About the Contributors

**Margarida M. Pinheiro** is an Assistant Professor at the University of Aveiro. She received a Bachelor’s in Mathematics, a Masters in Statistics and Probabilities and a PhD in Social Sciences. Her main research interests are in education, namely in learning and teaching methodologies, more specifically in active and PBL methodologies. Her research has been disseminated through a variety of channels, including conferences, international peer reviewed journals and book chapters. She is a researcher in the Research Centre “Didactics and Technology in Education of Trainers” (CIDTFF). She sees the development of methodological strategies increasingly become a more central part of her work.

**Dora Simões** received her PhD in Informatics Engineering from University of Porto, Portugal, in 2008. Actually, she is an Assistant Professor in computer science area, at the Higher Institute of Accounting and Administration – University of Aveiro (ISCA-UA), Portugal. She is a member of the Center for Research in Communication, Information and Digital Culture (CIC-Digital). Her current research interests include information and knowledge management, organizational information systems, relationship marketing and collaborative virtual networks, and information and communication technologies in education. She has published in various conferences and journals, both national and international.

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**Fahriye Altnay Aksal** is an Associate Professor working at the Faculty of Education, Near East University. Dr. Fahriye Altnay has knowledge expert in the field of educational technology and management.

**Pedro Almeida** is Assistant Professor and researcher at the University of Aveiro. He is a member of the research unit CIC.DIGITAL - Digital Media and Interaction, where he develops research on new media, cross-platform Av content, context-aware content and Interactive Television. He has also been working in social media applied to education and organizational scenarios.

**Filomena Amador**, PhD has a degree in Science Education from the Universidad Complutense of Madrid, España (1995) and a BSc in Geosciences from de University of Lisbon (1978). Assistant Professor in the Department of Education and E-learning at Universidade Aberta and a Member of the European Federation of Geologists to Education domain. She is Vice-coordinator of the PhD in Social Sustainable and Development at Universidade Aberta (Portugal). Her main research areas include Education for Sustainable Development, Science Education and History of Science. She is member of ICT (Institut of Earth Science) and collaborate with CIDTFF (Universidade de Aveiro).
Antonios S. Andreatos is a Professor at the Computer Engineering Division of the Hellenic Air Force Academy. He received a Diploma (MS) in Electrical Engineering from the Univ. of Patras, Greece, a M.S. in Computer Engineering from the Univ. of Massachusetts, Amherst, US, a M.Ed. in Adult Education from the Hellenic Open Univ. and a Ph.D. in Computer Engineering from the National Technical Univ. of Athens, Greece. His research interests include e-Assessment, Active Learning methods, Learning in Virtual Communities of Practice, Free & Open-Source Software (FOSS) in Education, OER in Education, Social Media in Education, Informal learning in communities, Didactics of Computer Engineering, Cryptography and Steganography, etc. He has published over 80 papers in journals and conference proceedings, as well as three books. He is also involved in the scientific committees of conferences and journals in his fields of interest.

Muhammad Anshari is a researcher and a health information system’s practitioner. He received his BMIS (Hons) from International Islamic University Malaysia, his Master of IT from James Cook University Australia, and is completing his PhD program at Universiti Brunei Darussalam. Currently, he is a visiting scholar under a grant of the Taiwan Fellowship 2014. His professional experience started when he was an IT Business Analyst at Astra International. He was a researcher at the College of Computer and Information Science, King Saud University, Riyadh, Saudi Arabia. He is also lecturer in the Dept. Informatics, FST-UIN Yogyakarta Indonesia. His research interest is in CRM, ERP, SCM, and health information systems.

Stephen Asunka holds MA and Ed.D degrees in Instructional Technology and Media from Teachers College, Columbia University, New York, and is currently the Director of the Centre for Online Learning and Teaching at the Ghana Technology University College, Ghana. Stephen is passionate about the integration of digital technologies into all levels of education, with particular emphasis on higher education in the developing world where institutions have to contend with inadequate technology infrastructure and limited resources. His research work therefore focuses on evolving best practice frameworks and strategies for the efficient deployment of technology tools and resources in ways that will not only make knowledge and skills acquisition more accessible, but also result in more positive learning outcomes under developing world conditions.

