About the Contributors

Antonella Esposito has obtained the PhD (European Doctorate) in Education and ICT (E-learning) at the UOC – Open University of Catalonia and the MRes in Educational and Social Research, Institute of Education, University of London. She has been an e-learning practitioner for more than fifteen years, in the capacity of course designer and online tutor, mainly in the higher education sector in Italy. She has been working at the University of Milan, where she was director of the local e-learning center for seven years. Her current research interests are concerned with learning ecologies of doctoral researchers, digital scholars and open scholarship practices, social media and teacher/student engagement in higher education and research ethics in online settings.

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Emilia Askari is interested in technology, learning and civic engagement. As a third-year doctoral student in EPET, Emilia is polishing her practicum, which encouraged 8th graders to think like news entrepreneurs. Emilia also is a journalist, a lecturer at the University of Michigan, and the mother of two teens. She’s won more than 20 prizes and fellowships and served on the national boards of several professional organizations, including the Accrediting Council for Education in Journalism and Mass Communication. Emilia earned a bachelor’s in economics and creative writing from Brown University, a master’s in journalism from Columbia University, and a master’s in information studies from the University of Michigan. In 2012, she spent a month in Mongolia working to preserve digital news stories.

Gustavo Daniel Constantino is senior researcher with the National Council for Scientific and Technological Research of Argentina (CONICET). He heads the ICT Department of the Centre for Research on Philosophical and Cultural Anthropology (CIAFIC) He had directed the research team of ALFA-Miforcal, an international project for the quality training of primary and secondary school teachers, and he had recently developed REDES, an e-research project. His recent research focused on the instructional aspects of online education, considering instructional models and strategies in context within the larger framework of the relationship between cognition, discourse and educational technology. His current research focuses on the construction of knowledge, multimedia discourse and e-research in Web 2.0. Actually, he directs the Latin-American Online Higher Education e-Research Observatory Project (OINVES.NET), a collaborative program aims to develop a comprehensive and useful website about online and blended higher education and methodological tools for teachers, researchers and administrators. He is associated professor and teaches at the Autonomous University of Entre Ríos (UADER), Argentina.
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**Laura Czerniewicz** is the director of the Centre for Innovation in Learning and Teaching at the University of Cape Town (UCT), South Africa. Prior to that position, she ran the OpenUCT Initiative spearheading the university’s open scholarship agenda including the development of the Open Access policy and the repository as well as the integration of open education. Her research interests include the technologically-mediated practices of students and academics, the nature of the changing higher education environment and the geopolitics of knowledge, underpinned by a commitment to surfaced the expressions of inequality within and across contexts. Laura is involved with policy work in various contexts, and is a regularly invited keynote and panellist presenter in South Africa and internationally as well as serving on the advisory boards of a variety of international educational and technology publications. She blogs intermittently at http://lauraczerniewicz.uct.ac.za/ and can be followed as @czernie on Twitter.

**Jennifer Goff** holds degrees in Theatre from University of Portland, University of South Carolina, and Wayne State University, as well as certificates from National Theatre Conservatory and the Moscow Art Theatre School. An actor, director, teacher, and scholar, she has presented work at ASTR, IFTR, MATC and the Comparative Drama Conference. She is Co-Founder and Co-Editor-in-Chief of the online journal Etudes, dedicated to showcasing work by emerging scholars in theatre and performance studies. She is also the host for Shut Up & Write Tuesdays in North America.

**Christine Greenhow** joins the MSU College of Education faculty in January 2012 as an assistant professor of educational psychology and educational technology. Her research focuses on learning in social media contexts such as online social networks, from learning sciences, learning technologies and new literacy studies perspectives, and with the goal of improving theory, practice and policy. Her work aims to increase our understanding of the intellectual and social practices occurring in online, popular culture-inspired environments, analyze how those practices align, contradict or herald strategies, skills and dispositions valued in formal education, and use these insights to design more engaging spaces for learning. Formerly an assistant professor at the University of Maryland and a former high school teacher, Greenhow completed postdoctoral work at the University of Minnesota, earning the university’s Outstanding Postdoctoral Scholar Award. She was a visiting fellow at the Information and Society Project at Yale University, and is currently working on a book about social media, global education and policy. Her work has been featured in local, national and international news media. She has been active in educational reform efforts and is the co-founder of an award-winning educational non-profit.

