in the telecommunications, medical, banking and technology sectors as they engaged in and built their e-Learning offerings and several school districts in building communities of learners who integrate
technology into their restructured classrooms. Dr. Bagley has been the recipient of numerous honors including: Outstanding International ISPI member, Outstanding Computer Based Education Professional for ASTD, Digital Learning Forum (DLF): Founder, Who’s Who Among America’s Teachers.

**Alba García Barrera** received a PhD in Education from Autonomous University of Madrid (UAM). She received a University Master Degree in Quality and Improvement of Education (specialist in Quality in Programs about Attention to Diversity and Quality in Higher Education Programs) and a University Master Degree in Information and Communication Technologies in Education and Training. She is a University Expert in Early Childhood. She was professor at the Faculty of Education of International University of La Rioja (UNIR). Currently, she is professor at the Faculty of Health Sciences and Education of Open University of Madrid (UDIMA). She is a Researcher in GICE (Research Group about Educational Change for Social Justice, UAM) and PEI-TIC (Innovative Educational Practices based on ICTs, UDIMA) and a Winner of one Educational Research Grants of UNIR. Her aim research lines are: attention to diversity, pedagogical innovation and educational technology.

**Sara Booth** has a background in learning and teaching, originally based in the Faculty of Education, at the University of Tasmania. Her role, as Head, Student Evaluation, Review and Reporting Unit (SERRU), encompasses establishing strategic relationships with a range of stakeholders (internally, nationally and internationally) to build strategic research partnerships for the University in academic quality. Her expertise is in academic quality assurance, benchmarking, standards and higher education policy. She provides policy advice and support to the Senior Executive and University committees on range of institutional strategic priorities.

**Amit Chauhan** is a PhD candidate at the Florida State University, USA. His dissertation research investigates learner characteristics including motivation and interaction in Massive Open Online Courses (MOOCs). Amit’s research interests include the design and development, use and application of instructional design and emerging technologies for learning, assessment and evaluation. These include but are not limited to the latest trends in social media, e-learning platforms, authoring tools; LMSs, LCMSs, and learning analytics. Amit is a graduate in Instructional Technology from the University of Bridgeport, USA. He has worked extensively with computer applications, tools and technology to deliver training and learning solutions for Fortune 100 companies.

**Howard Errey** is a psychologist specializing with the human side computers and technology. Since starting as a psychologist in 2000 he has always been involved with assisting people with or through technology. This has included the establishment of online counselling systems in education, projects to engage young people through technology and project management of funding for inclusive eLearning projects for disadvantaged groups. He has worked as a consultant for online innovations projects in education both for eWorks and the Australian Flexible Learning Framework. Recent learning design consultancy clients include Box Hill Institute, Open Universities Australia for the free online offering www.open2study.com. He currently works as an educational technologist RMIT University.
Patrick Griffin holds the Chair of Education (Assessment) at the University of Melbourne and is the Director of the Assessment Research Centre. He has published widely on assessment and evaluation, including competency, language proficiency, industrial literacy, school literacy, numeracy, portfolio assessment, online assessment and calibration. He lead the Assessment and Teaching of 21st Century Skills Project (ATC21STM) which formed the basis of Melbourne University’s first MOOC targeting professional learning of teachers. He has published widely on assessment topics such as the development and calibration of instruments to measure collaborative problem solving and other 21st century skills as well as literacy, numeracy and problem solving proficiency, through online interactive assessment. He is a fellow of the International Academy of Education, the Australian College of Education and the Australian College of Education Leadership. He has been a consultant to the World Bank, Australian Aid and UNESCO for almost 20 years.

Shikha Gupta earned her Bachelor of Science in Statistics from University of Delhi in 1994. She received her Master of Computer Applications in 1997 from University of Delhi. She is currently an Assistant Professor with S.S. College of Business Studies, University of Delhi, Delhi, India. She is currently pursuing her Ph.D. degree in the area of social network analysis under supervision of Dr. Naveen Kumar, Department of Computer Science, University of Delhi.

Linette Hawkins is the Coordinator of the international partnership between RMIT University social work and Centurion University in India. She promoted the “flexible delivery” mode for human service programs in the 1980s and is co-editor of Information communication technologies for human services education and delivery: Concepts and cases, IGI Global, New York, 2010 (with J. Martin).

Patricia Gómez Hernández is PhD candidate in Communication, Education and Society. She collaborates with Department of Educational Sciences (area of Educational Psychology) of University of Alcalá and member of Research Group “Aprendiz.es” of the same institution. Her main lines of research are educational innovation and e-learning. Now, she is developing a research project about the influence of teachers’ epistemological conceptions in the introductions of Information and Communication Technologies into classrooms.

