About the Contributors

Adrian Bromage’s academic background is in Psychology and Cognitive Science. Between 2002-2007 he worked at Coventry University’s education development unit, then between 2007-2009 at the Centre for Interprofessional eLearning (CIPeL). At CIPeL, Adrian was involved in evaluating Reusable Interprofessional learning Objects and interprofessional learning in general. His most recent research is an unfunded private action research study, ‘the College Of Online Liberal Arts (COOLA)’, which explores the intersection of free and open-source software and academics’ professional autonomy. In 2010 his work at The University of Birmingham Learning Development Unit drew in part on the latter project.

Lynn Clouder is Director of the Centre for Interprofessional eLearning (CIPeL). Lynn’s professional background is in physiotherapy and she has worked in higher education since joining Coventry University in 1991. The focus of her PhD was on identity development and professional socialization. A secondment to the Centre for the Study of Higher Education, as a pedagogical research fellow, allowed Lynn to further develop her interests in pedagogical research. She was awarded a National Teaching Fellowship in 2007.

Jill Thistlethwaite is Director of the Institute of Clinical Education at Warwick Medical School and a practising GP. She has been involved with interprofessional education since working at Leeds University from 1996-2003. From 2003 to 2008 she was a medical educator in Australia, first at James Cook University in North Queensland where she developed and ran a Graduate Certificate in Health Professional Education, and then at the University of Sydney. In Sydney she received an Australian Learning and Teaching Council grant with colleagues for a project relating to interprofessional education and practice within higher education. At Warwick she continues as associate editor of the Journal of Interprofessional Care. She is president of InterEd, a board member of CAIPE and was a contributor to the World Health Organisation’s ‘Framework for Action on IPE and Collaborative Practice (2009).

Frances Gordon joined Sheffield Hallam University in 2002 and is a nurse by professional background. She completed her master of Education degree in 1990 at the University of Aberdeen and was awarded a research fellowship by the National Board for Scotland for Nursing, Midwifery and Health Visiting to undertake doctoral studies, completing her PhD, again from the University of Aberdeen, in 2000. She was awarded a personal chair in Interprofessional Education by Sheffield Hallam University in 2007 in recognition of her national and international reputation in the field of interprofessional education in health and social care. Presently, at Sheffield Hallam University she is Head of Interprofessional and Multidisciplinary Learning and Co-Director of the Centre for Interprofessional eLearning (CIPeL).

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Sue Baptiste, OT, MHSc, is a tenured professor at McMaster University, Hamilton, Ontario in the School of Rehabilitation Science and is a past Assistant Dean of the occupational therapy program. She has focused much of her academic work on faculty development, organizational cultural change and ongoing professional competence plus curriculum design and development. Current research includes the development of interprofessional teaching and learning resources as well as the creation and delivery of a program for internationally educated occupational therapists to enable their integration into Canadian professional practice.

Hugh Barr holds visiting chairs in the interprofessional field at the University of Greenwich and Kingston University with St George’s University of London, and previously at the University of Nottingham and King’s College London, with honorary doctorates from the universities of Southampton and East Anglia. His extensive overseas commitments include academic appointments in Japan (current) and Finland and New Zealand (former). He is Editor of the ‘Promoting Partnership for Health’ series for Wylie and consultant editor to of the Journal of Interprofessional Care. His background is in probation, prison aftercare, criminology and social work education.

Fiona Bath-Hextall is a Reader in Evidence Based Health Care. She conducts systematic reviews that often are used to inform clinical trial design. She is a member of the teaching staff of the Centre of Excellence in Teaching and Learning for Reusable Learning Objects (RLO-CETL). She also works with colleagues in multidisciplinary teams to author and produce learning objects, often involving working with colleagues from across the partner institutions in developing communities of practice.

Patricia (Pat) A. S. Bluteau originally trained as a mental health nurse. Patricia’s work in interprofessional student learning has informed the development of Interprofessional Learning Pathway, now underway for thirteen professional groups at Coventry University. From 2005-2006, she combined Associate Director of CIPeL and Interprofessional Learning Pathway Co-ordinator, both within the Faculty of Health & Life Sciences. In October 2006, she became full time in CIPeL. Patricia currently undertakes collaborative research into students’ perceptions of an interprofessional learning Pathway and is exploring historical perspectives of IPL through a case study approach.