**Rebecca Jefferson** is a Senior Conservation Scientist at the RSPB Centre for Conservation Science. She earned her Ph.D. at Plymouth University, UK, in marine science where she previously worked as a postdoctoral research fellow and lecturer. Her current research investigates the connections between society and nature and the role of people as catalysts for environmental change. She is also interested in increasing diversity in science, and the benefits of providing skills support in a research context. Rebecca tweets as @DrRJefferson.

**Catherine Kell** is an Associate Professor in the Department of Linguistics at the University of the Western Cape in South Africa. She specialises in Literacy and Media Studies, with a focus on digital literacy practices, academic literacies and communicative practices.
Stefan Klein is professor of Information Systems and Interorganisational Systems (IOS). His research focuses on the impact of information and communication infrastructures on the transformation of organizations, networks and industries. The research group of Prof. Klein employs theories and methods of the social sciences to study digital disruption. In courses like “Information Management Theories” or “Inter-organizational Systems” he illustrates how theories are useful to make sense of practical cases, mostly in services industries such as health care, tourism or university management.

Tibor Koltay is Professor, Head of Department and Course Director for LIS curricula at the Department of Information and Library Studies, of Szent István University, Faculty of Applied and Professional Arts in Jászberény, Hungary. He graduated from Eötvös Loránd University (Budapest, Hungary) in 1984 with an MA in Russian, and he holds PhD from this university. In 1992 he obtained the Certificate of Advanced Studies in Library and Information Science at Kent State University, Kent. OH. He has participated in international projects and has been member of standing committees and program committees in a number of international events, as well. He published ten books, including Abstracts and Abstracting. A genre and set of skills for the twenty-first century. (Oxford: Chandos Publishing, 2010) and Research 2.0 and the Future of Information Literacy (Oxford: Chandos Publishing, 2015) with Sonja Špiranec and László Z. Karválcis. He also authored a chapter in IGI’s Handbook of Research on Information Architecture and Management in Modern Organizations.

Narelle Lemon is a Senior Lecturer at La Trobe University, Melbourne, Australia. Her research agenda is focused on cultural engagement and participation in the areas of teacher capacity building and cultural organisations in galleries, museums and other alternative education settings, social media for professional development including Twitter and Instagram, and working in academia. Narelle blogs at http://chatwithrellypops.wordpress.com and tweets as @rellypops.

Jiahang Li is an assistant professor and the associate director at the Confucius Institute at Michigan State University. Dr. Li earned his Ph.D. degree in Reading Education from University of Maryland College Park, his research interests include the impacts that social media has on teaching and learning, educational technology, teacher education, teaching Chinese as a foreign language, and multicultural literature. He earned M.A. and B.A. degrees in Chinese Classical Philology from Department of Chinese Language and Literature at Peking University, China. He prefers a communicative approach in language teaching with a focus on providing meaningful and comprehensive input in real life context. He believes the proliferation of technology can benefit students in multiple dimensions, especially in an online or distance environment.

Stefania Manca is a researcher at the Institute of Educational Technology of the National Research Council of Italy. She has been active in the field of educational technology, technology-based learning, distance education and e-learning since 1995. Her main research interests are social media and social network sites for formal and informal learning purposes and in teacher education and professional development. She has been investigating how social media are impacting higher education teaching and learning practices, as well as how these sites are transforming digital scholarship and scholarly communication. She has published numerous articles on these topics and given presentations in conferences.
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Sharon L. McDonough is Program Leader of the Master of Education Studies at Federation University Australia. A teacher educator she works primarily in the field of secondary teacher education. Her research interests involve the professional learning of pre and in-service teachers, embodied pedagogies and self-study.

Megan McPherson is a practicing artist, educational researcher and has taught in the university art studio for 18 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 critique and feedback in studio pedagogies. Megan tweets as @MeganMcPherson.

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Siobhan O’Dwyer is a Senior Lecturer in Ageing and Family Care at the University of Exeter Medical School, and the founder of Shut Up & Write Tuesdays. Siobhan has qualifications in Psychology, Human Movement Studies, and Higher Education, and has previously worked in the not-for-profit sector.

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Nadeem Oozeer is a commissioning scientist with the Square Kilometre Array (SKA) project, South Africa. Apart from commissioning tasks, Dr Nadeem is involved with the Human Capacity Development (HCD) programme with the SKA SA. He has been awarded various grants for transforming research in radio astronomy in Africa. His field of interests range from Astronomy (multi-wavelength), Active Galactic Nuclei, Galaxy Clusters, Machine Learning, Education and Public Outreach (EPO) in Africa and transformation HCD. He finished his PhD in astronomy from the University of Mauritius in 2008 and continued as a post-doc in 2009. He has been with the SKA since 2011.
Diego Ponte (Ph.D.) is Assistant Professor of Organizations Studies at the Department of Economics and Management, University of Trento (Italy). The main focus of his research involves the application of information technology in business (e-business, e-government, business intelligence, big data), the use of information systems in the workplace, the interconnection between knowledge and IT-artefacts, the diffusion of IT innovations and cyber-security. He is also interested in organizational change and innovation.

