About the Contributors

Donna Russell is an Assistant Professor at the University of Missouri-Kansas City and co-owner of Arete’ Consulting, LLC. She has a bachelors and masters degree in Education specializing in instructional design. Her PhD is in Educational Psychology with an emphasis on cognition and technology. She is Co-PI on the National Science Foundations grant, Achieving Recruitment, Retention and Outreach With STEM, developing science, technology and engineering programs for urban high school students. She is chair of the Problem-Based Education Special Interest Group committee for the American Education Researchers Association. She has published several articles and book chapters on virtual learning including Online Professional Development for Educators, A Case Study Analysis using Cultural Historical Activity Theory, Implementing an Innovation Cluster in Educational Settings to Develop Constructivist-based Learning Environments, Transformation in an Urban School: Using Systemic Analysis to Understand an Innovative Urban Teacher’s Implementation of an Online Problem-Based Unit, Group Collaboration in an Online Problem-based University Course in Creativity and Problem-Based Learning, and Understanding the Effectiveness of Collaborative Activity in Online Professional Development with Innovative Educators through Inter-Subjectivity in Information and Communication Technology for Enhanced Education and Learning: Advanced Applications and Development.

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Joan E. Aitken (Ed.D., University of Arkansas) is Professor, Communication Arts, Park University, USA 64152. Aitken has taught online or blended courses for four universities and completed online courses at four colleges and universities. Her research interests include human communication on the Internet, communication education, and educational assessment. Aitken can be contacted at joan.aitken@park.edu.

Brent Anders works as an Electronic Media Coordinator for the Office of Mediated Education at Kansas State University. His job duties include: educational media consulting, web accessibility/usability, and videography (directing, capturing, editing and final production). Mr. Anders has a Bachelor’s degree in Psychology, human computer interaction focus, and a Master’s degree in Education, instructional technology focus. He also serves in the National Guard as a senior instructor for the Basic Non-commissioned Officers Course. Mr. Anders has been in the education field for over 10 years dealing with military training, distance education, educational media and higher education in general.
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**Ryan Babiuch** is an undergraduate student working towards his bachelor’s of science in Computer Science and Information Technology with an emphasis in Media Entertainment. His involvement as a member of the iSocial team includes the development of the virtual environment as well the implementation of virtual social orthotics. Ryan has been developing software since before he was in high school. Currently he has eight years of experience programming in C/C++ and four years experience using the Java programming language. He is currently interested in virtual world design, digital art, and software development. Upon graduation, Ryan plans to pursue his master’s degree in Educational Technology. After school Ryan plans to pursue a professional career in the entertainment industry.

**Hope Roland Botterbusch** is a nationally recognized educational copyright specialist with a talent for communicating the fine points that apply to all media. With over 25 years experience in advising educators on the latest copyright information, Ms. Botterbusch has a particular specialty in the Fair Use Guidelines for Educational Uses of Copyrighted Materials. Ms. Botterbusch is past chairman of the Association for Educational Communications and Technology (AECT) Copyright Taskforce, a published author of numerous articles on copyright, author of the Phi Delta Kappa Fastback, *Copyright in the Age of New Technology*, and previous editor of the “Copyright & You” column featured in the education journal, *Tech Trends*. In 1994, Ms. Botterbusch had the distinction of authoring and presenting AECT’s position statement at Washington D.C.’s New Media National Conference, resulting in the Fair Use Guidelines for Educational Multimedia introduced to Congress in 1996. She holds an MSLS degree from Wayne State University, MI, a bachelor’s degree from Millersville University, Pennsylvania, and is a consultant for sponsored educational projects. Ms. Botterbusch has over 25 years experience in the field of education where she has been a K-12 classroom teacher, school library media specialist, district media curriculum supervisor, educational television station manager, and college & university adjunct instructor and administrator. Ms. Botterbusch is currently the Coordinator of Continuing Education Programs at St. Petersburg College where she works with education and industries to develop continuing education programs and skills assessments for technology-based program for today, tomorrow and beyond.

