About the Authors

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**Ali Akbari** is a professor of economics at California Lutheran University (CLU) (USA). He has been active professionally—publishing articles, presenting papers, serving on professional programs and consulting. He has co-authored two textbooks in economics: *Explorations in Macroeconomics* and *The Economic Way of Thinking*. Dr. Akbari is director of the CLU Center for Economic Research. His latest project was the development of an economic and business forecasting model that provides quarterly forecasts of economic activities in the major cities of Ventura County.
Virginia Johnson Anderson is a professor of biological sciences at Towson University (USA). She is a classroom assessment activist. Having worked with faculty in all disciplines at over 100 colleges/universities, she brings national perspectives to very local concerns—grading and assessment! Dr. Anderson has directed two major Towson University urban science education NSF initiatives, published numerous articles and book chapters and is best known for her work with Barbara Walvoord in coauthoring Effective Grading: A Tool for Learning and Assessment (Jossey-Bass, 1998). She has served as a consultant for the American Society for Microbiology, Ecological Society of America, Woodrow Wilson Foundation, the United States Peace Corps, National Science Teachers Association and both state and national Writing Across the Curriculum projects.

Madhumita Bhattacharya completed her PhD while working as a faculty member at the Indian Institute of Technology. She did her postdoctoral research at the Tokyo Institute of Technology. She has 18 years of research and teaching experience at universities in India, UK, Japan, Singapore, Australia, Estonia and New Zealand. Madhumita is a senior lecturer at Massey University (New Zealand) and a visiting professor at the University of Tartu. Madhumita’s specialization and research interest is in science education, multicultural issues and learning design and technologies. She is a recipient of several research grants. She is the author and co-author of more than 80 publications.

Samuel G. Collins is an associate professor of at the Department of Sociology, Anthropology and Criminal Justice at Towson University (USA) and a co-director of the Cultural Studies Program, an area devoted to applying methods and theories across disciplines. His research includes the cultural organization of knowledge in information society, emergent cultures and social structures and the application of qualitative methodologies to cyber-environments.

John R. Dakers lectures at the University of Glasgow in the Department of Educational Studies. His research interests include technology education, the philosophy of technology, technological literacy and creating communities of learners in technology education. He has written extensively on these subjects, delivered presentations at various conferences around the world and acts as a guest lecturer on these topics to several universities around Europe. He has acted as principle consultant to the European Commission for the past two
years on matters relating to increasing recruitment of science, mathematics and technology subjects. He recently acted as director for a major conference on “Pupils Attitudes Towards Technology” (PATT), held in Glasgow recently and co-edited the peer-reviewed conference book with Marc J. de Vries from The Netherlands. His latest book *Defining Technological Literacy: Towards an Epistemological Framework*, is due to be published in the USA by Palgrave Macmillan later this year.

**Jamshid Damooei** is a professor of economics and co-director of The Center for Leadership and Values at California Lutheran University (USA). Before joining the faculty at CLU in 1987, he taught at California State University, Northridge. Dr. Damooei was director general of the Bureau of Economic Studies and Policies of the Ministry of Economic Affairs and Finance of Iran. He also served as a senior economist for the United Nations Development Program (UNDP). He currently consults for the United Nations and is most recognized for his expertise on economic and institutional capacity building in East Africa and the Middle East.

**Mats Daniels** is a senior lecturer in computer science at Uppsala University, Sweden, where as well as teaching undergraduate courses, he is also director of undergraduate education. He has used Open Ended Group Projects in courses involving collaboration with industry and has been part of developing, running and studying courses with international student collaboration based on OEGP methods. Mats has been active internationally in the computer science education area for over 10 years and chaired the European ACM SIGCSE Innovation and Technology in Computer Science Education conference when it was held in Uppsala in 1997.