Karen Booth’s professional background is in medical imaging. Her involvement with interprofessional learning began in 1995 with leading the planning and development of the IPL programme, which now spans all eight health and social care courses in the Faculty of Health and Wellbeing of Sheffield Hallam University. Her interest in e-learning started with the introduction of Blackboard as a VLE, and she has undertaken a number of studies into its use in enhancing and facilitating learning. Her current research interests are related to interprofessional learning, particularly in using technology to support learning, and in building learner autonomy.

Helen Bradbury is a Senior Lecturer at the University of Leeds working in both education and healthcare. Helen worked in the NHS for 20 years as a hospital pharmacist before commencing her academic career. Her research interests include inter-professional education and teaching and learning in clinical settings.
Andrew Brooks did his MA in Media Art at Coventry University. His work explores the interactive use of webcam technologies as well as audience participation with the moving image. He has lectured in multimedia and has over 15 years filmmaking experience. He recently spent a year living in Southern China, where he wrote and directed a feature length film. He is currently Employed as the Learning Technologist at CIPeL, supporting staff in the development and creation of a variety of learning objects. Email: words@hotmail.com

Marion Brown, RSW. Since 2006, Marion Brown has worked as Assistant professor at Dalhousie University. Marion coordinates research based and International field placements for the School of Social Work. Her research focuses on social work education requirements across national borders, the migration of social workers both within Canada and internationally, and experiences of social workers and social work students who complete social work education in one national jurisdiction and practice in another. Marion’s other research includes critical girlhood studies, specifically, constructions of femininity and use of violence by girls, distance learning in social work education, and pedagogies for interprofessional education and practice.

Helen Bywater qualified as a Registered General Nurse / Registered Sick Children’s Nurse in 1987 and her practical experience has been focussed in paediatric nursing. In 1994 she joined the education team at Sheffield Children’s Hospital to address the personal and professional development needs for all staff including the development and delivery of in-house training programmes. Helen joined Sheffield Hallam University in 2002 as a training coordinator in the Forging Ahead project team. This was a UK Department of Health First Wave site for modernising interprofessional education in undergraduate health and social care programmes, and for the last five years she has been a member of the core team of the Centre for Interprofessional eLearning (CIPeL).

Mark Childs, MScEcon, MA, BSc, PGCE, joined Coventry University in 2008 as a Teaching Development Fellow in e-learning and is now located in Coventry’s Faculty of Engineering and Computing. Between 2001 and 2008 he worked at the University of Warwick on e-learning research, previously exploring national and international collaborative e-learning at the University of Wolverhampton. Mark currently studies Immersive Virtual Worlds as a doctoral student at the Warwick Institute of Education.

Elinor Clarke was seconded from the nursing and midwifery department to the Centre for Interprofessional e-learning (CIPeL). She maintains her professional Midwifery registration, and continues to teach on the undergraduate midwifery programs. Elinor is experienced in curriculum design and delivery, and gained experience in the development of a patient journey (Betty, 2005). Following completion of the e-spire course in 2005, Elinor works as an e-facilitator on the interprofessional learning pathway (IPL) at Coventry University. CIPeL responsibilities are student interns, special interest group, repository and service user involvement. Elinor is actively engaged in the development of new IP learning objects, researching IP attributes and interested the use of technology to support learning.

Tarsem Singh Cooner worked as a qualified senior social work practitioner and practice teacher prior to joining the University of Birmingham in 2001. As Associate Director of CEIMH, Tarsem’s primary role is to promote the development of innovative and flexible methods of teaching and learning in interdisciplinary mental health within the University. He takes a lead role in assisting the contribut-
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ing colleges in overcoming the traditional barriers to interdisciplinary teaching and learning. Tarsem’s research interests include the role the Internets communication and collaboration properties offer in developing interdisciplinary training for social care and health professionals; mobile e-Learning in practice settings; students experiences of enquiry-based blended learning designs.

Bernadette Davies is a registered nurse, and is module leader for pre and post registration modules at Coventry university including continence care and wound management. She is involved with the inter-professional learning pathway (IPLP) as both an e-facilitator and a year lead. Students from several health care professional courses at Coventry University and Warwick medical school undertake IPLP in the first second and final year of their course. She has worked with CIpeL to develop learning objects used within IPLP and to support teaching for long term conditions and theoretical aspects of manual handling. These learning objects can be used by a range of health and social care professions and students.