José Azevedo’s primary research interests are in the Public Understanding of Science, Science Documentary and the Digital Divide. He has been involved in several research projects, both at an European level and at a national level, about the issues of “Media” representation of science; Raising public awareness of science and Science literacy. The two most recent projects he has been coordinating are “Art and mobile media in health literacy: obesity prevention in adolescence,” Fundação Gulbenkian (2013), and Clima@EduMedia – Climate Change: learning through the school media, EEA grants (2014-2016). He also coordinated the multimedia project Science 2.0 (www.ciencia20.up.pt), funded by Compete/Ciência Viva. (2011-2013), where a team of young journalists, designers and researchers collaborated to produce science contents for the general public. This project received the 2013 National Award for the best Multimedia Content in Education.

Ana Balula is an Assistant Professor and researcher at Águeda School of Technology and Management at the University of Aveiro, Portugal. She holds a Ph.D. in Multimedia in Education and is an integrated member of the Research Centre “Didactics and Technology in Education of Trainers”
and between 2010-2014 she was a team member of the research Project “The Use of Communication Technologies in the Portuguese Higher Education”, granted by the Portuguese Foundation for Science and Technology (ref. PTDC/CPE-CED/113368/2009). She has integrated the scientific committee of national and international journals and her research interests are in the areas of e-learning, b-learning, e-assessment, evaluation of e-teaching, online interaction strategies, ICT use in Higher Education, educational technology, MOOCs and REA.

João Batista is an Assistant Professor at the Institute of Accounting and Administration, University of Aveiro, Portugal, where he taught several Informatics courses, namely in the Accounting and Administration, Marketing, and in the Finances degrees. He is a member of the Center for Research in Communication, Information and Digital Culture (CIC.Digital), where he works in the use of communication technologies in higher education and training contexts. He has previous experience in academic management and as a private consultant as well. He has a PhD in Information and Communication in Digital Platforms (University of Aveiro and University of Porto), a Master degree in Science and Information Technology (University of Coimbra) and a first degree in Geographic Engineering (University of Coimbra).

Muhammet Berigel is working at Karadeniz Technical University. His research interest is educational technology and distance education.

Hatice Gökçe Bilgiç graduated from the Department of Computer and Instructional Technologies Teacher Education at Bilkent University, in Turkey, with both B.A. and M.A. degrees. Then, she received her Ph.D. degree from the Department of Computer and Instructional Technology at Hacettepe University, in Turkey. Her research interests are distance education, e-learning, e-learning environments, use of technology in education, ICT integration into learning environments and gamification. Dr. Bilgiç is working as a research assistant in the Department of Computer Engineering at Yıldırım Beyazıt University in Ankara-Turkey.

Juris Borzovs received his candidate of science degree from the Institute of Mathematics, Belarusian Academy of Sciences in 1989, a Dr.sc.comp. and a Dr.habil.sc.comp. from the University of Latvia in 1992 and 1999, respectively. A full professor since 2004, the Dean of the Faculty of Computing at the University of Latvia since 2006. His research interests are in software engineering, software quality, software testing, ICT terminology and computing education.

Paul Breen is a Senior Lecturer at the University of Westminster, London. He is a published author, and writer of numerous articles and blogs in both the academic and popular domains. His research interests are in the area of teacher education, educational technology and teacher identity. He is the author of Cases on Teacher Identity, Diversity, and Cognition in Higher Education (2014), and has taught across many contexts and continents in further and higher educational environments.

Murat Çınar is an IT Instructor at Ministry of National Education of Turkey. He received his M.S. degree from the Department of Computer Education and Instructional Technologies Department, at Hacettepe University in Turkey. He continues his education as a PhD-student in the same department. His research interests include human-computer interaction, web-based instruction and course design.
Dilek Doğan completed her bachelor’s degree program in Instructional Technology and Computer Education in June 2009 at Başkent University in Turkey. She completed master’s degrees in 2012 at Hacettepe University in Turkey. She worked as a web designer, a technician and as an instructor at private institutions and organizations after her graduations from 2009 to 2011. She worked as a research assistant at Atatürk University in Erzurum from 2011 to 2013. Now, she has worked as a lecturer in the Department of Informatics of Ankara University since 2013. In addition she is studying for a PhD at Hacettepe University in Turkey. Her research interests are in 3D multi-user virtual environments, games, educational games, mobile learning, online learning environments and distance education.