**Patrick J. Connolly** has been in the insurance premium auditing industry for 15 years. Connolly is an experienced manager of training, operations and sales for a national service organization providing decision-making tools to insurance, financial and government institutions. Connolly specializes in developing creative learning tools to effectively train dispersed workforces and provide creative business solutions for learning. Connolly works to align business processes with technology to increase employee performance through effective training and reduced cost. Some of the positions that he has held with insurance industry service companies include field auditor, assistant branch manager, operations manager, general manager, and national director of training. Connolly’s educational background includes a degree in Theology, a Bachelors in Business Administration and a Masters in Curriculum Design & Instructional Technologies. Connolly has developed virtual learning environments for the insurance industry that have been recognized by the Kansas Insurance Commissioner, have been awarded continuing education credit by American Institute for Commercial Property Casualty Underwriters, and have also been awarded college credit by Colorado Technical University. Connolly also sits on the advisory board of Colorado Technical University and is a representative of the insurance industry for eInstruction.
Anthony R. Dickinson has held the positions of lecturer and professor of Comparative Developmental Psychology (University of Edinburgh, 1990-1999), and Preclinical Neuroscience & Biological psychology (Medical School/Psychology, Washington University in St. Louis, 1999-2006), and is currently President and Research Director of the Academic Research Laboratory of Global Choice Psychometrics, People Impact International, Inc. Research interests and publications have included a wide range of eclectic studies in comparative development cognition, electrophysiology, and pre-clinical neuroscience, based around the core explorations of the evolution and characterization of intelligent systems, in both human and non-human forms.

Margarita Pérez García is a researcher in education science. She has been working in the field of education for 15 years in all levels from primary through secondary to higher education. She has coordinated several projects on digital identity and reputation, user-centric implementation of Europass ePortfolio, social directories, social technologies in education and ePortfolios. She coordinates MU-VENation: an European programme for training teachers in the use of virtual worlds for education. Her current research interests are the collection and analysis of teaching experiences in virtual worlds through narrative inquiry.

Rebecca Gould is the Director of the Information Technology Assistance Center (iTAC) at Kansas State University which serves as the first point of contact for campus information technology needs. Core functions include the IT help desk; technology training and instructional design; support for technology classrooms/university computing labs, client services and the media development center; and technical support for electronic theses, dissertations and reports. Gould is a professor in the Department of Hospitality Management and Dietetics and publishes on topics related to technology use. For more than 20 years, she has experimented with using technology to improve the teaching and learning environment. She was a co-investigator on the USDA Challenge Grant project, Joint Ventures between Rural Communities and the Classroom, which organized 120 students in two classes to develop web pages and marketing plans for rural communities. Gould served on the Board of Editors for the Journal of the American Dietetic Association and is the editor-in-charge of distance learning for the Journal of Teaching in Travel and Tourism.

Shalin Hai-Jew works as an instructional designer at Kansas State University. She teaches for WashingtonOnline (WAOL). She worked as the instructional designer for the University Life Café project. She writes as Eruditio Loginquitas for the Instructional Design Open Studio (IDOS) blog, which she founded in 2006. She contributes to the E-Learning and Teaching Exchange (ELATE) wiki, which she co-founded in 2009 with Dr. Roger W. McHaney. She has worked on a range of curricular and training builds in biosecurity, leadership, learning, stress management, public health, e-learning, turfgrass management, computer science, rumen metabolism, history, and others. In 2009, she worked as a reviewer for Educause Quarterly and the Journal of Online Learning and Teaching (JOLT) of MERLOT, by invitation. She has B.A.s in English and psychology, and an M.A. in English from the University of Washington, and an Ed.D., with a focus on Public Administration, from Seattle University (2005), where she was a Morford Scholar. She lived and taught in the People’s Republic of China from 1988 – 1990 and 1992 – 1994, the latter two years through the United Nations Volunteer Programme of the UNDP. Her professional interests relate to data repositories and information management, simulations, immersive learning, automated learning, and socio-technical spaces. She is especially interested in creating behavioral change via e-learning.
Kevin Q. Harvey, MA, is Assistant Director of Development for the Center for the Advancement of Distance Education (CADE) located at the University of Illinois at Chicago (UIC), School of Public Health. Kevin has an extensive background in education, training, technology and new media. His experience includes ten years of teaching, seven years in broadcasting, and two years as a user experience analyst and learning architect for an online University. In his studies at UIC College of Communication, Kevin concentrated on the study of mediated communication. He has been working at CADE since 2002 and has been on the game development team since 2005. He manages the Second Life development at CADE and creates comprehensive training opportunities using virtual worlds, including emergency preparedness and response training, violence prevention, counseling scenarios, and business solutions. Kevin is currently doing research on the use of virtual worlds in public health planning. He also speaks regularly at conferences and is the primary workshop developer and facilitator for CADE’s Second Life trainings.

