About the Contributors

Pavel Zemliansky is an Associate Professor in the School of Writing, Rhetoric, and Technical Communication at James Madison University, where he also coordinates the graduate program. Dr. Zemliansky teaches courses in writing, rhetoric, digital media, and technical communication. His latest book, which he co-edited with Kirk St. Amant, is The Handbook of Research on Virtual Workplaces and the New Nature of Business Practices, published by IGI-Global in 2008.

Diane Wilcox is an Assistant Professor in the College of Education at James Madison University where she teaches educational technology, materials design and development, visual communication, and research methods. Diane’s interest in game design began in the late 1980s when she created computer graphics and animation for educational games published by Broderbund Software. After earning her Master’s and Doctoral degrees in Educational Psychology at the University of North Carolina (UNC) in the 1990s, she co-designed and developed Mindforge Fractions, which used a visual approach, gaming elements, and rich media to motivate and engage students.

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Philip C.Abrami is Professor, Research Chair, and Director of the Centre for the Study of Learning and Performance (CSLP), Concordia University, LB-581, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, Canada H3G 1M8; e-mail: abrami@education.concordia.ca His research interests include educational technology, social psychology of education and research synthesis.

Sandra Schamroth Abrams recently completed her Ph.D. at Rutgers University, and her dissertation, Real benefits from virtual experiences: How four avid video gamers used gaming as a resource in their literate activity, addressed video game playing as a vehicle for learning and contributed to the burgeoning discussion of video games and meaning making. Dr. Abrams continues to be fascinated by the powerful dimensions of digital literacies, and her current research agenda includes additional investigations into the dynamics of the gaming world and the ways digital literacies can inform traditional and multimodal learning. Dr. Abrams will join the faculty at St. John’s University in September, 2009.

Janice L. Anderson is an assistant professor of science education at the University of North Carolina at Chapel Hill. Prior to joining the faculty at UNC-Chapel Hill, she taught biology and anatomy in Ohio and worked in elementary classrooms in Massachusetts. Anderson received her Ph.D. in Curriculum and Instruction from Boston College with a focus on Science and Technology. Her dissertation research...
explored the use of a 3D virtual world (Quest Atlantis) to teach concepts related to water quality and ecosystems to urban fifth-grade students. Her research considers the impact of gender and learning outcomes on how students engaged with the game. The catalyst for her professional efforts has been the notion of improving students’ engagement with science and technology particularly among populations that are underrepresented in science, based on both gender and race.

Suzanne C. Baker is professor of psychology at James Madison University in Harrisonburg, VA, where she also currently serves as assistant department head in psychology. She received her PhD in Biological Psychology from the University of Georgia in 1987. Baker is the author of articles and book chapters on topics related to teaching and curriculum. She frequently speaks at conferences on topics such as curriculum development in psychology, engaging undergraduate students in research, and the use of technology in teaching. She teaches a wide range of courses, including introductory psychology, animal behavior, and other topics.

Matt Barton is an Assistant Professor of English at St. Cloud State University in St. Cloud, Minnesota. His research and teaching interests include composition, rhetoric, professional writing, and new media. He is the author of Dungeons and Desktops, a history of computer role-playing games, and co-author of Vintage Games, a book about the most influential videogames of all time. He is also the co-editor of Wiki Writing: Collaborative Learning in the Classroom, and an advocate of wikis and social media.

Steven Battersby is a software design engineer for the Interactive Systems Research group and has worked on numerous projects concerned with Serious Games and assistive technology. Steven is currently completing a PhD on adaptive, assistive technology.