Bulent Gursel Emiroğlu is working at Kırıkkale University. His research interest is in educational technology and distance education.

Zehra Altnay Gazi is working in the Faculty of Education, Computer Education & Instructional Technology Department. Her field is distance education practices and educational management.

Maria José Angelico Gonçalves is an Adjunct Professor of Scientific area of Computer Science in the School of Accountancy and Administration of Porto of the Polytechnic Institute of Porto. She received a PhD course on: Software Engineering with Reusable Components, the School of Technical Industrial Engineering at the University of Vigo. Her thesis was: Technologies in the Educational Context: Using the Semantic Web to Identify and Classify Learning Outcomes. She is a member of ISCAP’s CICE, Unit for Innovation in Education, focusing on the use of technology in higher education. She is a member of the scientific committees of some conferences and journals.

Christian Gütl holds a Ph.D. in Computer Science from Graz University of Technology (TUG) and has received the “venia legendi” for applied computer science in 2009. He is at the Institute of Information Systems and Computer Media at TUG in Graz, Austria, where he leads the Motivational Media Technologies Group. He is also an adjunct research professor at the School of Information Systems at Curtin University in Perth, Western Australia. Christian has authored and coauthored in more than 170 peer-reviewed book chapters, journals, and conference proceedings publications. He is involved in numerous organizational and editorial boards as well as program committees. He is the founding member of the global Immersive Learning Research Network (iLRN), managing editor of J.UCS, co-editor of the International Journal of Knowledge and Learning (IJKL). His research interests include information search and retrieval, e-education, e-assessment, adaptive media technologies, and virtual worlds for learning and knowledge transfer.

Ana Loureiro is a Professor in the Department of Educative Technologies at the Polytechnic Institute of Santarém / School of Education and a Researcher at the CIDTFF (Research Center Didactics and Technology in Teacher Education) / University of Aveiro in the fields of Communication, media & digital and virtual environments in education. She is also an Instructor at University of the People in the field of Online Education Strategies. She holds a Ph.D in Multimedia in Education (Scientific Areas: Didactic, Communication Sciences and Technologies). Over the past few years she has been coordinating and collaborating in several national and international projects, with a wide variety of peer-reviewed publications. Her research field is connected with digital and information literacy, content curation,
educational technologies, e-learning and TEL, more specifically with the use of 3D immersive virtual worlds and web 2.0 tools for collaborative, cooperative and social learning (with an impact in lifelong learning and adults learners).

Inês Messias is a lecturer at the Polytechnic Institute of Santarém and a researcher at Lisbon Open University. She is a PhD Student at Lisbon Open University, currently researching in the field of Educational Sciences, with a focus on e-learning; holds a Master degree in Communicational and Educational Multimedia and a Degree in Education.

Nídia Salomé Nina de Morais has a degree in New Technologies of Communication, a master’s in Education and Multimedia and a PhD in Information and Communication in Digital Platforms. All of these were obtained at the University of Aveiro, Portugal. She has taught at the Higher School of Education of Viseu since 1999. Her research interests have focused on the adoption of e-learning solutions in higher education and, recently, she has developed research and published several papers about gender related issues regarding the use of communication technologies in supporting learning activities in higher education contexts. She has also participated in national and European research projects and is a member of the CI&DETS Research Group.

António Moreira, born in Aveiro, Portugal in 1957, holds a PhD from the University of Aveiro, where he performs teaching and research activities. With several books, chapters, articles and educational software published in Portugal and abroad, he coordinated the Nónio Século-XXI Local Competence Center, the Digital Contents Laboratory of the University of Aveiro, and the Specialisation Training Courses and Master Course in Multimedia in Education. He has also coordinated the Internet@eb1 and CBTIC@EB1 programs for the Aveiro district. With main involvement in post-graduation, he coordinates the Doctoral Program in Multimedia in Education, has supervised three internships, 62 pre-Bologna master’s degrees, 34 doctoral and 2 post-doctoral supervisions. His main research interests are Cognitive Flexibility Hypertexts in Learning, Communities of Practice and Random Access Instruction. From late 2010 until early 2015, he was the Director of the Department of Education at University of Aveiro.