Christine Dearnley is the University of Bradford’s Site lead for the Assessment and Learning in Practice Settings (ALPS) Centre of Excellence in Teaching and Learning, a collaborative interprofessional programme between five Higher Education Institutions and a wide range of partners from the health and social care professions. Chris has a keen interest and a comprehensive research portfolio in learning and assessment for health care practitioners. Her early work was applied to open and distance learning and her interest in the potential of e-Learning and more recently mobile learning, in helping students learn how to learn has built on this work. Her main area of research is Pedagogy for Health & Social Care Practice, specifically: Components of Independent learning & the implications for students, tutors and the NHS; Independent learning & its relationship with personal and professional development; Learning technologies that promote inclusivity and support independent learning for all students.

Samuel Edelbring works at the Centre for Medical Education (CME) at the Karolinska Institutet, Sweden. His research concerns learning with a particular kind of technology called “Virtual Patients” (VPs). His PhD project, “The nature and function of Virtual Patients in medical education”, aims at articulating the character and clarifying the functions of VPs in medical education. The research methods used are combinations of qualitative and quantitative approaches. At CME, Samuel teaches on e-learning, teacher training and communication courses.

John Fairhall is the Mobile Technology Adviser at the University of Bradford – a role that is part technical specialist, part project manager and part learning technologist. He is currently working on the University’s E-Strategy to deliver a ‘Web enabled campus supported by wireless and mobile computing’. As part of this work, John is particularly interested in using mobile technology in teaching and learning, and so represents Bradford on the IT group of the Assessment and Learning in Practice Settings (ALPS) Centre of Excellence in Teaching and Learning (CETL), and continues to play a key role in supporting students and staff who are using mobile devices. His work in this regard involves researching and developing uses of mobile technology in teaching, learning and assessment in practice- and work-based settings, in particular, the Mobile Enabled Disabled Students (MEDS) project.

Dawn Forman held the post of Dean and Professor for 12 years whilst she worked at the University of Derby and Sheffield Hallam University. She is a Key Associate of the Leadership Foundation for Higher Education, and has particular expertise in governance, strategic leadership, interprofessional
education, team development, executive coaching and change management with extensive practical experience within Higher Education and Health Service fields. Dawn is also a European representative for the Network: Towards Unity for Health, which is closely linked with the World Health Organisation and has been a board member of the Centre for the Advancement of Interprofessional Education (CAIPE) for 15 years.

**Marit Fougner** has collaborated with Laurence Habib to test the utility of tools selected from Soft Systems Methodology to support action research in IPE development in Oslo to shed light on a rich picture from multiple perspectives. Marit is engaged in networks developing models of interprofessional learning in practice within healthcare education. Within the realm of her teaching practice, she has been developing pedagogical frameworks using art as an approach to get insights into the use of observation as a scientific method in health work. Her research interests include also learning models in physiotherapy education as well as strategies aiming at developing intercultural competence among physiotherapy students.

**Nina Godson** is a Senior lecturer and lead for clinical skills at Coventry University. She leads on the management and development of the clinical skills team and develops and co-ordinate clinical skills across the pre-registration nursing curriculum with an applied research focus. Part of here remit is to review and develop interprofessional moving and handling policies through the interprofessional moving and handling working group. Her CIPeL secondment was related to these aims, and involved developing reusable learning objects for clinical skills training, to be delivered on hand-held mobile devices.

**Pete Greasley** is a Lecturer at the School of Health Studies, University of Bradford. His academic interests include educational research and psychosocial aspects of health & social care.

**Laurence Habib** has collaborated with Marit Fougner to test the appropriateness of tools selected from Soft Systems Methodology (SSM) to support action research in IPE development in Higher Education. Her work with SSM includes using rich pictures to gain insights into problem situations from multiple perspectives. Laurence’s research interests include issues of adoption, appropriation and domestication of technology, as well as action-oriented methods and methodologies for academic and educational development.