Melissa Herzog earned her PhD in Family and Human Development. Currently, she is the Research Specialist for the Behavior and Education Division of the MU Thompson Center where she oversees recruitment and data collection/management for the social competence intervention that serves as the basis for iSocial. She is also an Adjunct Faculty in the Department of Human Development and Family Studies. Dr. Herzog’s research has focused on the association between family processes and social development in typically developing children and adolescents, and this interest has now expanded to include youth with ASD. Dr. Herzog has extensive experience in data management and project direction/recruitment in two separate federally funded longitudinal grants (NICHD, DHHS).

Catherine Horn is an assistant professor of educational psychology at the University of Houston. Her work, discussed by national and regional media outlets, cuts across three areas affecting traditionally underserved students: high stakes testing and its impacts at the secondary school level; postsecondary admissions processes - particularly as they consider testing - and the impacts on student body diversity; and developmental testing policies in the post-secondary setting. She received her Ph.D. from Boston College. Most recently, Horn co-edited (with P. Marin) Realizing Bakke’s Legacy: Affirmative Action, Equal Opportunity, and Access to Higher Education (Stylus Publishers, 2008). She has also co-edited (with P. Gándara and G. Orfield) a special volume of Educational Policy (2005) and Expanding Opportunity in Higher Education (SUNY Press, 2006) both of which analyze the educational access and equity crisis in California. She is co-editor of Higher Education and the Color Line (with G. Orfield and P. Marin, Harvard Education Press, 2005) and Community Colleges and Latino Educational Opportunity (with S. M. Flores and G. Orfield, Jossey Bass, 2006). Horn is the associate editor of the Review of Higher Education. Her work has been cited in numerous amicus curiae briefs submitted to the U.S. Supreme Court in the Gratz and Grutter cases and cited in Justice Ginsburg’s dissenting opinion.

Diane Hui is a Post-doctoral Fellow and Lecturer in the Faculty of Education, the University of Hong Kong. Diane, a Spencer scholar (USA), received her Ph.D. in Education from Washington University in St Louis, USA. Her research interests include sociocultural and cognitive engagement of teacher and student learning, and the development of an online language diagnostic assessment tool within communities of practice. Her doctoral dissertation examined engagement in supporting new teachers: A role for computer-mediated communication in teacher learning within informal professional communities (2006). She has published articles concerned with intersubjectivity with learning and innovative professional development through technological mediation.
Yongho Kim is a primary school teacher in Seoul, Korea. He has been teaching elementary school students for ten years mostly as a homeroom teacher. He is now getting on with a Ph.D thesis at Korea National University of Education on the relationship between child’s foreign language learning and their development. He has published periodically both internationally and domestically. He is interested in philosophy, moral education, socio-cultural theory and play, an interest he shares with his little daughter and his students. He is working on the translation of Vygosky’s ‘Thought and Language’ into Korean in collaboration with Vygotskyan group in Seoul National University of Education. This translation would be the first that triangulates different versions of “Thought and Language” including the original 1934 Russian version.

