About the Contributors

Niki Lambropoulos is an experienced e-learning expert, researcher, consultant, HCI designer, and online communities manager. Her interests fall in the fields of E-Learning, and Idea Management for Distributed Leadership and User Innovation Networks. She was born in Ancient Olympia, Greece. She holds two BAs and a Diploma in Education from the University of Athens, Greece and an MA in ICT in Education from the Institute of Education, University of London. She finished her PhD at London South Bank University, UK. She started working as a Greek language teacher in Greece in 1989. She has worked as a Greek language, ICT teacher and ICT coordinator, and from 2002-2006 as a Project Manager mostly over the Net. She now works as a researcher in EU projects. Outside her office she likes Yoga, reading, arts, swimming, and cloud watching. She enjoys working collaboratively over the Net.

Margarida Romero is a specialist on e-learning and learning innovation, working as researcher, consultant and project manager. For the last 9 years she was a project manager in elearning and life long learning projects (ITIN University in Paris, IUFM French Guyana, Educational Ministry of Algeria…). In addition to her professional work she has developed her experience as learning facilitator being part-time lecturer at Universitat Ramon Llull (Blanquerna), Université de Limoges, Institut Universitaire Professionnalisé de Nîmes and Centre National des Arts et Métiers (CNAM). Active member of the most representative European educational associations, she leads Euro-CAT-CSCL, a research project within the FP7 Marie Curie IAPP actions. In 2007, she won the 3rd price on Technology Transfer from the EU Network of Excellence Kaleidoscope. In 2006, she won ex-aequo the Artificial Intelligence French Association Award for a communication claiming the need to introduce a metacognitive support into elearning systems.

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Ruth Brown works at London South Bank University as an academic developer. She collaborated with Paula Roush in the development of the digital photography course which is the subject of this chapter. Her particular research interests in higher education are in the fields of eLearning, curriculum design and learning design, assessment (including eAssessment) and the student as a legitimate participant in the HE community. Her role as an academic developer requires that she keep abreast of developments in the sector which may enhance the student experience; one might say that she is a boundary scout!
**Evelyne Corcos** is an Associate Professor of Psychology at York University, Glendon Campus, Toronto, Canada. Her interests include issues surrounding the language, cognition, and social skills of children and adolescents with behavioral difficulties, as well as exploring and developing computer environments designed to address the concepts and skills associated with higher learning. She has written two books about creating a positive classroom environment by applying psychological principles to meet the academic and social needs of students. Her latest, *Teaching Children and Adolescents with Behavioral Difficulties: An Educational Approach*, is used in a third-year course entitled “The Psychology and Pedagogy of children and adolescents with behavior disorders”.

**Randall Dunn** is an Assistant Professor of Education in the Department of Teacher Education at Liberty University (Lynchburg, VA). Dr. Dunn received his BA and MEd both from James Madison University, in History and Special Education respectively, and EdD from University of Bath, UK focusing on technology and education. He spent time as both a teacher in public middle education classrooms and in software development in the private sector. His research interests are in the areas of the use of technology in educational organizations, especially in reference to community formations and learning considerations in online environments. He is currently applying these interests specifically to researching virtual world contexts.

**Anna Escofet Roig** is PhD in Education. She teaches at University of Barcelona (Spain), in the area of education. Her research is focused on educational uses of ICT, distance learning and the impact of the digital divide in the society.

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**Mariève Gauthier**, BA, has been working at the Canada School of Public Service since 2003. She began with the school as a French Second Language Teacher in 2003, after which she developed her expertise in the area of communities of practice. In 2006 she played a key role in establishing the Centre of Expertise in Communities of Practice located in the Quebec region where she is now the Supervisor of Client Services. Mariève has a Bachelors degree in French Language as well as a Bachelors of Education from the University of Ottawa. She is currently pursuing a Masters degree in Knowledge Management and E-learning at the University of Laval.
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Thomas Kannampallil is a research associate in the Human Factors Division at the University of Illinois at Urbana-Champaign. His research interests are in the area of user behavior in Web 2.0 systems, sequential processes in human behavior, strategies in problem solving behavior and software engineering. His work has been published in Journal of American Society for Information Science and Technology (JASIST), ACM Conference of Computer-Human Interaction (CHI), and ACM Conference of Computer Supported Cooperative Work (CSCW).

Linda Larson is an assistant professor in the Burton College of Education in the Educational Leadership and Instructional Technology Department at McNeese State University, in Lake Charles, Louisiana, where, in 2006, she received the Pinnacle Award for Teaching Excellence. Her most recent publications are A Descriptive Study of Mentoring and Technology Integration among Teacher Education Faculty (2009), International Journal of Evidenced Based Coaching and Mentoring; Teachers Bridge to Constructivism in K. McCauley & G. Pannozzo (Eds.) Annual Editions: Educational Psychology 7/08 Twenty-Second Edition and Rubric to determine a quality on-line posting. In Salmons, J. and Wilson, L. (Eds.) in Handbook of research on electronic collaboration and organizational synergy. Hershey, PA: The Idea Group. Her research focuses on professional development, mentoring, and technology integration in higher education and K-12 schools. She is currently conducting research the Promethean Activclassroom (interactive Whiteboard): Integration for Improving Teacher Candidate Academic Performance.