**Elizabeth Hanna,** MHSc, Reg. CASLPO, coordinates clinical education at Bridgepoint Hospital, a mid-size complex chronic care and rehabilitation hospital with a community affiliation with University of Toronto. Elizabeth has a hand in the clinical placements, internships, practicums and associated work of more than 500 students in roughly 15 different disciplines a year. In doing so, Elizabeth has the opportunity to work at multiple levels with multiple partners: academic institutions, staff at Bridgepoint from the clinical frontlines up to the executive corridor, and the students themselves. Her background training is in Speech-Language Pathology.

**Karen Harrison** has departmental management responsibility for Physiotherapy and Dietetics at Coventry University, and is Professor of Physiotherapy Education. Karen is involved in teaching on health inequalities, health science management, clinical teaching and research supervision at undergraduate and postgraduate level. Her research interests include curriculum evaluation and quality management in
higher education, exploration of the patient perspective on the experience of living with chronic disease and Consumer perspective and empowerment in health and education.

**Melissa Highton** is head of the Learning Technologies Group at the University of Oxford. Previously she was a senior staff development officer at University of Leeds. She has many years experience in teaching blended learning courses for professional development. She works closely with academics and supports innovation in the use of technology in teaching. At Oxford her group provide IT services, teach skills to thousands of members of the University, publish open code and carry out pedagogical research. Projects at Oxford include the virtual learning environment for research led teaching, podcasting, community created collections, virtual worlds, green IT and computer modelling.

**Maggie Hutchings**' work as Senior Lecturer in Education in the School of Health & Social Care focuses on leading and supporting the development of learning, teaching and assessment praxis. Her research interests include interprofessional education, lifeworld-led education and e-learning pedagogy. Her particular areas of expertise are in developing and supporting the pedagogical design of new and innovative learning opportunities using a variety of e-learning tools. Projects have included collaborating with colleagues on Wessex Bay, a virtual practice community to enhance interprofessional education, implementation of the School’s blended learning strategy, and the development of e-learning modules in information literacy and research awareness for practice. Current activities are focused on developing lifeworld-led online case studies for a transprofessional unit and implementing computer based assessment and e-submission and e-feedback initiatives within the School.

**Ann Jackson** works at Warwick Medical School. Graduate entry medical students share the Interprofessional Learning Pathway with those of Coventry University. Her background prior to higher education was nursing, midwifery and health visiting. She is a critical Reader for CIPeL, reviewing secondees’ learning objects during their development, both formally using peer review tools and informally. Critical Readers offer advice in relation to the input of their particular discipline and from an e-learning viewpoint. Ann with colleagues at Warwick and Coventry University has developed e learning service user case studies as a support to the more usual service user interviews. Ann is particularly interested in learning objects that can be used on line but also stand alone allowing them to be used in a variety of different settings.

**Marion Jones** RN; BA; MEdAdmin (HONS); PhD is the Associate Dean Postgraduate in the Faculty of Health and Environmental Sciences at Auckland University of Technology in New Zealand. She is a Registered Nurse with experience in acute care, perioperative nursing, pain management, leadership, team practice and interprofessional practice. She is also visiting Professor at Derby University in the U.K. Marion has a strong commitment to interprofessional practice, nursing and health practice nationally and internationally. Marion’s research and teaching areas are in theory practice debate, interprofessional team practice, perioperative nursing, pain management and research methodology. Her present areas of research are Interprofessional Practice, Client Centred Care and Team Practice.

**Marie Krumins** MA, PgDip, CIM joined CIPeL in 2005 and is responsible for the operational running of the CETL, including developing policy, financial handling, project management, and exploiting promotional and dissemination opportunities. Marie is also involved in researching aspects of CIPeL’s work including online peer facilitation and benefits to academics in engagement with the CETL.
Joanne S. Lymn has a background in education developments for teaching pharmacology across a range of student groups, using techniques including problem-based learning and reusable learning object (RLOs). At the University of Nottingham, Joanne was responsible for moving the non-medical prescribing course to a virtual learning Environment (VLE), the use of which resource has increased year-on-year. The VLE now houses all the lecture information, pre-reading, links to relevant websites and papers, as well as links to relevant RLOs and lecture recordings. The VLE is also used for formative on-line assessments and students use discussion forums for easy communication and group work.

Helen M. Lynch has a background as an educator and flexible learning enthusiast in the vocational education and training and university sectors in Australia. She is the ACT (Australian Capital Territory) Toolbox Champion for the Australian Flexible Learning Framework and a committed advocate of e-learning and the use of the world wide web for education. Helen is also an online educational designer with Canberra Institute of Technology and holds post graduate qualifications in educational management, online education and Indigenous education. Helen is currently undertaking a doctorate at the University of Southern Queensland researching professional development and e-learning object reuse.