James Laffey is a Professor in the School of Information Science and Learning Technologies and former researcher and systems developer at Apple Computer, Inc. Dr. Laffey is internationally recognized as an expert in the area of human-computer interaction (HCI); he currently teaches graduate level courses on development of systems to optimize HCI and learning, including methods to improve the social nature of online communities. He is the principal investigator for a 2 year project funded by AutismSpeaks to advance methods for supporting youth with ASD to learn within 3D VLE. Dr. Laffey also serves as a consultant on information systems issues to the Thompson Center for Autism and Neurodevelopmental Disorders.

Charles S. Layne is a professor and chairperson of the Department of Health and Human Performance at the University of Houston. In addition to his research interests in human movement control, Dr. Layne has extensive experience in the use of web-based technology to promote student learning. He is the recipient of several grants designed to increase the accessibility of web-based learning modules for a diverse student population.

Rebecca E. Lee serves as director of the Texas Obesity Research Center in the Department of Health and Human Performance at the University of Houston, and is an associate professor in the Department and holds a courtesy appointment at the University of Texas School of Public Health. She is an editorial board member of the International Journal of Women’s Health and the American Journal of Health Promotion. She has authored and co-authored numerous studies in peer-reviewed publications, serves as a charter member on the Community Level Health Promotion Study Section for the Center for Scientific Review at the National Institute of Health, and has received many honors and awards, including the College of Education Research Excellence Award in 2005 and 2008, at the University of Houston, the Award for Outstanding Achievement from the Texas Council on Cardiovascular Disease (CVD) and Stroke, and is a Fellow of the Society of Behavioral Medicine. She is principal investigator for several federally and privately funded research grants including the International Health Challenge in Second Life, funded by the USC Annenberg School for Communication.

Christine S. Marszalek, Ed.D., Christine recently retired as Director of Media and Technology within a public school system in the northwest suburbs of Chicago. During that time, she led teams of students and teachers in the formation of several websites, such as “Virtual Renaissance,” which appeared on the American Library Association’s first “Best Children’s Websites,” as well as the “Kildeer Countryside Virtual Wetlands Preserve” created in partnership with Brookfield Zoo and the Illinois State Board of Education’s Museum in the Classroom state grant. Receiving her doctorate in Instructional Technology
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from Northern Illinois University in 1998, she has continued working as an adjunct faculty member in the area of educational technology with several universities in the area, as well as helping to develop and facilitate LinC Online, Fermi National Accelerator Laboratory’s Leadership Institute integrating Internet instruction and curriculum.

**Jacob M. Marszalek**, Ph.D., is an Assistant Professor of Counseling and Educational Psychology in the School of Education at the University of Missouri-Kansas City. He received his Ph.D. in educational psychology from the University of Illinois in 2006. His research interests include (a) applying new quantitative techniques to address research questions in education, program evaluation, testing, and psychology; and (b) examining the construct of flow in computerized learning and assessment environments. Jacob teaches courses in research methodology, statistics and psychological measurement, and has participated in grant projects involving science education.

**Brian McFarlin** is an Assistant Professor at the University of Houston. Over the past five years he has taught over 2000 undergraduate and graduate students using a variety of blended and e-learning approaches. His dedication to e-learning has resulted in an improvement of his student’s learning and content retention, which are chronicled in two recent publications that he had in the Diabetes Educator and Advances in Physiology Education. His dedication to appropriate and effective use of instructional technology has allowed him to become one of the most decorated junior professors at the University of Houston. He is always excited to share his experiences using instructional technology with his peers at the University of Houston and beyond.

**Neli Maria Mengalli** is a doctoral student in the Graduate Program in Education: Curriculum and professor at the School of Education at the São Paulo Pontifical Catholic University (PUC-SP). She has worked as facilitator in the process of integrating educational technology in training courses to prepare School Managers to be able to use information and communication technology as part of the School Management and Technologies Project. In this project she worked as an educational designer, and developer and administrator of e-learning communities. Her current research projects include development of educational curriculum and design of educational communities of practice (CoP), and the study of collaborative learning environments, interfaces for interaction, and social media.