Mark J. W. Lee is an adjunct senior lecturer with the School of Education, Charles Sturt University, and an honorary research fellow with the School of Information Technology and Mathematical Sciences, University of Ballarat. Previously, he worked in a variety of teaching, instructional design and managerial roles within the private vocational education and higher education sectors. Mark has published widely in the areas of educational technology, e-learning and innovative pedagogy in higher education. He is presently chair of the New South Wales Chapter of the Institute of Electrical and Electronics Engineers (IEEE) Education Society, and serves on the editorial boards of a number of international journals in the area of educational technology and e-learning.

Andrea Mamers, BA, MA, began her career at the Canada School of Public Service as an intern in 2008. During her internship she designed and developed a large-scale evaluation strategy to evaluate communities of practice. She currently works as a Learning Advisor in the Research and Development
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**Catherine McLoughlin** is an associate professor with the School of Education at the Australian Catholic University, Canberra. She also serves as the coordinator of the Australian Capital Territory branch of the Research Centre for Science, Information Technology and Mathematics Education for Rural and Regional Australia (SiMERR). With over 20 years experience in higher education in Europe, South East Asia, the Middle East and Australia, Catherine has experience and expertise in a variety of educational settings, with diverse students and across a wide range of cultural contexts. She is editor of the *Australasian Journal of Educational Technology* and an editorial board member of a several leading journals, including the *British Journal of Educational Technology*.

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**Bev Mitelman**, BA, MA, began her career in the Public Service as the Chief of Educational Technology for the Department of National Defence in 2005. In 2007, she was offered a new position at the Canada School of Public Service where she is currently the Manager of the Centre of Expertise in Communities of Practice. Prior to joining the Public Service, she worked in the private sector for Sun Life Financial and several high-tech companies. Bev specializes in people management, project management, communications and educational technology. Bev holds a Bachelors degree in Journalism and Mass Communication from Carleton University, and a Masters in Educational Technology from Concordia University. She also holds a number of additional diplomas and certificates in the areas of Multi-Media Development, Web Programming, Software Usability Design, Project Management, and Leadership.

**Bolanle A. Olaniran** is a Professor in the Department of Communication Studies at Texas Tech University. His research includes: Communication technologies and Computer-Mediated Communication, Organization communication, Cross-cultural communication, and Crisis Management and Communication. He has authored several articles in discipline focus and interdisciplinary focus Journals (i.e., Regional, National, and International) and edited book chapters in each of these areas. He has served as consultant to organizations at local, national and government level. His works have gained recognition such as the American Communication Association’s “Outstanding Scholarship in Communication field,” Who is who among College Teachers. He is also the recipient of TTU 2006 Office of the President’s Diversity, 2007 President’s Excellence in Teaching Awards and nominated for 2007 TTU Chancellor’s Distinguished Teaching Award. His recent international invited lecture was a lecture series in Knowledge Learning, Information & Technology (KLIT) Workshop organized by Taiwan Normal University and the National Christian University in Taiwan and Technology science Innovation organized by the Russian Federation of Higher Learning, Ural State University, Ekaterineburg, Russia.

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**Paula Roush** is an artist-educator-curator whose interests intersect practice-based arts research
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publications and self-publishing practices, performativity and surveillance space. She also teaches the
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**Sharon VanMetre** is a professor in the Burton College of Education (BCOE) in the department of Educational Leadership and Instructional Technology. As department chair, Dr. VanMetre oversees the areas of Educational Technology, Educational Leadership, and Office Systems and Business Computing. Dr. VanMetre was the BCOE recipient of the Pinnacle Teaching Excellence Award at its inception in 2003. Dr. VanMetre's degrees include an Ed.D. in Educational Technology, M.Ed. in Secondary Mathematics Education, and B.S. in Computer Science. Her additional certifications include: Promethean Certification Levels 1 & 2; Universal Design for Learning LCET State of Louisiana; Compressed Video Certification Texas A&M University; QUEST / INTECH Louisiana Technology Certification; and Louisiana State Teacher Certification in Mathematics, Computer Science, and Technology Leadership. Dr. VanMetre is currently conducting research in the area of Interactive Whiteboard Integration for Improving Teacher Candidate Academic Performance.

**Indi Marie Williams** received her Masters in Communication Studies from Texas Technology University, Lubbock, Texas, USA. Ms. Williams received a BA in Sociology from the University of Texas at Austin and a second BA in English from the University of North Texas, Denton, Texas, USA. Her research interests include virtual learning communities, web 2.0 e-learning, instructional communication in distance education, human-computer integration, internet culture, and the anticipation of future interaction in online relationship development.