Laila Niedrite has been working at the University of Latvia since 1996. She received her PhD degree in Computer Science from the University of Latvia in 2008. She is currently teaching courses on Data Warehousing and System Design at the University of Latvia. She combines the academic work with participation in IT projects at the University of Latvia – Information System of University of Latvia—as system analyst and as a data warehouse development group manager since 2003. Her research interests focus on database systems, data warehousing and data integration.

Ana Maria Nobre lived and studied in Paris. She is currently Professor at the Open University where she has taught since 1998, having previously been a professor at the Sorbonne University, Paris. She completed a PhD in Didactologie des langues et des Cultures from the University Paris III Sorbonne. It has been dedicated to the teaching of foreign languages in eLearning, to digital resources for learning in online environments and recently to the eLearning Curriculum and gamification in education. She was coordinator of the project “Teaching / learning languages online” and researcher at ssees project Education Laboratory of Distance and eLearning (FCT, 2010-2013) where she investigated the problem of digital alternative assessment of orality.
Farid Mokhtar Noriega is a Ph. D. Architect at Escuela Tecnica Superior de Arquitectura de Madrid. Architect Engineer form Faculty of Engineering, Cairo University. Architect, Designer, Educational Technology Manager, Researcher, Instructor, User, Tester, Integrator of - Computer Aided Design and Integrated systems. - Advanced visual simulation, virtual reality, and immersive environments. - Scientific Simulation. Professor of Sustainable Design, Educational Technology at Camilo Jose Cela University Head or research teams, arquiTICs and Learning Environments.

Manuel Pérez Cota is a Professor and a Researcher at the state-owned university Universidade de Vigo (UVIGO) in Vigo, Spain. He graduated with honors in Electrical Engineering (Universidad La Salle) and Electronics and Communications Engineering (Universidad Nacional Autónoma de México – UNAM, 1980), a PhD with honors in Industrial Engineering (Universidad de Santiago de Compostela, 1990). He is the director of the international research group SI1-GEAC (http://cuautla.uvigo.es/si1-geac/). He was the first director and developer of the Informatics (Computer Science School of the University of Vigo) and he was also director of the Informatics Department. He widely collaborates in different Masters and PhD programs in Spain, Portugal, Germany, Argentina and Bolivia, and he has been supervisor to several PhDs, with others in progress. He is part in different European and international projects. He has published quite extensively and has a lot of publications (including books, book chapters, Scientific Citation Index journal articles, and international journal articles, as well as publications in refereed conference proceedings). He is member of different international committees and associations (ACM, IEEE, AISTI, AIPO, ANALCT).

Pedro Correia Cravo Pimenta is an Invited Assistant Professor in the Department of Information Systems at University of Minho, Portugal. He received is PhD on Control of Chemical Processes by the University of Porto (1997), and is working in the University of Minho since then. His research activity focused on technology adoption on learning institutions context, including both pedagogical and organizational support aspects. Has been involved in a tenth of European-supported projects and member of organizing and program committees of several national and international conferences.

Johanna Pirker is a university assistant, software engineer, and researcher at the Institute of Information Systems and Computer Media at Graz University of Technology (TUG). She finished her Master’s Thesis during a research visit at the Center for Educational Computing Initiatives at Massachusetts Institute of Technology (MIT) working on the integration of simulations and animations of electromagnetic fields into collaborative virtual world environments. She is currently finishing her doctoral dissertation in computer science on motivational environments under the supervision of Christian Gütl (TUG) and John Belcher (MIT). She specialized in games and environments that engage users to learn, train, and work together through motivating tasks. She has long-lasting experience in game design and development, as well as virtual world development and has worked in the video game industry. Her research interests include immersive environments, game research, gamification strategies, human computer interaction, e-learning, computer science education, and information retrieval. She has authored and presented numerous publications in her field.

