About the Contributors

Michael Thomas is Professor of English Language at Nagoya University of Commerce & Business in Japan. His research interests are in the philosophy of language, ICT and education, and TESOL. He is author of *The Reception of Derrida: Translation and Transformation* (2006), editor of *Handbook of Research on Web 2.0 and Second Language Learning* (2009) and *Web 2.0 and Education: Applying the New Digital Literacies* (forthcoming), and co-editor of *Interactive Whiteboards for Education: Theory, Research and Practice* (2010) and *Task-Based Language Teaching and Technology* (in press). He is editor of the *International Journal of Virtual and Personal Learning Environments* and organizer of an international symposium series on digital technologies and language education (http://wirelessready.nucba.ac.jp).

Euline Cutrim Schmid is an Assistant Professor of English and Applied Linguistics at the University of Education (Pädagogische Hochschule) Heidelberg in Germany. She teaches at undergraduate and postgraduate levels on a variety of topics including: computer assisted language learning (CALL), applied linguistics, and qualitative research methodologies. She is a CALL researcher and her recent academic publications have focused mainly on the use of IWB technology and learner response systems in the English language teaching context. She has a PhD in Linguistics from Lancaster University, UK. Her doctoral research, concluded in 2005, focused on the use of interactive whiteboard technology for the teaching of English as a Foreign Language (EFL). She is the author of *Interactive Whiteboard Technology in the Language Classroom: Exploring New Pedagogical Opportunities* (2009). Her current research investigates English teachers’ pedagogical needs and developmental paths, as they integrate IWB technology into the language curriculum.

Diana Bannister is the Development Director for Learning Technologies at the Midlands Leadership Centre, University of Wolverhampton, UK. Her work in the application of new technologies has placed her at the forefront of current thinking in this area. Diana has worked on two major national projects across the UK and several projects based locally within the West Midlands looking specifically at the use of interactive whiteboards. Prior to leading the REVEAL project (Review and Evaluation of Electronic Voting and its uses within Assessment and Learning) discussed within her chapter, Diana gave substantial input to the University of Hull on the REVIEW Project – REVIEW and Evaluation of Interactive Electronic Whiteboards funded by NESTA, UK. This led to the development of the CD – *The Good Guide to Interactive Whiteboards.*
Stephen Bax holds the post of Reader in the Centre for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire in the United Kingdom, where his research mainly concerns the role of technology in language education, evaluation and assessment, Computer Mediated Discourse Analysis and the analysis of discourse in its social context. His publications encompass research and development in discourse, technology, online education, international education, methodology, teacher development and related areas. He has been invited as plenary speaker to present his research at WorldCALL 2008, English Australia and other major conferences around the world. He has previously worked in Canterbury, Edinburgh and extensively in the Middle East, Latin America and in other settings overseas.

Barbara Bettsworth has been teaching Modern Foreign Languages in UK secondary schools for 18 years, and is currently teaching at Lancaster Girls’ Grammar School. She studied French and German at Pembroke College, University of Oxford, and subsequently completed a PGCE at St Martin’s College, Lancaster. She has been involved in several European projects and has research interests in European-wide approaches to innovative language teaching. She has developed a keen interest in ICT and frequently delivers training on its use in the classroom. Barbara has had practical experience with the IWB for the past eight years and is particularly enthusiastic about the impact of this technology on pupil motivation and retention of language.

Julie Cogill was awarded the degree of Doctor in Education at King’s College, London, for her thesis on pedagogy and interactive whiteboard practice in primary schools in 2008. She initially taught mathematics at a sixth form college and comprehensive schools and latterly became an Assistant Head Teacher. On leaving teaching she was Chief Education Officer for the BBC for 12 years which involved working with TV, radio and online producers on educational programs. Since leaving the BBC she has undertaken consultancy work for many UK government organizations, authored ICT resources for commercial software companies and written several books for teachers to accompany software resources. Julie Cogill has a first class honors degree in mathematics, and an MA in mathematics education focused on problem solving. She is chair of the publications committee for the College of Teachers UK which publishes Education Today.

Doris De Almeida Soares has taught English as a Foreign Language in a variety of contexts in Rio de Janeiro, Brazil, for 22 years. From 1991 to 2007, she worked at a renowned English language school as a teacher, teacher trainer, materials designer and consultant. She also developed blogging and podcasting projects using IWB technology with her students. Currently, she is Assistant Professor of English at the Brazilian Naval Academy and a tutor / materials designer in an online English course in the Navy. She holds an MA in Applied Linguistics and a Cambridge RSA COTE. She is also a PhD student in Language Studies at the Pontifical Catholic University of Rio de Janeiro. Her research interests include teaching and learning English for Academic Purposes, teacher training, technology and education and distance learning.