**Nathalie Muller Mirza** is associated Professor (Maître assistante) in Social and Cultural Psychology at the University of Lausanne (Switzerland). Her main research foci are on psychosocial processes in learning settings, in and out of school and in multicultural contexts, and on argumentation and its psychological dimensions. Since 2001, she is involved in international projects on argumentation, aiming at developing and analyzing argumentative practices mediated by electronical environments in learning.

**Pamela R. Mitchell** has over twenty years of research, teaching and collaborative activity in technology applications for individuals with disabilities. Her experiences with interdisciplinary collaboration began during her graduate training, and she has continued a commitment to interdisciplinary process throughout her career. She began development work in Second Life® in 2006 and has utilized the environment to support a blended instruction model in several of her graduate level classes. In addition, she has supervised graduate and undergraduate student research projects in the space, and conducted interprofessional training activities.
Colleen Monahan, DC, MPH, is the Director and founder (since 1998) of the Center for the Advance-
ment of Distance Education (CADE) located at the University of Illinois at Chicago (UIC), School of
Public Health. Dr. Monahan is also Adjunct Assistant Professor in the Division of Community Health
Sciences. She has pioneered the incorporation of Internet technologies in various areas of public health.
She has always been in the forefront of promoting and using technology in the public health arena and
making technologies available to those that would not have it otherwise. She co-leads a national train-
ing center for public health preparedness. She is currently doing research on the use of virtual worlds
in public health planning.

Daniel P. O’Connor is an assistant professor of health and human performance at the University of
Houston and the former Director of the Joe W. King Orthopedic Institute in Houston, Texas. His research
interests focus on efficacy and effectiveness of medical and health-related interventions, particularly
subject-level outcomes and health-related quality of life. He has authored and co-authored many papers
in peer-reviewed journals, as well as several chapters in key orthopedic surgery textbooks. He was
recently co-awarded the Charles S. Neer, II, MD Award for Outstanding Clinical Science Research by
the American Shoulder and Elbow Surgeons. Dr. O’Connor’s research has been supported by NASA
and various private and public orthopedic surgery foundations. He is a co-investigator for a University
of Houston Faculty Development Initiative Program project entitled “Using Digital Communities to
Enhance Student Persistence” as well as the International Health Challenge in Second Life, funded by
the USC Annenberg School for Communication.

Danielle Oprean holds a BS in digital media with a concentration in 3D visualization as well as
an MS in engineering technology with a focus on virtual reality. She has worked on several virtual
environments (VE) for competition, freelance work, and educational purposes and, will soon complete
a PhD focused on digital media in VE design and development. She has experience in applying web,
interface, and 3D environment design to a number of different fields including medical, information &
referral, education, and marketing. Her research interests span from entertainment to educational game
and VE development to 3D visualization and interface design.

Don Philip holds a BSc, an ArsD (Artist’s Diploma) in music, a BEd, and an MA. He worked as
a classical musician in the Toronto area for a number of years until synthesizers and budget cutbacks
decimated the music industry. Following that, he taught for the Toronto School Board, teaching biol-
ogy, chemistry, science, math, music, and working in a computer resources lab. Some years ago, he
returned to academia, and earned a Masters degree in educational computer applications. Now working
on a PhD, he has been privileged to work with the Institute for Knowledge Innovation and Technology
(www.ikit.org). Currently, he is teaching in the Department of Chemical and Physical Sciences at the
University of Toronto, Mississauge.

Carla Schmidt is a doctoral student in the Department of Special Education at the University of Mis-
souri. She currently holds a Masters of Public Administration and a Masters of Education with a focus
in Autism Spectrum Disorders. Her research interest included the use of virtual technologies to teach
social skills to individuals with high functioning autism and Asperger’s Syndrome as well as provid-
ing comprehensive service delivery for families of individuals with autism spectrum disorders. Carla
is currently a graduate research assistant at the Thompson Center for Autism and Neurodevelopmental
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Disorders where she assists in the delivery of individualized evaluations and intervention services targeting behavioral and communicative deficits. Carla is also a lead implementer of a Cognitive Behavioral Intervention curriculum for individuals with High Functioning Autism.