Tobias Bevc was awarded his PhD in 2004 in Augsburg, Germany in Political Theory. From 2004 - 2008, he has been a lecturer at the Lehrstuhl für Politische Wissenschaft at Technische Universität München. Since Spring 2008 he is lecturer at Goethe University of Frankfurt. One of his research foci since 2005 is the Construction of Society and Politics in Video Games. Further focus of research: Political Theory and History of Ideas, Visual Politics/Film and Politics. He was a consultant in the development of the 2007 published video game “Genius Politik” (Cornelsen Verlag). Recent Publications are: Tobias Bevc (ed.) (2007): Computerspiele und Politik. Zur Konstruktion von Politik und Gesellschaft in Computerspielen, Münster. (Videogames and Politics) and Tobias Bevc (2007), Politische Theorie, Konstanz. (Political Theory).

David Brown was promoted from Reader to Professor of Interactive Systems for Social Inclusion in 2007. His research focuses on the application of virtual environments for the education of people with an intellectual impairment and for rehabilitation. His research on virtual environments for people with learning disabilities has been funded by a range of government agencies, by EPSRC and the EU. He is consortium leader for “Game on”, to develop 3D role play games for the education and personal development of prisoners and those at risk of offending. He is the principle investigator for the GOAL and GOET European projects on serious educational games to develop prevocational skills in people with learning difficulties.
David E. Cavazos is an assistant professor of management at James Madison University. He holds a B.A in economics, a Master of public administration and a Ph.D. in business administration from Texas Tech University in Lubbock, TX. His research interests include industry political and self-regulation, interorganizational relationships and the social stratification of markets. David’s most recent research has appeared in The Academy of Management Learning and Education, and Business and Society Review. Prior to his career in academia, David worked as a secondary Math teacher.

Gia Deleveaux is the Literacy Projects Coordinator at the Centre for the Study of Learning and Performance at Concordia University in Montreal, Quebec. Her areas of interest are many and varied ranging from literacy studies, testing and evaluation, to science education but her main focus of research is in critical edutainment. In her work, Gia looks at how the written and hidden curricula, structures, rules and regulations, the educator, and the learner influence what takes place in educational settings. As a critical pedagogue, she is keenly interested in exploring how constructivist theories and teaching praxis can help to motivate ALL learners become literate citizens.

Hasan Deniz is an Assistant Professor of Science Education, currently teaching masters level science methods courses. His background includes secondary teaching in Turkey and introductory college science and methods courses at Indiana University. Dr. Deniz is an active researcher in the areas of students’ epistemological beliefs in science and teaching evolution.

Kim Dielmann, is an assistant professor in the Department of Psychology & Counseling at the University of Central Arkansas, USA. She teaches master’s and doctoral level students in the School Psychology programs to consult with teachers and other school personnel to develop creative, innovative interventions for students with academic and behavioral needs. Her primary research interest is with individuals with Attention Deficit Hyperactivity Disorder. She has national and international publications on the topic. Dr. Dielmann has recently served as president of the Arkansas School Psychology Association. She is currently involved in the development of animated computer education games to help adolescents learn about their disabilities and methods of improving their decision-making as they mature.

Michelle Estes teaches in an Adult Education and Human Resource Development program at James Madison University. She also teaches Educational Technology courses and can draw on previous experience in business and higher education including the coordination of a Second Life project.

Michael A. Evans, assistant professor in the department of learning sciences and technologies at Virginia Tech, teaches courses and conducts research focusing on the application of human learning theory to the design and development of instructional materials and systems. Current projects include: 1) examining the effects of physical and virtual manipulatives on the mathematical reasoning of elementary students, 2) designing educational simulations and games for middle school students in STEM areas, and 3) developing instructional multimedia for mobile and wireless devices. He received his doctorate in instructional systems technology from Indiana University.

Lindsay Evett is a lecturer in the Computing & Technology Team. Her research is on accessibility and assistive technology, especially with respect to Serious Games, and web-based content. She is a
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lecturer in Artificial Intelligence, and a member of Nottingham Trent University’s working group on accessibility. She is a co-investigator on the GOET European project on serious educational games to develop prevocational skills in people with learning difficulties.