Lúcia Pombo is an Auxiliary Professor at the Department of Education of the University of Aveiro (Portugal), and an effective member of the CIDTFF-UA research centre. She holds a PhD in Education, a PhD in Biology and a Master’s degree in Science of Coastal Zones; she concluded a post-doc project on
Evaluation the Quality of Teaching and Training of Science Teachers. Her research interests are related to Educational Technology, teacher professional development, online education and ICT integration in education programs. She’s been writing and publishing papers in the area, as well as participating in international and national projects. She lectures on curricular units such as natural sciences and distance education and she supervises MA and PhD students both in Didactics and in ICT in Education.

**Zoë C. Prytherch** is a Lecturer in Physiology and Pathophysiology at the School of Biosciences, Cardiff University. She has additional research interests in Flipped Learning and Student Business Enterprise.

**Fernando Ramos** is a full Professor of Communications Sciences and Technologies (Knowledge Media) at the Department of Communication and Art of the University of Aveiro, Portugal.

**Paul Rea** graduated in Medicine from the University of Glasgow and then went into clinical training in a wide range of hospital specialities. He was then appointed as an Associate Lecturer in Anatomy at the University of Glasgow teaching medical, dental and science students. During his time as an Associate Lecturer in Anatomy, he was awarded a scholarship to undertake a part time MSc in craniofacial anatomy alongside his teaching duties. His research won the Scottish Royal Medico-Chirurgical Society of Glasgow prize. He returned to clinical practice in pathology receiving training in all areas of histopathology, including post-mortem analysis. He then returned to the University of Glasgow and was appointed as a University Teacher and subsequently Senior University Teacher. He is also one of the Licensed Teachers of Anatomy, appointed by St. Andrew’s House, Edinburgh. He teaches across the medical, dental and science programmes. He sits on many university committees and is a member of the Dental School Liaison Group. Paul has published in numerous journals and presented his work at many international conferences. He is also involved with public engagement with the Glasgow Science Centre as a “Meet the Expert” and was key to the anatomical input to the international exhibition BodyWorks, and was a member of its Advisory Committee. He is also a STEM ambassador. His research involves a successful strategic partnership with the Digital Design Studio, Glasgow School of Art. This has led to multi-million pound investment in creating world-leading 3D digital datasets to be used in undergraduate and postgraduate teaching to enhance learning and assessment. This successful collaboration has resulted in the creation of the world’s first taught MSc in Medical Visualisation and Human Anatomy combining anatomy and digital technologies with internationally recognised leading digital experts. Paul is the Programme Coordinator for this degree.

**Álvaro Manuel Reis da Rocha** is a Professor of Information Systems at University of Coimbra and an invited Professor at University of Santiago de Compostela and at University of Vigo. He holds Habilitation in Information Systems and Technologies, a PhD in Engineering and Management of Information Systems, and a MSc in Information Management. He is a senior researcher at the LIACC (Laboratory of Artificial Intelligence and Computer Science) and a collaborator researcher at the CINTESIS (Center for Research in Health Technologies and Information Systems). He is President of AISTI (Iberian Association for Information Systems and Technologies) and Vice-President of ADI-PME (Association for the Development and Innovation in the Small and Medium Enterprises). And he is the Editor-in-Chief of the Software Engineering journal and the Editor-in-Chief of the RISTI (Iberian Journal of Information Systems and Technologies).
Maria Riffnaller-Schiefer finished the teacher training programme on the subjects Geography and Economics and History, Social Studies, Political Education at the University of Graz in 2009. Additionally, in 2015 she finished the teacher training programme on the subject Computer Science and Computer Science Management at the Graz University of Technology. During this time she also worked on the Motivational Active Learning approach.

Stephen M. Rutherford is a Senior Lecturer and Deputy Director of Undergraduate Education in the School of Biosciences, Cardiff University. Stephen is a Senior Fellow of the Higher Education Academy and a Fellow of the Royal Society of Biology. His research interests are in Collaborative Learning, Active Learning and Assessment and the use of Web 2.0 tools in learning and teaching.

Norakmarul Ihsan binti Pg Hj Sabtu specializes in academic skills particularly for learners in higher education institutions. Among her research interests are in meta-cognition, social studies education and delayed gratification in young children.

