About the Contributors

**Mark Anderson** has been employed as a Professor in Computing and Information Systems, and has led courses at both undergraduate and postgraduate levels in subjects such as Grid Computing, Distributed Systems and Java Programming. He has also introduced new subjects into the Computing curriculum in collaboration with colleagues, such as Physical Computing to engage the students with programming activities. Professor Anderson has also successfully supervised a number of students through the dissertation/project process and is currently the Programme Leader for BSc(Hons) Computing (Application Development) course and Programme Leader for the MSc Advanced Software Application course. He has also worked with a number of external clients to develop novel solutions for interacting with customers. In this capacity, solutions have been developed using Microsoft Kinect cameras, Leap Motion, mobile devices and embedded systems.

**Collette Gavan** is the Director of Undergraduate Studies for the computing department, Senior Lecturer and Programme Leader for BSc Computing, Computing (Games Programming), and Computing (Systems and Software). She has led courses at both undergraduate and postgraduate levels in subjects such as programming and Project/IT Management. Before becoming a lecturer, Collette worked for a number of large organisations in roles which have enabled her to develop invaluable skills and experiences which are used to provide real world examples to students within her modules. Collette is currently working towards gaining her PhD at the University of Lancaster, with a thesis entitled “Using Robotics to explore computer programming: investigating student experiences and attainment”. The work directly feeds into her teaching and draws upon the innovative experiences that she has designed to engage students within the subject. Collette has introduced new concepts into the introductory programming modules, which are designed to engage and enthuse the students with what is often perceived to be a very challenging subject. This innovative approach builds upon the work within her research to use robotic technology as an enabling mechanism for teaching problem-solving to students. These practices also assist the students in developing critical employability skills within their coursework.

***
Halimat I. Alabi has been a higher education educator for the last decade. This work informs her research in the design and application of visual learning analytics for learners. Currently pursuing her Ph.D., her academic path began with a degree in Acoustical Engineering from Purdue University. She then went into television, working in the newsrooms of PBS, FOX, and CBS stations. Later she obtained an M.A. in Television, Film and New Media Production and an M.Ed. in Mathematics, Science, Social Studies & Technology Education. From there, she went on to work in console game development for Sony Computer Entertainment America and THQ. Her previous experience informs her current research, which draws from theories of design, transformative education, human computer interaction, new media and game theory to help people visually extract meaningful patterns from their learning data.

Catherine Chen received her doctorate from the University of Minnesota. She has been teaching microcomputer applications, business information systems, computer networking, and database management courses at both undergraduate and graduate levels. She has published many articles in referred journals and conferences proceedings, as well as conducted research training workshop. Chen received an Outstanding Teaching Applications Award in 1999, a Best Paper Award in 2000, a Most Accessible Teacher Award in 2001, the Delta Pi Epsilon Independent Research Award in 2003, an Outstanding Immersive Learning Project Award in 2012, and an Outstanding Teaching Award in 2013. Currently, her primary research interests are in pedagogical issues of information systems education, e-learning, and business analytics skills and curricula.

Scott Frasard has been an adult educator for two decades. He has worked in government, academic, and corporate organizations, in local, national, and international settings. Presently, Scott is the Global Manager of Training Measurement and Evaluation at eBay Inc. and also provides consulting work to organizations seeking to better their measurement evaluation strategies and processes. Scott holds a Ph.D. in adult education and a master of education with an emphasis in organizational development, both from the University of Georgia. Scott conducts applied research in alternative methods of evaluation training, identifying factors impacting how training participants rate trainers on post-course surveys, and understanding the role culture plays in shaping trainers’ teaching philosophy.

Amit Goel has more than two decades of experience in Research and Development. His research interests are parallel and high performance computing, big data, predictive analytics, machine learning, intelligent agents, virtual worlds, and algorithmic game theory. Amit has published internationally in journals, conferences and book chapters. Amit has worked with large, medium and startup scale companies in different countries. He has been responsible for teams of 5-100 people with 1-50 million USD budgets. He has worked across multiple domains such as travel, education, finance, stock exchanges, banking, human resource, entertainment, medical informatics, infrastructure and energy with core focus on providing advanced solution with scientific problem solving methods.
About the Contributors

Jack Halliday was born in Ormskirk in 1993. Jack graduated from Edge Hill University with a First Class Bachelors of Science degree in computing in 2015. He has worked as a Junior Web Developer for Edge Hill Graduate Enterprise and is proceeding to study a Master’s of Science degree in IT Management and Information Security.

Jennifer Heath is currently the Director Student Support & Education Analytics at the University of Wollongong in the state of New South Wales, Australia. Dr Heath’s journey to this role has included many years as a tenured Informatics academic, more than a decade of IT experience across diverse industries and more recently a focus on the planning, delivery and evaluation of student support and the application of analytics in higher education. The focus of Dr Heath’s PhD research was the complex domain of privacy surrounding the secondary use of data and this theoretical work has informed the approach taken to ethics and privacy matters surrounding learning analytics at the University of Wollongong.