Lorraine McFarland has been involved in applied research in the self-management of long-term health conditions, Emotional disclosure, emotional experience of living with a long-term health condition and health interventions. She has also contributed to research to explore participants’, tutors’ and health professionals’ views of the Expert Patient Programme (EPP) in the Sandwell area. The EPP focuses on assisting patients to feel confident in their own ability to self-manage their medical condition. Her academic background is in psychology and education.

Heather MacNeill, MD, BSc (PT) FRCPC, is a lecturer in the Division of Physiatry at the University of Toronto. Heather is project lead for the Collaborative Online Interprofessional Learning (C.O.I.L.) program. The project seeks to create online educational tools that foster real-life collaboration between different professional groups. Bringing together multiple health professionals requires a common focus on which to base the development of community and collaboration. The common denominator of health professionals is the patient- which in a learning environment can be translated into case based learning. To learn more about the project visit www.bridgepointhealth.ca under research and teaching-->COIL

Martin Oliver is a Reader in the Faculty of Culture and Pedagogy at the London knowledge lab, based at the University of London. His research interests include impacts of new technology on roles and practices within Higher Education (including how this changes what students learn and do), evaluating ICT use and the development of theory and methodologies in e-learning. Martin teaches on the MA in ICT in Education, and is seconded part-time to the Higher Education Academy, where he is involved with work on EvidenceNet, a national service to support evidence-informed practice.

Rebecca O’Rourke’s academic background is in Cultural Studies, where she has focused on writing as a social practice. Most of her career has been spent as an adult educator, in both formal and informal settings, and she returned to work in higher education in 1991. Rebecca’s research and teaching interests at the University of Leeds include creative writing, academic writing and professional learning. She is interested in the pedagogic potential of new technology in relation to writing development and was
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PI on the JISC-funded AWESOME Dissertation Environment project. She is a member of the Clinical Education Course team at the University of Leeds.

**Karen Ousey** clinical background is within orthopaedics and tissue viability. Karen moved into education in 1997 as a lecturer/practitioner at the University of Salford and moved to the University of Huddersfield in 2005, and is currently the Divisional Head for Acute and Critical Care. Her educational research interests include exploration of the theory-practice gap, the socialisation of student nurses into clinical practice and advancing clinical practice. She has authored numerous publications relating to education and wound care and is the author of ‘Pressure Area Care’ and co author of Lower Extremity Wounds: A problem based approach.

**Melissa Owens** is interprofessional learning co-ordinator at the University of Bradford and is also a board member of CAIPE (Centre for the Advancement of Interprofessional Education). She has a particular interest in interprofessional learning in the primary care setting.

**Caroline Plews** works as the School Lead for Service User and Carer Involvement at the University of Bradford’s School of Health Studies. Her work focuses on service user and carer involvement in the training and education of health professional students. The school is working to increase the number of service users and carers who collaborate with academic staff to develop the service user and carers’ perspectives within all aspects of their educational programmes. The idea is inspired by the UK Government Department of Health initiative to have patient centred care, where, service users and carers help to shape the UK National Health Service.

**Anne Quinney** is committed to delivering high quality social work education. Recent research projects include exploring student self-efficacy in research skills for practice as part of the national Evaluating the Outcomes of Social Work Education 3 year project, funded by the Social Care Institute for Excellence and the Social Policy and Social Work subject centre of the Higher Education Academy, and a project funded by the Health Sciences and Practice subject centre of the Higher Education Academy (with Janet Scammell and Maggie Hutchings of Bournemouth University) to evaluate ‘Wessex bay’, a virtual practice community for student learning and staff development in inter-professional education. Along with Judith Thomas (UWE) and Colin Whittington (Independent Consultant) Anne recently developed a series of open access multimedia interactive learning resources on Interprofessional and Interagency Collaboration for the Social Care Institute for Excellence. Anne is also the Editor of the journal Practice; Social Work in Action, and the author of the textbook Collaborative Social Work Practice.