Jo-Anne Kelder is employed as Lecturer, Learning and Teaching Quality in the Quality Evaluation Learning and Teaching unit, Faculty of Health at the University of Tasmania. Her role is to design, lead and evaluate initiatives to embed scholarship into the teaching and learning teaching practice of academics. She is a member of curriculum design teams for several undergraduate courses in the Schools of Medicine and Health Sciences, with particular responsibility for ensuring evaluation design is integrated with the curriculum design to ensure quality assurance reporting and scholarship for units and courses. Current research projects include investigating the design and implementation of the Bachelor Dementia Care, Understanding Dementia MOOC, Global Perspectives Program and Living and Working with Cultural Diversity Breadth Unit.

Carolyn King co-ordinated the development of the Understanding Dementia Massive Open Online Course. She is a Lecturer and Academic Lead of the Digital Innovation Team in the School of Medicine at the University of Tasmania. Dr King has a PhD in Neuroscience and her research interests include the biology of dementia, therapeutic environmental design, as well as open and online education.
About the Contributors

Naveen Kumar is an associate professor with department of computer science, University of Delhi, New Delhi, India. He is Ph.D. from I.I.T., Delhi with dissertation topic as “Invariance in Computer Vision”. He has supervised many Ph.D. students in wide areas such as multiobjective optimization, association rule mining, clustering, hypermedia systems. His current areas of interest include social network analytics, CUDA and image processing.

Séamus Lawless is an Assistant Professor in the discipline of Intelligent Systems in the School of Computer Science and Statistics in Trinity College Dublin. Séamus’ research has a strong user focus and all of his work aims to improve the experiences of users when interacting with content and information systems. Séamus’ research interests are in the areas of information retrieval, information management and digital humanities with a particular focus on adaptivity and personalisation. The common focus of this research is Digital Content Management and the Application of Technology to Support Enhanced, Personalised Access to Knowledge. Séamus is involved in the co-ordination and planning of research direction at all levels in CNGL, an SFI-funded Centre for Science, Engineering and Technology (CSET). This includes leading the research agenda of the Search and Discovery and Digital Content Management tracks, with teams of over 17 researchers. Séamus was the primary author of the CULTURA EU FP7 proposal for a Strategic Targeted Research Projects (STREP) which achieved an assessment of 14.5 out of 15. This project was TCD SCSS’ first EU Co-ordinator grant. The grant was worth €2.9 million in EU Contribution with €900,000 in funding for TCD.

Melinda Lewis is involved in higher educational research as a Doctoral Candidate at the University of Sydney, as a Consultant and formerly a Quality Advisor. Her personal research includes close-up research on academic practices in health disciplines, including theoretical work on professional learning and the use of data and metrics in contemporary universities. In her recent doctoral work she has taken a critical look at everyday practices designed to link teaching and research, analysing the repertoire of capital by individual academics and how their social strategies are mediated in practice. She has presented on academic identity using the embedded metaphor of skin to denote the layering of teaching and research work and a movement analogy, oscillation, to denote switching that creates dualisms between teaching and research. Other outcomes reside in the wider significance of a digital habitus (inhabitation), or an eHabitus to assist integrate research and teaching.

Jason Lodge, PhD is a psychological scientist and Research Fellow in the Science of Learning Research Centre and the Melbourne Centre for the Study of Higher Education, University of Melbourne. Jason’s research concentrates on the application of the learning sciences to higher education. Specifically, he is interested in the cognitive and emotional factors that influence learning and behaviour and how research findings from the learning sciences can be better used to enhance instructional design, teaching practice and education policy. Jason is also interested in the ways technology is influencing learning, particularly in terms of the impact of technology on the development of professional ways of being, metacognition, critical thinking and expertise.
Carlos Monge López is PhD candidate in Educational Planning and Innovation. He is Predoctoral Fellow at Department of Educational Sciences (area of Didactic and Scholar Organization) of University of Alcalá and member of Research Group “Educational Inclusion and Improvement: Living Together and Cooperative Learning” in the same institution. His main lines of research are educational innovation and teacher training. Now, he is developing a teaching innovation project about “Teaching in educational inclusion and living together improvement”, whose result is a MOOC around this topic.

Jennifer Martin is Associate Professor of Social Work at RMIT University. She is co-editor of Information communication technologies for human services education and delivery: Concepts and cases, IGI Global, New York, 2010 (with L. Hawkins); and Cross Cultural Social Work: Local and global, Palgrave, Melbourne, 2014 (with H.K. Ling, and R.Ow).