Matthew Schmidt is a PhD candidate in the School of Information Science and Learning Technologies at the University of Missouri. His current research interests focus on designing and implementing 3D virtual environments for individuals with autism spectrum disorders. He holds a BA and MA in German Language and Literature with an emphasis on Computer-Assisted Language Learning (CALL). He has designed and developed educational technologies and curricula for diverse disciplines including special education, second language acquisition, veterinary medicine, biological anthropology, nuclear engineering, and health physics. Matthew also serves as the project coordinator on a 2 year project funded by AutismSpeaks to advance methods for supporting youth with ASD to learn within 3D VLEs.

Leonard Shedletsky is Professor of Communication at The University of Southern Maine. He is the author of Meaning and Mind: An Intrapersonal Approach to Human Communication (1989), Human Communication on the Internet (2004, with Joan Aitken), co-editor of Intrapersonal Communication Processes (1995), as well as numerous articles and chapters. He wrote the entry, “Cognition,” for the International Encyclopedia of Communication, 2008. He has been teaching since 1974. He teaches a range of courses in communication with cognition, discourse and meaning as underlying themes. He developed and taught the course “Intergenerational Communication and the Internet,” in which college students mentored older adults in Internet use. He was awarded recognition for STELLAR scholarship and teaching, University of Southern Maine (USM) 2003 and 2007. He has received a Center for Technology-Enhanced Learning Development Grant at USM (2007) to develop the course, Research Methods, for online delivery. In 2009 he received a Alfred P. Sloan Foundation grant to expand the online capacity for his department to deliver the major in communication and media studies. His current research interest explores discussion online versus in the classroom. He is trying to find out what facilitates active and high quality discussion in education. His resume is available at: http://www.usm.maine.edu/com/resume.html.

Sameer Siddiqi is a Research Assistant in the Texas Obesity Research Center in the Department of Health and Human Performance at the University of Houston and Mayoral Intern in the City of Houston Mayor’s Office of Health and Environmental Policy. He has been actively involved in the International Health Challenge in Second Life since its inception, and has significantly contributed to and managed various aspects of its development and ongoing execution. He has co-authored a number of works on Second Life and health interventions in peer-reviewed publications, and has received many honors, including the Barbara Jordan Health Policy Scholars Program Award in 2009.

James J. Sosnoski is the author of Token Professionals and Master Critic: and Modern Skeletons in Postmodern Closets, as well as various essays on instructional technology, computer-assisted pedagogy, and online collaboration. He has co-edited several issues of Works and Days on technology and the forthcoming Configuring History: Teaching the Harlem Renaissance Through Virtual Reality Cityscapes (Peter Lang) He is working on a book entitled Configuring: Learning to Understand Persons Unlike Us, a study of the role of virtual experiences in bridging gaps in experience that block communication. It also concerns the use of virtual reality as learning tool.
Jordan Stalker received his M.A. in Communication from the University of Illinois at Chicago in 2008. His research focuses on structures and exchanges of knowledge and the formations of disciplines and fields of study. His master’s thesis, *Disciplining Communication Studies at the University of Illinois at Chicago, 1973-2007*, examined the decision-making processes – including faculty hiring, course offerings and research agendas – involved in establishing a communication studies program.

Janine Stichter is a Professor of Special Education and the Division Director of the MU Thompson Center for Autism where she developed the social competence intervention that serves as a basis for iSocial. She specializes in conducting direct practice, training professionals and, conducting research on behavioral interventions for youth with ASD. Her research includes the study of social skills assessment and intervention, methodological issues related to intervention and outcome research, and the role of environment on the communication and prosocial behavior of youth with ASD. Dr. Stichter is the principal investigator of a 3-year project funded by the Institute for Education Science to modify the social competence intervention for delivery in school-based settings as another means to increase the reach of this intervention.