**Jacqueline Randle**’s specialist areas of teaching are clinical skills and infection prevention and control. She has developed a range of reusable learning objects, e-learning resources aimed at clinical audiences, so clinical skills can be improved for the safety of patient care. The majority of Jacqueline’s work has been clinically focussed and aimed at making a significant contribution to clinical practice by working in teams consisting of academics and clinicians, with studies primarily focussed on long-term behaviour change in order to reduce healthcare associated infections.

**Steve Rankin.** Since 2005, Steve Rankin has developed software solutions to make inter-professional collaboration and medical image access an integrated and seamless part of care delivery. As part of an
EHR or as a stand-alone application, eUnity provides secure access to full-fidelity DICOM images with unprecedented performance using standard web-browsers (no client software to manage.) This allows Medical professionals to access medical images across multiple sites and multiple PACS using eUnity as a universal viewer.

Scott Reeves' research work is focused on advancing scholarship in interprofessional education and practice. His main interests are exploring and evaluating the processes and outcomes related to interprofessional education and practice by use of ethnographic, mixed methods and systematic review. Scott also has appointments in the Wilson Centre for Research in Education, University of Toronto, the Centre for Faculty Development at St Michael’s Hospital and the Keenan Research Centre, Li Ka Shing Knowledge Institute of St Michael’s Hospital, Toronto.

Janet Scammell works as Academic and Professional Lead for Adult and Child Health Nursing at the School of Health and Social Care at Bournemouth University. Her work experience is varied most recently involving practice learning and education management. She has been involved in a number of funded projects concerned with uni-professional and interprofessional learning in practice. Her recent doctoral studies concern race and the mentor-student relationship in nursing. Janet has collaborated on a project funded by the Health Sciences and Practice subject centre of the Higher Education Academy (with Ann Quinney and Maggie Hutchings of Bournemouth University) to evaluate ‘Wessex Bay’, a virtual practice community for student learning and staff development in inter-professional education.

Steve Smith is currently Associate Head of Quality Management and Enhancement in the Faculty of Business, Environment and Society at Coventry University. His background is in environmental biology and he has a PhD in plant ecology. Following has interest in interdisciplinary education, Steve undertook a two year 0.5 secondment to CIPeL. Steve has lectured on undergraduate and postgraduate courses in environmental biology and wine studies. He also has extensive experience of programme development, course management and quality assurance. Steve’s research interests are in environmental biology but he has undertaken some educational research through two HEA small grants.

Patricia (Patty) Solomon is Professor and Director of the Program for Interprofessional Practice, Education and Research (PIPER) in the Faculty of Health Sciences at McMaster University. She is a well known educator and has published and consulted widely in the area of curricular innovation in the health sciences. Currently she is the Director of Online IPE a virtual learning center devoted to e-learning in an interprofessional context.

Stephen Timmons worked in the UK National Health Service at the Royal London Hospital and the Hammersmith Hospital, and then went to the University of Glasgow to do an M.Sc. in Health Informatics. After that, he worked in the School of Health Care Practice at Anglia Ruskin University until 2000. Since that time he has worked at the University of Nottingham. His interests in using technology to support student learning includes developing and evaluating an e-learning resource to support the post-graduate Philosophy of Social Science module, and researching the acceptability and usefulness of an online statistics module and assessment using a Virtual Learning Environment (VLE).
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**Kerry Trabinger, M.Ed.** has been involved in online Learning since 1998, initially as an Online tutor for Qantas College and then as an Online Lecturer at the Canberra Institute of Technology. In 2001 Kerry moved into online course design, and was awarded the prestigious Australian Flexible Learning Leader in 2004. Between 2006 and 2007 Kerry was the manager/facilitator of the Australian E-Learning Networks Community forum. Kerry currently works for the Centre for Excellence at the Canberra Institute of Technology and her current research passion is investigating the use of Virtual classrooms, and she is studying for a Doctorate in Education.

**Paraskevas Vezyridis** graduated in Nursing from the Technological Educational Institute of Athens in 2001. He has completed a MSc (Dist) in Health Informatics at City University of London and a BSc (Hons) in Nursing Studies at King’s College, London. Since 2007, he has been undertaking a PhD studying the implementation of a clinical information system in an emergency department. As a tutor for the Graduate School at the University of Nottingham he has delivered training on the use of NVivo for qualitative data analysis and has worked as a researcher in the qualitative evaluation of a Virtual Portfolio Tool for first year nursing students and a pressure sensor-pager alert system for reducing falls in in-patient elderly. Has a particular research interest in science and technology studies.