Kamal Masri is a lecturer with the Beedie School of Business at Simon Fraser University. He is an accomplished instructor, having won the TD Canada Trust Distinguished Teaching Award (2009). Dr. Masri spent 15 years developing information systems with a company he co-founded. These systems include custom-built solutions for a variety of industries, including professional sports (National Hockey League and National Basketball Association), entertainment event services, health care, transportation, and manufacturing. His academic research has involved advancing business system analysis and design techniques by improving communication processes during the development stage. He has most recently been involved with investigating amateur draft decision making by NHL teams. His current focus is on situated learning: advancing business teaching (and learning) from the classroom to a practical environment.

Megan J. McPherson is a practicing artist, educational researcher and has taught in the university art studio for 15 years. Megan is a PhD scholar in the Faculty of Education, Monash University where she is conducting an interdisciplinary research study of the role of the crit in studio pedagogies. She is interested in emerging research design and methodologies, feminist critical theory and professional practice in the arts and education. Her research work in the university has included a number of studies that have investigated peer learning and peer assessment in the creative industries, elearning approaches in the university studio, and professional development for teaching in new generation learning spaces. Megan is currently working on a number of research projects that are investigating academic identities and practices through and with artifacts and texts.

Sandra Milligan is currently Convenor of a University of Melbourne MOOC targeting professional learning and research engagement of teachers, and is researching new approaches to assessment and certification in MOOCs, working under the auspices of the Learning Analytics Research Group, the Science of Learning Research Centre and the Assessment Research Centre at the University. She is also a publisher, has started-up and taken to market three of her own technology companies, worked at senior executive level in large multi-national companies and in government, and served as director for a range of organisations, including large and small, for profit and not-for-profit, Australian and multinational, commercial and government. Together with Dean Ashenden she founded the Australian Good Universities Guides and her current research interests focus on opportunities for using new approaches to learning in digital, highly-scaled environments.
**About the Contributors**

**Eileen O’Donnell** was conferred by Dublin City University with an Honours (2.1) BSc in Information Technology and a First Class MSc in Information Systems for Managers. While lecturing on the Post Graduate Diploma in Business Information Systems in the Dublin Institute of Technology a research interest in Technology Enhanced Learning (TEL) commenced. This interest evolved into the pursuit of a PhD through research conducted with the Knowledge and Data Engineering Group, School of Computer Science & Statistics, College of Engineering, Trinity College Dublin, Ireland. Research interests include: cloud computing, virtualisation, green computing, learning theories, the use of ICT in higher education, instructional design, e-learning, technology enhanced learning, personalised e-learning, adaptive simulations, authoring tools for adaptive learning experiences, user profiling, and human computer interaction.

**Liam O’Donnell** worked for ten years in the computing industry before commencing employment as a lecturer in the College of Business, Dublin Institute of Technology, Ireland. Liam has lectured in Information Systems for the past twenty years. He also has responsibility for the management of the computer network for the College of Business. Liam received his BSc in Computer Applications from Dublin City University and his MSc in Computing from Sligo Institute of Technology. Liam’s research interests include: cloud computing, virtualisation, computer networks, Perl and Java programming, fuzzy logic, expert systems, genetic algorithms, instructional design, personalised e-learning, and technology enhanced learning.

**Drew Parker** is an Associate Professor of Information Systems at the Beedie School of Business at Simon Fraser University. Dr. Parker holds two TD Canada Trust Excellence in Teaching awards (2002, 2010) and has a particular interest in online learning. His specialization and research interest include strategic adoption of information technology, theory development in human-computer interaction; multimedia and web-based virtual meetings, with a particular emphasis on group performance and learning environments, computer and communications technology, business applications on the internet; internet policy issues, telecommunications and networking and its impact on business.

**Supriya Pattanayak** is on the Board of Governors of the Centurion University of Technology and Management, India and Adjunct Professor of Social Work at RMIT University. She supports the international partnership with RMIT University and is a keen advocate of ‘flexible delivery’ at the Centurion University. In her role as State Representative (Odisha), Department for International Development India (British High Commission), she works collaboratively with various development partners in pursuance of harmonization of development efforts and achievement of MDGs.

**Stefan Popenici** is an academic with extensive international experience in teaching, research and academic development with universities in Europe, North America, South East Asia, New Zealand and Australia. Stefan is currently working at The University of Melbourne, as Senior Lecturer in Higher Education at Melbourne Centre for the Study of Higher Education. He is also Associate Director of the Imaginative Education Research Group at Simon Fraser University, Canada. Dr Popenici was senior advisor of the Minister of Education in Romania on educational reform and academic research, senior consultant of the President of De La Salle University Philippines on scholarship and research, and expert consultant for international institutions in education (e.g. Fulbright Commission, Council of Europe). For his work and strategic leadership in education the President of Romania awarded Stefan the National Order “Merit of Education” in rank of Knight.
Kenneth Ronkowitz was the Manager of Instructional Technology at New Jersey Institute of Technology (NJIT) where he directed the design of academic and corporate partner online training. He has taught in MOOC environments since 2011 and taught “Academia and the MOOC” offered through the Canvas Network in 2013. Ken teaches online and face-to-face in undergraduate and graduate programs at NJIT and Montclair State University. He is currently developing an online professional learning environment for New Jersey teachers in math and language arts. His undergraduate work was in English education with an M.A. in communications.

