About the Contributors

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**Jean Chiu** is a teacher of English as a Foreign Language in Taiwan. She has a bachelor’s degree of English in Taiwan, a master’s degree of communication studies in the United States, and a doctoral degree of education in Australasia. Currently her primary concern is in nurturing the cognitive and affective development Western-style critical thinking by her students of English as a Foreign Language. In this area she combines funded post-doctoral research with her innovative teaching commitments. She has published papers in the East and in Europe, describing several of her activities.

**John Cowan** practiced as a structural engineer before moving into academia to teach design. Since then his several higher degrees have been educational. He has published on educational topics for 40 years, and has international awards for his educational development activities, which he describes as pragmatic, useful, and evaluated developments. His reputation centres on student-centred learning,
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**Jenny Craven**, is a Research Associate at the Centre for Research in Library and Information Management at Manchester Metropolitan University. She has worked on a variety of library and information management related research projects, primarily concerned with web accessibility and usability, with a particular focus on access to information by blind or visually impaired people. She has facilitated workshops on this topic in Chile, Mexico, Vietnam, Brazil, Sabah, and Kenya. Jenny is currently working on an Erasmus Lifelong Learning funded project: web_access, which is developing a Joint Programme on Accessible Web Design with partners from 6 European countries. Jenny contributes to the teaching programme in the Department of Information and Communications.

**Caroline M. Crawford**, Ed.D., is an Associate Professor of Instructional Technology at the University of Houston-Clear Lake in Houston, Texas, USA. At this point in Dr. Crawford’s professional career, her main areas of interest focus upon communities of learning and the appropriate and successful integration of technologies into the learning environment. Dr. Crawford’s scholarly pursuits are varied, including a minimum of 40 journal articles, a minimum of 150 professional conference-focused presentations and thirteen poster sessions, with a history of honored positions as a Review Editor for six international refereed journals, and reviewer for innumerable regional, national and international refereed journals.

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**Mark Federman** has more than twenty-five years’ experience in the high-technology industry, and has played the role of Chief Strategist at the McLuhan Program in Culture and Technology at the University of Toronto. He has a regular guest lecturer at Högskölan in Jönköping Sweden, and a visiting professor at Fachhochschule in Kiel Germany, and elsewhere. Mark is the co-author, with Derrick de Kerckhove, of *McLuhan for Managers*. Some of his recent explorations have examined “No Educator Left Behind: The present future of educator reform,” “How Do We Know: The changing culture of knowledge,” “Why Johnny and Janey Can’t Read, and Why Mr. and Ms. Smith Can’t Teach,” and “A Brief, 3,000-Year History of Organization.” Internationally, Mark has spoken about the future emergence of culture for UNESCO, and at universities throughout North America and Europe. Mark is currently completing a Ph.D. at the Ontario Institute for Studies in Education at the University of Toronto.

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Jillian R. Griffiths is a Research Associate at the Centre for Research in Library and Information Management at Manchester Metropolitan University. Since joining the CERLIM team in 1999 she has worked on a number of projects focussed on the distributed delivery of library and information services, evaluation of projects and programmes, and user testing and evaluation. Currently Jill is working on the Research Information Network (RIN) project to investigate the publication and dissemination behaviour of UK scholars; the JISC (Joint Information Systems Committee)/RIN funded project DiSCmap identifying the prioritisation of library special collections for digitisation; and is undertaking research on students’ information literacy with her colleague Bob Glass as part of the HEFCE funded LearnHigher CETL at MMU.

Dr Terry Haydn is a Reader in Education and Course Tutor for Secondary History at the School of Education, University of East Anglia. His research interests are in the use of information technology in the classroom, student teachers’ use of ICT and the use of new technology in history teaching. Before working at UEA, he taught history at an inner-city school in Manchester, and spent four years in the Department of History, Humanities and Philosophy at the Institute of Education, University of London.

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