**Dr. George Font**'s work is exemplified by efforts to generate small-scale, mixed-method studies that contribute to the information base of literacy and technology related practices that affect classroom instruction. His pedagogy is defined by how he makes decisions about curriculum, teaching, and learning. It is a 21st Century learner-centered approach that involves interpretation, negotiation, and reconceptualization. His professional experience is embedded in a social constructivist agenda using strategies that integrate content, context, and community of practice. His research translates into two specific strands. One strand involves examining literacy and language instruction that draws on existing funds of knowledge to make connections with cultural tools in studying practices rooted in daily life circumstances of diverse learners. A second strand encourages teachers to reconsider reading programs to better meet the needs of readers in a post-typographic world by exploring connections between digital resources and literacy learning.

**Scott Gallagher** joined the faculty of James Madison University in 2000. He earned his PhD from Rutgers University (2000), holds a MPP degree from Harvard’s John F. Kennedy School of Government (1991), and a BBA degree from the University of Texas at Austin (1989). His current research interests include management of innovation, standards, and strategic alliances.

**Ivan Alejandro (Alex) Games** is an assistant professor in Telecommunications, Information Studies and Media at Michigan State University. His research concentrates on the role that learning environments involving designing interactive technologies such as computer games and web-based online communities as their core learning experiences can have on children and young adults’ development of thinking, language, and literacy skills necessary in the 21st century. His work as been featured in E-Learning, the International Journal of Web-based Communities, and the Proceedings of the International Conference of the Learning Sciences.

**David Guralnick** holds a Ph.D. in computer science from Northwestern University, where his work synthesized concepts from the fields of computer science, instructional design, and cognitive psychology. Dr. Guralnick designed and developed the first learn-by-doing simulation for corporate training use, as well as the first e-learning-specific authoring tool. Over the past 20 years, he has designed simulation-based training applications, electronic performance-support systems, and specialized authoring tools which allow non-technical people, such as writers and trainers, to build e-learning sites. The cornerstone of Dr. Guralnick's design philosophy is the concept of content-driven, goal-driven design using the information and the needs of the end-users, rather than the technology, to lead the design process. Dr. Guralnick is president of New York-based Kaleidoscope Learning; president of the International E-Learning Association; a regular keynote speaker at international conferences; chair of the International Conference on E-Learning in the Workplace; Senior Editor of the International Journal on Advanced Corporate Learning; and an Adjunct Professor at Columbia University. His work has been featured in Wired magazine, Training magazine (as an Editor’s Choice), and the Wall Street Journal, and he is the recipient of numerous e-learning design awards.
Martin Hanneghan  (BSc Hons, PhD) is Head of the Department of Information, Media and Computer Entertainment in the School of Computing and Mathematical Sciences at Liverpool John Moores University in the UK where he teaches on undergraduate and postgraduate courses in Computer Games Technology. He has served as a member of the programme and technical committees for a number of games conferences around the world including Cybergames, GAME-ON, GDTW and SBGames. His research interests include serious game applications and software engineering for games.

Steven R. Harper is an assistant professor of management and of engineering at James Madison University. He holds a B.S. in engineering physics from the University of California, Berkeley, an M.E. in electrical engineering from University of Virginia, an M.A. in national security and strategic studies from the Naval War College, an M.S. in business administration, and a Ph.D. in systems and entrepreneurial engineering from the University of Illinois, Urbana/Champaign. Prior to joining academia, Dr. Harper served 21 years as a Naval Submarine Officer and Acquisition Professional in the U.S. Navy. His research focuses on group decision-making, diversity, and decision analysis.

Jeremy Hawkins received his BA in English from James Madison University in 2005. He has been employed by the University Unions department since 2004, helping to create the community at JMU that encourages students to become educated and enlightened citizens who will lead productive and meaningful lives. He is an active member of both the Association of College Unions International and the Association of Collegiate Conference and Event Directors-International. Yemrej Harlow was born in SL on September 11, 2006, and continues to spend his time making the JMU virtual campus a more inviting and engaging place.