Lynnette Condro Ronkowitz is a principal in Ronkowitz LLC, developing professional learning for K-20 education and industry. She has designed and taught in a national grant initiative for online post-secondary health information technology. In 2013, she designed the meta-MOOC “Academia and the MOOC” offered through the Canvas Network. She is currently designing courseware for a new graduate program in instructional design, evaluation and assessment. Lynette holds a B.A. with three teaching certificates and an M.A. in Urban Education. She has more than thirty years of experience in teaching and began incorporating online learning in 1994. Her special interest is aligning current events and cinema with textbooks in order to enhance second language learning.

David Montalvo Saborido is PhD in Educational Psychology at Complutense University of Madrid. He is Associate Professor in Department of Educational Sciences (area of Didactic and Scholar Organization) of University of Alcalá and member of Research Group “Educational Inclusion and Improvement: Living Together and Cooperative Learning” in the same institution. His main lines of research are educational innovation, lifelong learning and teacher training. Now, he is developing a teaching innovation project about “Teaching in educational inclusion and living together improvement”, whose result is a MOOC around this topic.

David Sadler is Deputy Vice-Chancellor (Students and Education) at the University of Tasmania. Professor Sadler joined the University of Tasmania in January 2011 from the UK where he was one of the Directors of the Higher Education Academy (HEA). The HEA has responsibility to develop excellence in learning and teaching and works to achieve the best student experience. David had responsibility for the UK subject centre network. He led many initiatives in the areas of student engagement; education for sustainable development; open education resources (OERs); technology enhanced learning and increased social inclusion in Higher Education. These remain his passions and inform his approach to a student-centred focus to learning and teaching at the University of Tasmania. David is a former Dean of Social Sciences and Director of the UK Subject Centre for Sociology, Anthropology and Politics (CSAP). He is a UK National Teaching Fellow in recognition of his work on innovative role-play teaching techniques in the social sciences and held two Jean Monnet awards for his teaching.

Mary Sharp is an Assistant Professor in the School of Computer Science & Statistics, Trinity College Dublin lecturing on undergraduate and graduate programmes. She is the Chair of the School’s Ethics Committee and Erasmus co-ordinator for the school. She is involved at EU level evaluating projects. Mary’s research interests include: the evaluation of e-learning systems, medical informatics, security, safety, data protection and ethics in Information Technology.
About the Contributors

Sheetal Taneja earned her Bachelor of Science (Honours) in Computer Science from University of Delhi in 2011. She received her Master of Science in Computer Science in 2013 from University of Delhi. She is currently an Assistant Professor with Dyal Singh College, University of Delhi, Delhi, India.

Justin Walls is currently Head of the School of Medicine and associate Dean Learning and Teaching for the Faculty of Health at the University of Tasmania. He has a research and learning and teaching background in systems physiology. He has gained postgraduate qualifications in medical education from the University of Dundee. As Head of School he leads a multi-disciplinary grouping of medicine, paramedicine, pharmacy and psychology and manages campuses both in Tasmania and Sydney. He has been recognised by the OLT for both his teaching excellence and contribution to curriculum design and higher education standards setting. He currently contributes to the Australian Health Practitioner Regulation Authority through an expert group to the Nursing Board and as deputy chair of the Chinese Medicine accreditation committee.

Janet Weisenford has over 25 years of experience in advanced learning technologies. She served as the first Director of the Joint Advanced Distributed Learning (ADL) Co-Laboratory, leading efforts to prototype e-learning including the development of the first course to use the Sharable Content Object Reference Model (SCORM). While employed by the U.S. Navy, Ms. Weisenford led interdisciplinary teams to develop, evaluate, and implement new learning solutions, including the use of gaming for training as well as the research regarding the design of an authoring tool for tailored instruction. Since joining ICF in 2008, Ms. Weisenford has continued her work in advanced learning technologies including the use of new technologies for learning such as virtual worlds. Ms. Weisenford has received numerous awards for her work including two Navy Meritorious Civilian Service Awards, the National Center for Simulation Visionary Award and the Women Who Mean Business Award.