Rosemary Deaney is a Senior Teaching Associate and Research Associate in the Faculty of Education at the University of Cambridge, UK. She has a background in teaching across a wide range of educational settings and was head of an ICT department within the school sector before taking up a
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research post at Cambridge in 2001. Since then she has been involved in several major funded projects focusing on practitioners’ pedagogical use of ICT in secondary school subject areas, mainly science and mathematics. She teaches research methods at master’s level, and supervises teachers who are researching their own practice through degree study. Her research interests also include teachers’ professional learning and development, particularly within early career years.

Derek Glover was for 20 years head of a large secondary school in Oxfordshire, UK, before moving into higher education and becoming involved in initial teacher training and leadership development. He became a member of the IWB research group at Keele University and has worked charting the introduction of the technology into English secondary schools and their impact on pedagogy. He has published several texts on leadership and over 50 research articles on schools and continues to be associated with research at Keele and Warwick Universities as well as the London Institute of Education.

Carol Gray is Senior Lecturer in Education in the field of Modern Foreign Languages at the University of Birmingham, UK. She teaches mainly on programs of Initial Teacher Education, leading to publications on the themes of mentoring and on teaching tacit knowledge and decision-making. The use of information and communications technology in the languages classroom has been an ongoing theme in her work and publications since 1996 with the beginnings of government directives for trainee and newly qualified teachers. Further publications reflect an interest in equal opportunity in language learning for pupils with special educational needs developed during a career as a language teacher in the compulsory secondary education sector, part of which was spent teaching in a school for pupils with visual impairment.

Maureen Haldane is a Senior Learning and Teaching Fellow at Manchester Metropolitan University and Director of the University’s IWB Centre of Excellence which supports IWB research projects across the university. She has been engaged in IWB research since 1997 when she began a 2-year investigation into the impact of IWBs on early-adopter teachers. She was a key member of the research teams that undertook two nationally significant IWB evaluation projects funded by the Scottish Executive (2004) and the Department for Children Schools and Families (2004-2007). Maureen’s doctoral research is focused on emerging IWB pedagogies and communities of practice.

Sara Hennessy is a Lecturer in Teacher Development and Pedagogical Innovation in the Faculty of Education at the University of Cambridge, UK. She has a background in Psychology and extensive experience of research into subject teaching and learning using technology, particularly in mathematics and science in secondary schools. Her current work focuses on understanding and developing pedagogy and working collaboratively with teachers. She directed the T-MEDIA project (Teacher Mediation of Subject Learning with ICT: A Multimedia Approach, 2005-2007). She has recently explored the potential of the interactive whiteboard to support classroom learning through dialogue. Sara has taught research methodology at postgraduate level for over a decade and currently teaches on a new distance, blended learning MEd course in Science Education. Before she joined the Faculty at Cambridge in 1999 she worked for the Open University doing research and teaching.

Steven Higgins is Professor of Education at Durham University, UK. Before working in higher education he taught in primary schools in the North East where his interest in children’s thinking and
learning developed. His research interests lie mainly within the areas of effective use of ICT in schools, understanding how children's thinking and reasoning develops, and how teachers can be supported in developing teaching and learning in their classrooms. He has conducted research into effective pedagogy and ICT for the UK's Teacher Training Agency and the role of technology in personalizing learning for Becta. He was selected by the British Education Research Association to write a review about the impact of ICT on learning and teaching for their series of Professional User Reviews. He is currently investigating the use of multi-touch computer interfaces to support collaboration and interaction in classrooms.

Andrew Hutchinson is an experienced teacher and adviser to schools and specializes in applications of new technologies to support teaching and learning. He works directly with many practitioners implementing the effective use of interactive whiteboards and learner response systems. Andrew undertook the role of REVEAL Project Manager and was responsible for the management and operation of all aspects of the project on a day-to-day basis.

Carey Jewitt is a Reader in Education and Technology and Deputy Director at the London Knowledge Lab, Institute of Education, in the University of London. Her research investigates the relationships between representation, technologies and teaching and learning as well as visual and multimodal research methods and theory. She is a founding editor of the journal Visual Communication. Her publications include The Routledge Handbook of Multimodal Analysis (2009), Technology, Literacy, Learning: A Multimodality Approach (2006), English in Urban Classrooms (2005), Multimodal Literacy (2003) and A Handbook of Visual Analysis (2001).

Miriam Judge is a Lecturer in Multimedia in the School of Communications at Dublin City University (DCU), Ireland. Having been awarded a Government of Ireland Scholar Award in 2001 to complete her PhD on ICT in Education, she has since managed a number of research and evaluation projects in this field on behalf of the National Centre for Technology in Education, the Department of Education and Science and IBM Ireland. These include the Wired for Learning Project (2001/2003), the Dundalk Learning Network (2004) and the Hermes Project (2004-2009), a longitudinal study assessing the pedagogical impact of the installation of a thin client broadband wireless network on a cluster of nine North Dublin schools.

Annette Kratcoski is a researcher in the Research Center for Educational Technology at Kent State University in the United States. Her research examines the effect of various technologies on the authenticity and complexity of student work. She also coordinates evaluations of various state and national technology initiatives and is involved in a teacher mentoring project.