Ann Higgins D’Alessandro is the Director of the Applied Developmental Psychology (ADP) Graduate Program of Fordham University. Before coming to Fordham in 1989, Dr. Higgins-D’Alessandro was a Senior Researcher at the Center for Moral Development and Education, Harvard University, publishing with Dr. Lawrence Kohlberg. Dr. Higgins-D’Alessandro writes extensively on moral development, democratic and civic education, at-risk youth, and identity. For several years US Department of Education grants have supported her research evaluations of school reform and character education programs. She is also conducting research with ADP students on the social moral reasoning development of adolescents with Asperger’s Syndrome, and on elementary school outcomes of children with early diagnosed autism. She is a founding member and past president of the international Association of Moral Education. Dr. Higgins-D’Alessandro’s books, include Lawrence Kohlberg’s Approach to Moral Education and Science and Society: Informing Policy and Practice through Research in Developmental Psychology.

Peter Jakl is President of Pragmatic Solutions, Inc. He has used his 28 professional years in technology to make effective use of data in a variety of business sectors. America’s Army has afforded him the opportunity to adapt that knowledge and experience to enrich and promote learning in games.

Karen Kellison spent 18 years working in K-12 public education, as a classroom teacher, library media specialist, and administrator. She earned a doctorate in Educational Psychology with an emphasis in Instructional Technology from University of Virginia and is licensed as a Division Superintendent in the Commonwealth of Virginia. Her higher education experience includes teaching educational tech-
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S. E. Kruck is an Associate Professor in the College of Business at James Madison University and teaches in the Computer Information Systems program. Dr. Kruck earned a PhD from the Department of Accounting and Information Systems at Virginia Polytechnic and State University and has published articles in *Journal of Computer Information System; Journal of End User Computing; Journal of Information Systems Education; Information Management and Computer Security; Journal of International Information Management; Journal of Accounting Education; and many others*. Dr. Kruck on the Editorial Board of *Journal of Computer Information System* and *Information Management and Computer Security*: and is also a CPA in the state of Virginia and has over twelve years of corporate accounting experience.

Stacy Kruse is Director of Education and Serious Games at Pragmatic Solutions, Inc. Over the last 17 years she has designed technology-driven educational and co-curricular programs for middle school and high school students, working closely with schools, youth service providers, and community stakeholders.

Timo Lainema Ph.D. is an Assistant Professor in Information Systems Science at the Turku School of Economics (TSE). He holds a Ph.D. and a master degree in economics and business administration from TSE with an emphasis on Information Management. His Ph.D. thesis focused on the use of business simulation games in business process education. His research interests are learning through simulation gaming, flow in games, knowledge sharing in virtual working contexts, and decision making under time pressure. He has participated in several projects related to innovative use of IT in management education. He has published articles in *Computers and Education, Simulation & Gaming, the Journal of Information Technology Education, Journal of Research on Technology in Education, and the Journal of Interactive Learning Research, the International Journal of Advanced Technology for Learning* on Games-Based Learning.

Kimberly Lawless is a professor and department chair of Educational Psychology at the University of Illinois at Chicago. Currently, she is the principal investigator on the Digital Literacy Assessment Project and the Global Ed II Project, which seek to understand middle schools students’ use of content area literacy skills when engaged in online environments. In addition, Dr. Lawless has published more than 100 manuscripts in the areas of educational technology, instructional design and reading; and, serves on the editorial boards of the *American Educational Research Journal, Contemporary Educational Psychology* and *Instructional Science*.

Catherine LeBel is the Director of Design and Development at the CSLP, where she supervises the team of programmers and designers. Ms LeBel also teaches courses in the department of Design and Computation Arts at Concordia. She has worked for cultural organizations such as the National Gallery of Canada as well as for the private sector, developing her expertise in interactive design, graphic design and information architecture.
Christine Conroy Levy holds a B.S. in media from Northwestern University and an M.A. in Learning Sciences (an interdisciplinary program in education, cognitive science and computer science) from Northwestern’s Institute for the Learning Sciences. She is experienced in the design and development of custom e-learning solutions for clients, the design of authoring tools for internal and client use to create and maintain these solutions, performing task analyses, usability, and client management. She has spent over fifteen years using technology to support learning, during which she has designed many training and educational software programs and Web sites for corporate clients and non-profit organizations.

