About the Contributors

Elizabeth Stacey is an associate professor in the School of Education at Deakin University. She has researched, supervised research students and taught about topics covering a range of interactive communication technologies including online learning via the Internet, computer conferencing and collaborative learning through blended, flexible open and distance education. She has published regularly in international journals of distance education and educational technology.

Philippa Gerbic is an active practitioner and researcher in the e-learning field. She teaches undergraduate and postgraduate programmes in teacher education and adult learning at the Auckland University of Technology, New Zealand. She has recently completed a substantive investigation into undergraduate student approaches to learning when online discussions are included within a campus based programme. Other research interests include blended environments, the development of online and flexible learning, computer mediated communication, online learning design and student perspectives on learning. She is currently investigating the role of e-portfolios within a lifelong learning framework, and issues regarding their placement within blended environments.

Bill Anderson is the director, Distance Learning at the University of Otago. Bill has taught in the areas of distance and online education, and teacher education for many years. He has published and presented many papers concerning distance and online learning, focusing his initial research work on the online learning of distance students. His current work is more strategy and policy focused. Current projects include study of system-wide course retention rates for distance students and the learning experiences of full-time distance students. Bill is currently president of the Distance Education Association of New Zealand.

Adam Blake began working in educational design and professional development in the latter half of the 1990s. He has managed projects for staff orientation to elearning, learning management system development and implementation, creation of blended and fully-online courses, and implementation of elearning initiatives across a range of university programmes. He facilitates the online course, ‘E-Learning & Clinical Education’, as part of the University of Auckland’s post-graduate programme in clinical education. Adam’s research interests span learning design, knowledge visualisation, and professional development and change management for elearning. He holds a conjoint BCom/LLB degree from the University of Auckland and a Master’s in educational technology from the University of British Columbia.
Kristy Bloxham is a PhD student in the Department of Instructional Technology at Utah State University, USA. Her current research interests include online learning communities, web enhanced learning, and gender issues involving science and math education. She is involved in Instructional Architect (IA) as a research assistant. Kristy received her BA in elementary education in 1986 at USU and her Master’s degree in 1988, also at USU. After finishing her Master’s degree she started her own educational software development and marketing company.

Ana Amélia A. Carvalho is assistant professor and researcher at the School of Education, University of Minho, Portugal. She is a member of the Department of Curriculum and Educational Technology. She works with undergraduate and postgraduate teaching programs in face-to-face and online courses, as well as online courses only. Her research is related to applying learning theories to structure content and to promote knowledge transfer to new situations. A model to structure learning objects has been developed based on cognitive flexibility theory, focusing on multiple perspectives to deconstruct case studies. This model is applied to advanced knowledge acquisition. More recently, she is studying ways of supporting students online, particularly with podcasts.

Ruth Geer is a lecturer in the School of Education at the University of South Australia. Her expertise lies in the integration of information and communication technologies (ICT) to enhance student learning. She has responsibility for ensuring that the School stays abreast with the development of learning technologies in teacher education. In addition, Ruth is the program director of two teacher education programs, the Master of Teaching and the Graduate Diploma in Education.

Ruth has been a consultant for a number of projects on the evaluation of ICT on student learning for the South Australian Department of Education and Children’s Services. She is currently a principal researcher for a 3 year longitudinal study on the “Delivery of ICT learning using contemporary learning environments”. She has published in this area for a number of years and her doctoral dissertation examined interactions and cognition in online learning communities.

Cathy Gunn has worked in the field of Academic Development specializing in technology-facilitated learning since the early 1990s. She has contributed to teaching, learning and organizational development within a large research-intensive university in New Zealand for fourteen years. Research interests span a range of contemporary issues in elearning, including strategy implementation and impact evaluation. Cathy has produced a long list of sole and co-authored publications reflecting this breadth of experience. She is currently serving a second term as president of The Australasian Society for Computers in Learning in Tertiary Education (ascilite). She has a PhD in computer based learning research and an MSc in human computer interaction from Heriot-Watt University in Scotland.

Tak Ha, assistant director of the Center for Enhanced Learning and Teaching of the Hong Kong University of Science and Technology began his career in education as a teacher in a secondary school in Hong Kong. He later moved on to doing research work in the education department of the Hong Kong Government. In 1996, he joined the Hong Kong University of Science and Technology. He has been involved in several major teaching development projects funded by Hong Kong University Grants Committee, most of which aimed to promote the use of technology in higher education. His research interests include theories of student learning, workplace learning, evaluation of institutional effectiveness, on-line teaching evaluation, education assessment, and use of technology in education. Tak obtained
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his Bachelor of Science, Certificate in Education, and Master of Education (test and measurement) from the University of Hong Kong, and his PhD from Deakin University, Australia.