Brenda Lim-Fong is a classroom teacher and has had experience teaching at both the elementary and middle school levels. She is particularly passionate about science education, technology and teaching pedagogy. She is working towards her Masters of Education at the University of British Columbia in Canada and is interested in the unique context of the Livingstone Inquiry Group and its community of elementary teachers that have identified the educational potential of interactive whiteboard technology. Her research project involves investigating the ways teachers make sense of their beliefs, attitudes and practices as a result of the introduction of the interactive whiteboard in the elementary classroom.
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Dave Miller is a Senior Lecturer in the School of Public Policy and Professional Practice at Keele University, UK. He has led the Keele University interactive whiteboard research team for the last ten years and successfully produced reports for many UK government agencies including Becta, the National Centre for Excellence in the Teaching of Mathematics, Secondary National Strategies and the Training and Development Agency. He has also undertaken research for the Nuffield Foundation. The research reports and other publications are listed at: http://www.keele.ac.uk/depts/ed/iaw/. He regularly speaks at international events about his research and his innovative mathematics materials for use with interactive whiteboard technology in secondary schools. In addition he delivers professional development sessions in schools and for regional bodies, nationally and internationally. Many of his resources can be found at http://www.iwbmaths.co.uk.

Gemma Moss is a Reader in Education at the Institute of Education, University of London and Director of the Centre for Critical Education Policy Studies. She has written extensively on gender and literacy, children’s informal literacy practices, and literacy as a social practice. She has recently completed an ESRC-funded research project on the evolution of literacy policy in England. Her most recent book is Literacy and Gender: Researching Texts, Contexts and Readers (2007).

Rebecca Robins is a resource teacher, working with students who have language and academic challenges in Vancouver, Canada. She is interested in a critical literacy curriculum and uses her IWB to design digital units that explore sophisticated topics in a way that her struggling students can access the information. The Interactive Whiteboard Inquiry Project has supported her exploration of how to add multimodal layers to her units such as visuals, auditory components, video clips and student-centered activities. She has recently graduated from the University of British Columbia with a Masters of Education in Language and Literacy.

Byron Russell is the Director of Woodstock Publishing Partnership Ltd. (WPP), a consultancy specializing in providing business development and editorial services for educational publishers. WPP specializes in working with companies involved in the creation of language learning materials. Byron is also a co-director of Eazyspeak Ltd., an educational software company, and Pete Sharma Associates, a teacher training organization providing ICT training for practicing teachers. Byron has over twenty-five years experience in international educational publishing, having held senior management posts in companies such as Pearson and Berlitz before establishing WPP in 2001.

Helen Sargeant was Lead Researcher in the REVEAL Team at the University of Wolverhampton in the UK. Helen has experience in project management, marketing and research and dissemination in both commercial environments and the education sector. Her research projects have focused on a wide range of age phases, initiatives and curriculum areas including qualification comparison, impact of e-learning initiatives and technology, motivation and attitudes to language learning.

Jason Schenker is an Assistant Professor in the Department of Evaluation and Measurement in the College of Education, Health and Human Services at Kent State University in the United States.
Estelle Schimmack is a qualified primary school teacher of English and History. She has an MA in Teaching English as a Foreign Language (TEFL) from the University of Education (Pädagogische Hochschule) Heidelberg, Germany. Her MA dissertation, concluded in 2008, focused on the design of interactive whiteboard training for language teachers. She currently teaches English as a Foreign Language (EFL) at a primary school in Berlin. She is particularly interested in the role of new technologies in language learning at primary school level and plans to undertake action research investigating the potential of IWB technology in the language teaching context.

Karen Swan is the James J. Stukel Distinguished Professor of Educational Leadership at the University of Illinois at Springfield. She has published and presented nationally and internationally on educational technology issues for 25 years. Her current research focuses on online learning and teaching and learning in ubiquitous computing environments.

Chris Tooley has been Deputy Principal at Bottisham Village College in Cambridge, UK, since September 2005. One of his key areas of interest is the use of ICT to enhance teaching and learning across the curriculum. He worked as an Advanced Skills Teacher from 1999-2005, as well as being a Lead Science Teacher for Cambridgeshire during which time he received a commendation in the Innovation category of the National Teaching Awards. Prior to this Chris taught for 15 years at Soham Village College and was central to the introduction of the use of ICT across the curriculum. He also has a particular interest in the development of pedagogy through practitioner research and the development of a knowledge creating school.

Alison Twiner is a research student in the Centre of Research in Education and Educational Technology at the Open University, UK. Her particular research interests focus on teachers’ and pupils’ uses and understandings of interactive educational technologies, when used alongside other classroom resources. Her current work addresses classroom dialogues, interactions and perceptions around interactive whiteboards and other tool use in English schools.

Mark Van ‘t Hooft is a researcher and technology specialist in the Research Center for Educational Technology at Kent State University in the United States. His research interests include teaching and learning in mobile and ubiquitous computing environments and data literacy. Mark is a co-founder and current chair of ISTE’s Special Interest Group for Handheld Computing (SIGHC).