**Alfreda Dudley-Sponaugle** is a lecturer in the Department of Computer and Information Sciences at Towson University (USA). She currently teaches the computer ethics courses in the curriculum. Her research focus is technology, ethics and culture. Her interests include: information technology, systems analysis, management information systems, databases and computer education. Professor Dudley-Sponaugle presented and published at the following conferences: Proceedings of the Eighth Annual Consortium for Computing Sciences in Colleges- Northeastern Conference, IEEE 2002 International Symposium on Technology and Society (Social Implications of Information
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**Xristine Faulkner** is a reader in human computer interaction education development at London South Bank University where she teaches computer studies and business information technology courses to undergraduates. She has made extensive use of group work over her 30 years in teaching and has used the Open Ended Group Project to work with large classes on one project. She is the author of *Essence of HCI* and *Usability Engineering* and has published a number of papers with co-authors Ian Newman and Mats Daniels on the subject of the OEGP.

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**Mary Kirk** is an assistant professor in the Individualized, Interdisciplinary and Lifelong Learning Department at Metropolitan State University (USA), where she also teaches in the Women’s Studies Program. She has convened panels on women in science and technology at conferences such as the Grace Hopper Celebration of Women in Computing, National Women’s Studies Association and Conference on Computing in Small Colleges. She has published on women in science and technology in the *Journal of Computing in Small Colleges* and the *NWSA Journal*. Kirk earned her PhD in women’s studies/women in computing from Union Institute and University.
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Luz Mangurian, PhD, is currently the director of The Center for Faculty Excellence at Towson University (USA). She has organized several conferences on teaching/learning for college and university faculty, given numerous keynote and plenary addresses, teaching/learning workshops and serves as a reviewer for the *Journal of Excellence in College Teaching* and the *Journal of Microbiology Education*. Dr. Mangurian, a professor of biology at Towson University, is also an affiliate professor of the Women Studies Program, The Center for Science and Mathematics Education and the founding director of the Women in Science program at Towson University. Mangurian’s research uses neuroanatomical methods to investigate the role of prolactin and other lactogenic hormones in modulating maternal behavior. Her publications include numerous articles and peer-reviewed presentations in anatomy, neuroendocrinology, science pedagogy and two Spanish-language textbooks on human anatomy.

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Gabriele Meiselwitz is a visiting assistant professor in the Department of Computer and Information Sciences at Towson University. She has worked for over 12 years as a computer engineer in industry in Europe and the US and has been teaching at Towson University since 1998. She is teaching introductory computer and creativity courses involving artwork, animation, dynamic story telling, computer music, Web publishing and computer games. Her research
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Tracy Miller is the director of university retention at Towson University (USA), where she has worked for more than 25 years. She advises undergraduate students and coordinates a domestic exchange program.

After graduating in physics and obtaining a PhD in theoretical physics, Ian Newman has been working with computers in universities for nearly 40 years, more than 30 of which have been spent in the Department of Computer Science at Loughborough University. Ian has researched in, and taught courses covering, many different subjects (from operating systems to distributed databases and systems analysis to formal methods) but usually concentrates on trying to get students to develop problem-solving techniques using open ended group projects, since this is a skill which can be applied to any area both within academia and, subsequently, in the outside world.

Reza Sarhangi is the graduate program director for mathematics education at Towson University (USA). Apart from working with teachers, he has been teaching geometry courses at different class levels. Most of his research focuses on the interdisciplinary approaches in mathematics, and the use of technology in the classroom. He is the director and the proceedings editor of the International Conference of Bridges: Mathematical Connections in Art, Music, and Science. The Bridges Conference is a gathering of science and mathematics educators, visual artists and computer scientists from several schools and countries. The purpose of the conference is to explore the links among disciplines through mathematical properties of objects and matter.

Shirish Shah is an adjunct faculty member in the Department of Chemistry at Towson University (USA) and at Villa Julie College. He has taught at the College of Notre Dame of Maryland and at several community colleges. He chaired the Computer Science Department at the Community College of Baltimore, where he developed courses for the Baltimore City Department of Public Works. He has served on several review teams for the Middle States Association of Colleges and Universities.
Russell Stockard is an assistant professor of communication at California Lutheran University (USA). He does research on globalization and communication, information technology and underserved communities, information and communication technologies (ICTs), NGOs and social movements, cultural studies and Latin American and Caribbean studies. He also has taught electronic media management and marketing at California State University, Northridge. He has served as a member of the International Advisory Board of Radio for Peace International, Colon, Costa Rica and has done broadcast journalism at the same station. He is the author of the *African American Consumer Handbook*. 