Kijpokin Kasemsa received his BEng degree in Mechanical Engineering from King Mongkut’s University of Technology Thonburi, his MBA degree from Ramkhamhaeng University, and his DBA degree in Human Resource Management from Suan Sunandha Rajabhat University. He is a Special Lecturer at Faculty of Management Sciences, Suan Sunandha Rajabhat University based in Bangkok, Thailand. He is a Member of International Association of Engineers (IAENG), International Association of Engineers and Scientists (IAEST), International Economics Development and Research Center (IEDRC), International Association of Computer Science and Information Technology (IACSIT), International Foundation for Research and Development (IFRD), and International Innovative Scientific and Research Organization (IISRO). He also serves on the International Advisory Committee (IAC) for International Association of Academicians and Researchers (INAAR). He has numerous original research articles in top international journals, conference proceedings, and book chapters on business management, human resource management, and knowledge management published internationally.

J. Peter Kincaid is founding and current director of the Modeling and Simulation Graduate Program at the University of Central Florida and is affiliated with UCF’s Institute for Simulation and Training. During his career, he has worked as a scientist for the US Air Force (AF Human Resources Lab), Army (Army Research Institute), and Navy (Training Analysis and Evaluation Group and NAVAIR Training Systems Division) and as an engineer for a large defense contractor (now Lockheed-Martin). He has held academic positions at two universities and is currently a research professor at UCF. He has published widely in a variety of disciplines, including journal articles in simulation, human factors, engineering, instructional technology and medicine. He developed the widely used Flesch-Kincaid Reading Grade Level formula, which is a feature of MS Word’s Style and Grammar Check. Dr. Kincaid’s PhD is in human factors from the Ohio State University.

Eeva Leinonen Professor Leinonen is the Deputy Vice-Chancellor of Education at the University of Wollongong.
Amir Manzoor holds a bachelor’s degree in engineering from NED University, Karachi, an MBA from Lahore University of Management Sciences (LUMS), and an MBA from Bangor University, United Kingdom. He has many years of diverse professional and teaching experience working at many renowned national and internal organizations and higher education institutions. His research interests include electronic commerce and technology applications in business. He is a member of Chartered Banker Institute of UK and Project Management Institute, USA.

Paul Prinsloo is a Research Professor in the Department of Business Management at the University of South Africa (Unisa). His current research interests include learning analytics, student retention and success and graduate supervision.

William Rivera is CEO and principal research scientist for Cognita Solutions LLC. His research interests include predictive modeling, machine learning, software architecture and engineering and data mining with emphasis on implementing artificial intelligence into software applications.

Richard J Self is a Senior Lecturer in Analytics and Governance in the Department of Computing and Maths at the University of Derby in the UK. He was the School Learning and Teaching Advisor between 2012 and 2014. This role involved critically evaluating the impact of different learning, teaching and assessment approaches on student attainment and encouraging the up-take of good and best practice amongst colleagues in the School of Computing and Maths. He is leading the introduction of Analytics and Data Science, using SAS®, into the curricula of one of the UK SAS Student Academy universities, at both undergraduate and postgraduate levels and the development of a range of Analytics based degree programmes. His current pedagogic research focus is into the impact of the use of Learning Analytics as a means of evaluating the impact of pedagogic choices for teaching and learning styles on the achievements of students. He is a programme committee member of the annual Knowledge Management in Organisations conference. He was one of the two co-chairs of the Big Data & Analytics 2014 conference in Las Vegas in Oct 2014. He co-chairs the Big Data and Analytics Educational Conference 2015 in Puerto Rico. He has presented conference papers on aspects of Student Excellence at a range of recent conferences, including giving the Keynote address at the International Journal of Arts and Sciences Conference in Toronto, May 2014 entitled “Inspiring and Delivering Outstanding Student Excellence.”

Sharon Slade is a senior lecturer in the faculty of Business and Law at the Open University, UK. She has a PhD in mathematical control theory and a background in mathematical modelling. She has led work within the Open University on the development of new policy and consent options around the ethical use of student data to shape their support and learning and improve retention and progression and is an Academic lead for the university’s Analytics Project. Recent research include papers and chapters establishing an ethical framework for the use of learning analytics within Higher Education, examining the concept of educational triage and broader issues around an ethics of care. Her last two conference papers have been awarded the best research paper award.
Donna M. Velliaris is Academic Advisor at the Eynesbury Institute of Business and Technology (EIBT). EIBT is a specialist pre-university institution where international students work towards the goal of Australian tertiary entrance. Donna holds two Graduate Certificates in: (1) Australian Studies; and (2) Religious Education; two Graduate Diplomas in: (1) Secondary Education; and (2) Language and Literacy Education; as well as three Masters degrees in: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, she graduated with a PhD in Education focused on the social and educational ecological development of school-aged transnational students. Her research interests and expertise include: academic literacies; human ecology; Third Culture Kids (TCKs); and schools as cultural systems. Donna is first-author of more than 10 book chapters to be published in 2015-2016.