Jennifer McCabe is the Assistant Director of East Campus Library Services at James Madison University. She works primarily with students and faculty in the Nursing department to develop their information seeking and health literacy skills. Jennifer is the principal investigator on the Institute for Museum and Library Services National Leadership Grant that funded the development of the health literacy game Face the Case as well as several simple games designed to develop information seeking skills. Jennifer taught an interdisciplinary course in healthcare informatics for several years at JMU and has published several articles and presented posters on health literacy and informatics. She received her Master’s in Library and Information Sciences degree from the University of Wisconsin-Milwaukee.

Julie Meaux is an associate professor in the Department of Nursing at the University of Central Arkansas, USA. She is also a registered nurse with extensive research, publications, and grants in the areas of ADHD and stimulant medication use. Dr. Meaux has been a faculty excellence award finalist twice. She is a member of the Arkansas Children’s Hospital Research Council and is a certified nurse educator. She is involved in the development of animated computer education games to help adolescents learn about their disabilities and methods of improving their decision-making as they mature.

Elizabeth J. Meyer is the ePortfolio Project Manager at Concordia University's Centre for the Study of Learning and Performance and a lecturer at McGill University. She is the author of Gender, bullying, and harassment: Strategies to end sexism and homophobia in schools and has had her work published in the McGill Journal of Education, The Canadian Journal of Learning and Technology, Gender and Education, and LEARNing Landscapes. For more on her current research projects please visit: http://lizjmeyer.googlepages.com.

Kevin Moberly is an Assistant Professor of English at Old Dominion University in Norfolk, VA. He received his Ph.D. in May 2005 from the University of Louisiana at Lafayette. His areas of expertise include new media, cultural and visual rhetoric and rhetorical theory. His research focuses on understanding how computer-enabled manifestations of popular culture reflect, contribute, and transform contemporary cultural and political discourses.

Paul Peachey is a senior lecturer in Enterprise and Entrepreneurship at the University of Glamorgan, Wales, UK. Although Paul’s lecturing role is in the field of enterprise, Paul’s primary area of research is in online pedagogies especially in the field of e-learning although he has a particular interest in games-based learning. Paul has been significantly involved in the development and delivery of two of Europe’s biggest online courses and boasts a number of publications in the fields of enterprise, pedagogy and e-learning. Paul’s overarching research objective is to determine ways with which GBL computer application programs may be incorporated into the pedagogy of e-learning courses.
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**Maja Pivec** is Professor of Game-Based Learning and e-Learning at the University of Applied Sciences FH JOANNEUM in Graz, Austria. For her research achievements, Maja Pivec received in the year 2001 Herta Firnberg Award (Austria) in the field of computer science. In the 2003 she was awarded by European Science Foundation in form of a grant for an interdisciplinary workshop organisation in the field of affective and emotional aspects of human-computer interaction, with emphasis on Game-Based Learning and innovative learning approaches. Maja project lead the creation of the Engage Learning website (www.engagelearning.eu), a web portal facilitating the european community for best practices in Game-Based Learning. Maja’s full academic resume can be viewed on http://www.majapivec.com.

**Paul Pivec** has worked in computing for over 30 years in all aspects of the industry. He has consulted to both game development and publishing companies, and teaches game development at tertiary level. He has a Masters degree in Computer Technology with specific emphasis on digital games. His thesis showed that multitasking skills are enhanced from player immersive computer games. He also has a graduate diploma in higher education and is currently working on his PhD in Game-Based Learning at Deakin University in Melbourne, Australia. Paul and Maja founded Pivec Labs (www.piveclabs.com) where structured methodology is utilised to predict the success of both educational and recreational video games. Paul’s academic history can be seen at http://www.paupivec.com.