Juliana Raffaghelli is member of the eLearning Center at the University of Trento as well as in ICT research Department of the Centre for Research on Philosophical and Cultural Anthropology (CIAFIC). She holds a Ph.D. in education sciences from the Ca' Foscari University of Venice. She has been part of several national and international projects relating the eLearning technologies, university teaching and the academic profession. External Expert for the European Commission (2012-2016) on ICT projects and Researcher at the Institute for Educational Technologies of the National Research Council of Italy. Her current research interests focusses digital scholarship and the academic profession in digital and globalized networks.

Maria Ranieri, PhD in “Telematics and Information Society”, is an Associate Professor of Educational Methods and Technology at the Department of Education and Psychology, University of Florence (IT). Since 2001 she has been working in the field of educational technology, technology-enhanced learning, e-learning, and digital literacy. Her main research areas include theory and methodology relating to media and technology in education, as well as work around teachers’ practices and students’ learning. She is currently leading a university research program on digital literacy and faculty development with a focus on the different dimensions of digital scholarship, from online teaching to scholarly communication and publishing. Her publications include some more than forty papers/chapters on these topics and eight books on learning methods and technologies. She is member of SIPED (Italian Society of Pedagogy) and of the executive council of MED (The Italian Association of Media Education).

Maria Paula Silva is a Portuguese junior-high school teacher. Educational qualifications: Master’s Degree in Elearning Pedagogy; Master’s Degree in American Studies; two post-graduation courses in School Administration and Pedagogical Supervision; graduation in Portuguese and English language.

Maria Spikler has a degree in Business Management at Goethe University in Frankfurt, with specialization in Informatics applied to Management. She has a Master in Pedagogy of Elearning at the Universidade Aberta, Portugal. She integrates the associated researcher team from the Elearning and Distance Laboratory from the Portuguese Open University (LE@D, http://lead.uab.pt). Her main research interests include the applicability of tools and services of the Web 2.0 in context of formal, non-formal and informal learning. She also collaborates in projects of higher educational institutions, vocational education and training (VET) institutions, mainly in Europa and Brazil.
Sonja Špiranec is Associate Professor, Head of Department and researcher at the Department of Information and Communication Sciences, of the University of Zagreb. She is also chair of the Institute of Information Studies. She holds a PhD in Information Sciences & Librarianship from the University of Zagreb. She has published numerous articles, one book and was recently the co-editor of two books published by Springer: Worldwide Commonalities and Challenges in Information Literacy Research and Practice (2013) and Information Literacy: Lifelong Learning and Digital Citizenship in the 21st Century (2014). She has participated in international projects and also has been member of standing committees and program committees in a number of international events. She has co-founded the European Conference on Information Literacy and serves as the chair of the Programme Committee and Co-chair of Standing Committee.

Ke Yu is a senior research specialist at the Human Sciences Research Council. She holds a Bachelor of Economics degree from the University of Shanghai for Science and Technology in China (1998), Master in International Business degree from the Norwegian School of Economics and Business Administration (2003), and PhD degree from Educational Management and Policy Studies from the University of Pretoria in South Africa (2008). Her doctoral thesis was on researcher-participant engagement in qualitative educational research. Her publication record spans the authoring and co-authoring of over 15 journal articles, reports or conference presentations. Her current research interests primarily include research governance (research impact & ethics), knowledge management, disciplinary characteristics and inter/trans-disciplinary evolution, identity and otherness.

Yimei Zhu is a research associate in the Mitchell Centre for Social Network Analysis at the University of Manchester. She was awarded a PhD in Sociology and her doctoral thesis explores scholarly communication and academic use of social media in relation to open science. Her PhD project was funded by Manchester eResearch Centre and School of Social Science, University of Manchester. She has extensive research experience in media and communication studies, and using mixed and innovative research methods for collecting social research data. Her research interests include scholarly communication, open access to publication and data, social media use in higher education, social capital, trust and online communities. She has conducted research into the civil disturbances in the UK using Twitter sentiment analysis and UK universities’ use of Chinese microblogging Weibo.