**Heather Kanuka** is academic director and associate professor at the University of Alberta, Canada. Prior to her recent appointment to the University of Alberta, she was a Canada Research Chair in e-Learning at Athabasca University. Her current research focus revolves around philosophies of educational technology.

**Heather Leary** is a doctoral student at Utah State University in the Department of Instructional Technology and Learning Sciences. She is a research assistant for the Digital Libraries Connect research group where she focuses on determining the quality of online educational resources and updating the Instructional Architect’s online course. She is also the digital library assistant at Utah State University’s Merrill-Cazier Library in the Digital Initiatives Department where she is the digital imaging expert. There she advises on and works with hardware, software, and digital images as well as assisting in creating the department’s digital collections. Her research interests include problem-based learning, online educational resources, digital libraries, and distance education.

**František Lustig** received his MS degree in didactics of physics from Charles University in Prague in 1976. He received his PhD degree in plasma physics from Charles University in Prague in 1986. In 2005 he was appointed associate professor in didactics of physics. He is one of the authors of ISES (Intelligent School Experimental System) and iSES (internet School Experimental Studio). His main activities are computer-aided experiments, remote laboratories, and videoconferencing in experimental laboratory.

**Zdena Lustigova**, associate professor, head of the Lab. of Online Learning, Charles University, received her PhD from Charles University in fuzzy logic. Research interests include the design of virtual learning environments using advanced learning technologies. She is one of the developers of ISES system for computer aided laboratories and the leading developer of Telmae LOR. In order to help building virtual communities of science teachers she participated in the large governmental projects, where she supported alphabetization towards ICT concepts and helped to design educational software. The Lab is involved in several European projects and support for research comes also from Czech government and contracts with firms. She teaches computer aided experimenting, simulations and modeling. She is mainly involved in teacher education.

**Julie Mackey** is a senior lecturer, and head of the School for Literacies and Arts in Education, in the College of Education, University of Canterbury, Christchurch. Her teaching, in initial teacher education and professional development programmes for teachers, is focused on e-learning and the use of information and communication technologies across the curriculum. Her research interests focus on the use of information and communication technologies for online and blended learning, communities of practice, and teacher professional development. Julie is an experienced online educator with a strong interest in the design of student-centred online learning, and the processes of interactivity and engagement which promote adult learning.
Mimi Recker earned a Bachelor’s degree in mathematics from the University of Pennsylvania. After a few years as software engineer in Silicon Valley she returned to graduate school at the University of California, Berkeley where she received her PhD in 1992. Mimi worked for two years at the Georgia Institute of Technology, and four years at Victoria University in New Zealand, then came to Utah State in 1998. Her research focuses on helping the education sector reap the benefits of cyber-learning. Her goals are to help provide teachers and learners with access to a network of high-quality, interactive and free online learning resources.

Suzanne Riverin is an educator with more than 25 years experience in the K-12 sector. She has specialized in instruction in drama, media studies, and alternative education with an emphasis on integrating technology into her classrooms. She was previously seconded to The Education Network of Ontario/Le Réseau éducatif de l’Ontario (ENO/REO) as its executive director and professional development coordinator where she became involved in elearning through an online community of practice. Suzanne is now serving as a regional e-learning contact for the Ministry of Education, Ontario, Canada and has a PhD from Deakin University, Australia, focusing on online communities of practice and professional development.

M. Brooke Robershaw is currently a PhD student at Utah State University in Instructional Technology in Logan, Utah, USA. She holds a BA from Oglethorpe University in Atlanta, Georgia, USA in elementary education and a MEd from the University of Georgia, USA in instructional technology. Before starting her PhD program at USU she was a peace and human justice activist in Eugene, Oregon, USA. Her interests include technological pedagogical content knowledge, localization of open educational resources, interfaith and intercultural communication, and uses of instructional technologies in the peace movement and as tools to empower oppressed populations both in the United States and around the world.

Gayani Samarawickrema, PhD, has experience in areas of educational design and has developed a range of e-learning resources for a variety of learning contexts. She works as a lecturer in the Institute of Teaching and Learning at Deakin University, Australia and is involved in professional development and research in teaching with technology in higher education; technology adoption by higher education institutions and implications; policy related to technology use in higher education and its impact on teaching and learning; and issues related to Web 2.0, staff development, technology adoption, and learning design. Her contribution to this book is drawn from her doctoral work, which has been published by Verlag.