**Dr. Ricardo Rademacher** is a native Chilean who obtained his Physics PhD in 2002 and is the founder and CEO of Futur-E-Scape, LLC. Created in 2004, this company is dedicated to the creation and research of educational virtual worlds. In the last five years, Futur-E-Scape has received several grants and has been the subject of several published papers on the subject of educational virtual worlds. Related to his company’s mission, Dr. Rademacher also teaches and creates courses for various pure-online universities. He also speaks at various educational and entertainment conferences and has written several publications on the subject. In his free time, he likes to watch grass grow.

**Eeli Saarinen** (M.Sc., Econ. & Bus. Adm.) currently holds a position as a researcher in Turku School of Economics (TSE) in the Department of Management and Organization. His current research interests in TSE include leadership and trust in virtual organizations, cross-cultural communication, knowledge management systems, networks and e-collaboration. He has also studied learning processes in different contexts and developed methods to enhance learning in computer-mediated environment. During his career as a researcher, he has participated in several international research projects focusing on topics like cross-cultural issues, leadership and dispersed work environment.

**Juan Carlos Sanchez Lozano** is a PhD Candidate in the Educational Technology program at Concordia University in Montreal, Canada. Applying his background in aerospace engineering research and simulation systems, his work underlines the importance of communication between instructional design and computer science. His research focuses on the development of games to teach software applications and programming, emphasizing the role of distributed and embodied forms of cognition. He is also interested in the design and development of digital media, particularly three-dimensional environments and their use in fields such as education, literature, and psychology.
Robert Savage is an Associate Professor and William Dawson Scholar at McGill University who has published over 50 research articles in international journals on children’s early reading and spelling strategies in typical and atypical development. Research on basic cognitive processes in literacy continues (current projects explore analogy-use in reading acquisition, the ‘Simple View of Reading’, the nature and role of phonological awareness and rapid naming in acquisition, the basis of co-occurring attention and reading problems) alongside these other current projects: 1) Preventative early intervention projects for reading and spelling problems using the ABRACADABRA web-based reading intervention http://grover.concordia.ca/abra/php2006/ 2) The assessment of effective classroom teaching in Grade 1 3) The impact of inclusive education and the most effective support for children at-risk when transitioning to high school 4) The impact of French immersion on literacy and language development.

P.G. Schrader is an associate professor of Educational Technology at the University of Nevada, Las Vegas. Dr. Schrader’s recent work involves understanding learning in complex nonlinear digital environments like Massively Multiplayer Online Games and Hypertext. In these contexts, he has examined aspects of expertise, literacy, and the dynamic exchange of information. His work has appeared in a number of journals, books, and national and international conferences.

Judy Shasek, M.S. ExerLearning is poised at the intersection of fitness, education and technology. The author contributes vital expertise and resources in each of these key areas. Judy Shasek has 17 years of experience as a fitness/education consultant and 12 years as a public school teacher, curriculum designer, teacher trainer and grant writer. By assimilating a massive amount of research and drawing on the invention and energy of many educators, researchers and fitness leaders around the country, ExerLearning was first delivered via Generation FIT. It is a program that developed organically over five years— in real schools with diverse students.

Nava Silton received her doctorate and Masters of Arts in Applied Developmental Psychology from Fordham University and her Bachelor of Science from Cornell University. Silton has worked in the Standards Department at Nickelodeon, the Education and Research Department at Sesame Street Workshop and has recently conducted research with Mediakidz. In conjunction with her freelancing and consulting work with children’s educational programming, Dr. Silton’s research focuses primarily on fostering sensitivity of typical children towards children with disabilities through educational media. In addition to her media interests, Silton has published articles on the experiences of rabbis’ children, the biological substrates of personality and the temporality of Asperger’s syndrome in the Archive for the Psychology of Religion, the Journal of Clinical and Experimental Neuropsychology and the Journal of Phenomenological Psychology, respectively. Silton has also served as a Senior Teaching Fellow and as an Adjunct Professor at Fordham University and Hunter College.