**Stuart Walker** is a Disability Advisor and the IT Officer for Disabled people at the University of Bradford. His role involves offering advice to enable disabled people in many areas e.g.: Estates, Teaching and Learning and has extensive experience in the use of IT / Assistive technologies. Stuart has both aided and led in successfully gaining grants to research areas such as Netbooks, Speech Recognition Software and mobile communications. He is also involved in the Assessment and Learning in Practice Settings (ALPS) Centre of Excellence in Teaching and Learning, and his work in this regard involves researching and developing uses of mobile technology to enable disabled people in teaching, learning and assessment in practice- and work-based settings, in particular, the Mobile Enabled Disabled Students (MEDS) project. He has a keen interest in many forms of technology especially Mobile, Speech Recognition and open source software such as Linux. Stuart is currently in the process of completing a PhD into Speech Recognition Systems and user experiences.

**Heather Wharrad** is Reader & Associate Professor in Education and Health Informatics at University of Nottingham. She is academic lead for the SONET Applied Research group and the research group in Education & Technology for Health in the School of Nursing, Midwifery and Physiotherapy and has been principal investigator on many externally funded national and international projects on e-learning pedagogy, evaluation and research in health. She wrote the successful bid for the University of Nottingham partner of the HEFCE £3.3 million funded Centre for Excellence in Teaching & Learning (CETL) for Reusable Learning Objects. She is a Fellow of the Higher Education Academy. She has published widely in the fields of medical physiology, health informatics and e-learning and is a regular presenter and workshop facilitator at national and international e-learning conferences.

**Stephen White** trained as an Operating Theatre Technician in the Royal Air Force. He served in the UK and overseas before becoming an instructor in operating department practice. On leaving the Service he began this post at the University of Huddersfield. Stephen’s interests are clearly focussed on the use of technology in teaching and learning, and he is presently completing a PhD on the Infection Potential of Mobile Technology Used in Healthcare Education. He is also the Project Lead for the
Yorkshire and the Humber SHA-funded development of a Multi-professional Online Mentor Update tool and is a member of the University of Huddersfield’s core team for the Assessment and Learning in Practice Settings (ALPS) Centre of Excellence in Teaching and Learning. Stephen’s latest project is a computer-based tool that utilises the principles of novice to expert competency development in guiding the learners’ cognition within problem-based learning scenarios.

**Dr. Richard Windle** has been involved in developing and deploying reusable learning objects for the last 7 years. His most recent role was as the local academic coordinator for the Reusable Learning Object Centre for Excellence in Teaching and Learning (RLO-CETL) within the University of Nottingham, and as a member of the management group for this initiative. He has responsibility for developing, evaluating and disseminating reusable learning objects in health care related subjects. This involves working with colleagues in multidisciplinary teams to produce learning objects and working with colleagues from across partner institutions in developing communities of practice. Richard is exploring ways in which reusable learning objects can contribute to, and inform the emerging open educational resources (OER) agenda. His research activities focus around the community of practice approach to e-learning development and representations of pedagogical attributes within the materials produced, and around the engagement of students and other stakeholder groups in developing e-learning resources within health sciences. Richard.windle@nottingham.ac.uk

**Gerard Wood** is the Associate Head of School (Teaching) in the School of the Built Environment at the University of Salford, specialising in procurement, construction economics and project management. He worked for several years as a chartered quantity surveyor in both private practice and management contracting before pursuing an academic career. His most recent research interests include dispute avoidance, partnering arrangements and the practices of risk and value management within the construction industry, together with a parallel focus on built environment education and interdisciplinary working.

**Song Wu** is the Programme Director for BSc (Hons) in Quantity Surveying at the University of Salford. He has worked on several EPSRC funded project including ‘3D to nD modelling’, ‘Process Protocol’, ‘Salford: China research tour’, ‘nD game’. He is also an academic investigator for EPSRC funded Salford Centre for Research and Innovation. His research interests include product and process modelling, data modelling, and computer simulation. Dr Wu completed MSc IT in Construction and PhD at the University of Salford, and in 2009 was awarded UK China Fellowship for Excellence for his collaboration research with leading Chinese research institutions.