Rosemary Talab is Professor and Coordinator of the Educational Computing, Design, and Online Learning graduate online program at Kansas State University. She was rezzed in Second Life June 16, 2008. She is a member of the International Society for Technology in Education and the American Educational Research Association and is a member of their virtual worlds special interest groups. She has graduated 50+ master’s students and several doctoral students. She has written two books on technology and copyright law, one currently in the second edition. She has made over 60 presentations at the state, national, and international levels, including keynote addresses, written two books, book chapters, over 30 articles and research papers. She has been chair of the Intellectual Property Committee and IP Column Editor of TechTrends of the Association for Educational Communications and Technology at various times in the last 25 years and is currently the IP Blog editor and a contributing reviewer. She was the first Fulbright Scholar to the Higher Colleges of Technology in Abu Dhabi, the United Arab Emirates, in 2007.

Susan Toth-Cohen, Ph.D., OTR/L (SL: Zsuzsa Tomsen) is Associate Professor in the Department of Occupational Therapy at Thomas Jefferson University in Philadelphia. Dr. Toth-Cohen’s research interests include virtual world education, healthy aging, and evidence-based practice. Her publications include peer-reviewed journals such as International Journal of Environmental Research and Public Health, the Health Information and Libraries Journal, and the Scandinavian Journal of Occupational Therapy. Dr. Toth-Cohen has served as guest editor for a special issue of the Journal of Virtual Worlds Research on healthcare and has received funding to develop exhibits on health and wellness in Second Life®.

Elizabeth Unger is currently a professor of Computing and Information Sciences and IT research fellow at Kansas State University. She recently retired from the position of Vice Provost for Academic Services and Technology and Dean of Continuing Education a post that allowed the initiation of classrooms enhanced by information technology and Internet based continuing education. These two initiatives were part of a larger project to improve teaching and learning and to increase access to the university. The university now has 50 technology enhanced classrooms with various environments to meet faculty requirements for learning enhancement and there are over 45 distance degree programs and credit cer-
tificates available. Dr. Unger currently is doing research in the “university of the future” and the learning environments that may be present. Her experiences include work on the first non-military network, MERIT, in this country and on the programming of a copy of the Illiac I, the first university owned scientific computer build at the University of Illinois. Work at IBM and as the director of computing centers in universities preceded her doctorate in Computer Science from the University of Kansas.

**José Armando Valente** is Professor of the Multimedia Department at the Art Institute and Researcher of the Nucleus of Information Technology Applied to Education, (Nied) both at the Universidade Estadual de Campinas (Unicamp), and collaborating Professor in the Graduate Program in Education: Curriculum at the Pontifical Catholic University, (PUC-SP). PhD from the Department of Mechanical Engineering and Division for Study and Research in Education, at MIT, MS in the Interdisciplinary Science and Education Program at MIT, and MS in Computer Science at Unicamp. Currently Professor Valente is participating in the implementation of a new undergraduate course, Medialogy, at the Multimedia Department at Unicamp, and is a member of the Federal Government task force to design the “One Laptop per Student” program in Brazil. Research topics include development of information and communication technology (ICT) based learning environments and training methodology to be utilized in schools and in socio-economical disadvantaged communities, using face-to-face or online approaches, and the study of the potentials of ICT as educational tools.

**Steven Warburton** is an eLearning manager at King’s College London and a Fellow of the Centre for Distance Education at the University of London where he chairs the research strategy group. He moved from his initial research background in the area of neuroscience to one that now encompasses a range of projects in the area of technology-enhanced learning. His fields of expertise include: the impact of digital identities on lifelong learning; the use of social software in distance education; pattern languages for Web 2.0; design for learning in Multi-User Virtual Environments; formative e-Assessment; and support for communities of practice in user innovation and emerging technologies.