Nickolas Shopland is a software design engineer for the Interactive Systems Research group and has worked on numerous projects concerned with Serious Games and assistive technology. Nick is currently pursuing his research interests in accessible and open embedded technology.

Randell Snow is a former K12 educator for high-risk, drop out prevention. He has worked in pharmaceutical manufacturing and research as a Human Resource Analyst, and now incorporates Second Life in his undergraduate Human Resource Development courses. He is passionate about the potential of virtual world simulations to inspire and engage adult learners in their work and play.
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Penny Standen’s primary research interest is in evaluating ways of promoting the independence and quality of life of people with learning disabilities and her main area of research is developing and evaluating virtual environments and interactive software for people with learning disabilities.

Kathryn E. Stevens received her PhD in art history from the Virginia Commonwealth University in 2003. Currently she is the Director of the Madison Art Collection at James Madison University in Harrisonburg, Virginia. She teaches Art of the Ancient World, Art of Ancient Egypt, and Introduction to Museum Studies for the School of Art and Art History. Dr. Stevens has a strong interest in emerging technologies that allow arts and cultural collections to be transcribed virtually and used for public educational outreach. If you would wish to contact her in-world, send an instant message to Lykopis Darkstone.

Stephen Tang (BSc, MSc) is a Senior Lecturer in Computing at Department of Information, Media and Computer Entertainment in the School of Computing and Mathematical Sciences at Liverpool John Moores University (LJMU) in the UK where he teaches on undergraduate and postgraduate courses in Computer Games Technology and Computer Animation and Visualisation. Prior to joining LJMU he was a lecturer at Tunku Abdul Rahman College (TARC) in Malaysia where he taught on undergraduate courses in multimedia and computer games design and technologies. Stephen has also served as a member of programme and technical committee members for game conferences such as Asian Game Developers Summit, GDTW and CyberGames. He is a technical reviewer of the International Journal of Computer Games Technology. Stephen is currently a PhD candidate at LJMU. His research interests include game-based learning, serious games design and development, and model driven engineering.

Jane Thall developed in interest in gaming and simulation through her teaching in the Adult Education and Human Resource Development Graduate Program at James Madison University and her research in organizational middle management and the conversion of tacit to explicit knowledge. She holds a Master’s degree from Johns Hopkins University and a doctoral degree in Education from George Washington University.

Jody S. Underwood, Ph.D., is Chief Scientist at Pragmatic Solutions, Inc. She has spent the last 20 years doing research and development of intelligent tutoring systems, e-learning environments, assessment design, and effective feedback. Before joining Pragmatic, Dr. Underwood worked as a Development Scientist in the Research Division of Educational Testing Service, and at the Math Forum, a renowned online mathematics education portal. Pragmatic Solutions is interested in forming partnerships with educational researchers and serious games designers to study data mining and create adaptive gaming environments.

Courtney Uram, M.S.Ed earned her Master’s degree in Adult Education/ Human Resource Development with a concentration in instructional design from James Madison University in May 2009. While completing her degree, Courtney’s work focused primarily on the integration of e-learning into workplace training and development. In June 2009, Windwalker Corporation brought Courtney on board as a Junior Instructional Designer for the Army Center for Substance Abuse Prevention (ACSAP) project. Here, she designs interactive training content for blended learning delivery using interactive technologies and media.
Anne Wade is Manager at the Centre for the Study of Learning and Performance at Concordia University, Montreal, Quebec. Her expertise is in information storage and retrieval, and in using technology to support learning. She has served as the Coordinator of the CSLP-LEARN e-portfolio project since its inception eight years ago and is currently leading a research and development project related to information literacy. Wade has also taught extensively in the field of information studies for twenty years.