Mary Simpson is currently a senior lecturer in the College of Education at the University of Otago teaching in the University’s teacher education programme. Mary has worked in leadership roles in New Zealand teacher education and has taught courses in policy, leadership and administration in distance and online education, research methods and professional inquiry and practice. Mary has worked extensively in distance education and teacher education (pre-service and in-service) for over twenty years as well as researching and publishing in the field of distance education/e-learning. Mary has been part of research teams working in the areas of initial teacher education, e-learning policy, evaluation of online environments and the student experience of distance and online learning. Her ongoing research interests are in distance and online education and teacher education.
**Peter Smith** has spent his career in the mining industry, in higher education and in vocational education and training. Prior to joining Deakin University in 1999 he had been at the Gordon Institute of TAFE for 15 years, finishing there in 1998 as general manager – business development. Peter has a long experience in management and leadership roles in advanced education and in vocational education and training, prior to joining the university sector. Since joining that sector he has become a senior researcher, focusing on the flexible delivery of teaching and learning in higher education, vocational, and workplace environments. He has published some thirty papers in refereed journals in the fields of VET, flexible delivery and online learning, and has recently published the book: Smith, P.J. & Sadler-Smith, E. (2006) *Learning in Organisations: Complexities and Diversities*, London: Routledge.

**Terrie Lynn Thompson** is a PhD candidate in the Faculty of Education at the University of Alberta, Canada. Research preoccupations include work-related learning in online communities; fostering e-learning teaching and learning excellence (faculty development); quality standards for e-learning; the ins and outs of blended learning in graduate programs; and exploring how web-based technologies, used for e-learning purposes, can be a tool of social development. Her background includes management, facilitation, curriculum design, and research in a range of settings: internationally in developing countries, higher education, not-for-profit sport, the corporate sector, and high tech.

**Guglielmo Trentin** is with the Institute for Educational Technology (ITD) of the Italian National Research Council (CNR). His studies have largely focused on the use of ICT in formal and informal learning. In this field he has managed several projects and scientific activities, developing technological applications and methodological approaches to support networked collaborative learning. He is contributing editor of *Educational Technology* (USA) and member of the TP&E Editorial Board (*International Journal of Technology, Pedagogy & Education* - UK). Since 2002 he teaches *Network Technology & Human Resources Development* at the University of Turin - Faculty of Political Science.

**Andy Walker** is currently an assistant professor in the Department of Instructional Technology at Utah State University. Andy holds a bachelor’s degree in English from Washington State University, and his Master’s and PhD degrees in instructional technology from USU. Between earning his PhD from USU and returning to start his current position he spent three years at Lehigh University in Pennsylvania, USA. His research interests are in problem-based learning, collaborative filtering (recommender systems) for educational purposes, and meta-analysis.

**Steve Wheeler** is senior lecturer in education and information technology in the Faculty of Education at the University of Plymouth, UK. He has worked in educational media and learning technology since 1976, predominantly in nurse education and teacher training. His main research interests centre on e-learning, distance education, classroom technologies, student support and the psychological issues surrounding technology mediated education. He serves on the boards of 7 international peer reviewed journals and is regularly invited to speak at education and technology conferences worldwide. His current role in the university is to co-ordinate education development and technology mediated learning, and he is also the convenor of the university’s e-learning research network. Steve is a fellow of EDEN and chair elect of IFIP Working Group 3.6 (Distance Education). His most recent book, entitled ‘The Digital Classroom’ was published in 2008 by Routledge.
Gail Wilson is associate professor and manager teaching and learning services at Bond University, Gold Coast, Australia. Her current research focuses on blended learning and course re-design and teachers’ use of purpose-built campus learning spaces that support blended learning. Gail has published in the area of professional development for faculty for e-learning, most recently in the area of digital resources as tools for professional learning. Other research interests include the use of electronic portfolios as a form of e-scholarship to document faculty achievements in teaching and course development. Gail serves on the Steering Committee of an Australian Learning and Teaching Council (ALTC) national project Preparing Academic Teachers in Higher Education, and is a member of the Executive of the Higher Education Research and Development Society of Australasia (HERDSA). Her career spans across thirty years as an adult educator, human resource developer, and senior manager in the public and corporate sectors.

Faye P. Wiesenberg, PhD, is an associate professor in the Faculty of Education at the University of Calgary. She teaches primarily in distributed learning programs (counseling, workplace learning) in the Division of Applied Psychology. Her key research areas are: adult career /continuing professional development; program development and evaluation; workplace learning; and teaching/learning via distance technology.