Rita Santos has a PhD in Information and Communication in Digital Platforms from the Universities of Aveiro and Porto (2014). She is a teacher at the Águeda School of Technology and Management, University of Aveiro, and Coordinator of the Technologic Specialization Course in Information Systems Programming and Technologies. Her main fields of interest are in teaching and research including the study of Internet use by higher education students, the Digital Divide, as well as the human-computer interaction field and Web Design. She is a researcher of CIC Digital, the Center for Research in Communication, Information and Digital Culture.

Ayhan Sari is working and studying a master’s degree in the field of instructional technology at Karadeniz Technical University.

Süleyman Sadi Seferoğlu is professor of instructional technology at the Department of Computer Education and Instructional Technology of Faculty of Education at Hacettepe University in Ankara, Turkey. During his undergraduate he received degrees in Radio-TV and educational sciences, in Ankara, Turkey. He completed his graduate studies at Columbia University in New York where he received master degrees in 1989, and 1993, and doctoral degree in 1996. Dr. Seferoğlu authored a book titled “Instructional Technology and Material Design”, and co-authored several books on the use of technology in education. Use of technology in education, distance education, e-learning, m-learning, technology policies, instructional material design-development, teacher education, professional development, pre-service and in-service teacher training, digital gap, cyberbullying, Internet threats, Internet addiction, social media, child abuse, children and media are his professional interests.

Mark Smith is a teacher-educator with over twenty years’ experience at primary and tertiary levels. Having commenced his career as a primary classroom teacher in Australia in 1990, Mark entered the ESL field in 2000. From this period he has worked as a teacher and a lecturer in Brunei, and more recently as a training fellow with the Brighton Education group in Malaysia. He has presented a number of papers at conferences throughout South East Asia as well as conducting several work-shops for
About the Contributors

teachers, trainee teachers and teacher educators. Mr. Smith has a Master’s in TESOL, and his research interests include phonological awareness, assessment for the 21st century, formative assessment and differentiated instruction.

Darja Solodovnikova received her Ph.D. in computer science from the University of Latvia in Riga in 2011. Her doctoral thesis covered the topics of evolution in data warehouses. In 2007, she joined the Computer Science Department of the University of Latvia as a Teaching Assistant. Since 2011, she has been a Docent in the Computer Science Department of the University of Latvia. Since 2004, she has also worked as a Database Analyst in the Information Technology Department of the University of Latvia. In 2010, she joined the ESF project ‘Computer Science Applications and its Connections with Quantum Physics’ (activity ‘Research in Data Warehousing’) as a Researcher. Her current research interests are in the field of data warehousing and OLAP, especially the evolution of data warehouses, multiversion data warehouses, user-oriented data warehousing and OLAP, OLAP personalization.

Henrietta J. Standle is a Lecturer in Developmental Biology, School of Biosciences, Cardiff University. Henrietta is a Fellow of the Higher Education Academy and a fellow of the Royal Society of Biology. She has additional interests in the internationalisation of education.

Lisa Maria Tomes was a student of Computer Science at Graz University of Technology from 2008 to 2015; she graduated in May 2015.

Hakan Tüzün is an Associate Professor in the Department of Computer Education and Instructional Technology at Hacettepe University in Ankara, Turkey. He received his Ph.D. in Instructional Systems Technology from Indiana University Bloomington, IN/USA. His research interests include the design of rich learning environments, frequently with the aid of technology but also by considering the culture of the learners and the communities they are part of.

Sandra Vasconcelos, PhD, is a Guest Lecturer at the Polytechnic Institute of Viana do Castelo, Portugal. Currently teaching English, German and Intercultural Communication to Tourism graduate and postgraduate students, her Doctoral Research focused on a Master’s in Innovative Tourism Development, a blended course currently being held at her school. Her research interests include blended learning, Tourism education, the use of ICT (and more specifically podcasts) in foreign language teaching/learning and informal learning.

Donna M. Velviar 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 the first-author of more than 10 book chapters to be published in 2015-2016.
Daniela Melaré Vieira Barros studied Pedagogy, has a Master’s and PhD in Education from UNESP-BRAZIL, a PhD in Teaching and Organización School from UNED in Spain, a Post-doctoral UNICAMP - BRAZIL, Assistant Professor at the Open University, Lisbon, Portugal.

Nor’Azmah Hj Mohd Yunus is a Lecturer at the Continuing Education Centre, Universiti Brunei Darussalam.