About the Authors

Elsebeth Korsgaard Sorensen is a senior lecturer in ICT & learning in the Department of Communication, Aalborg University, Denmark. She is head of the online master’s programme in ICT & learning, offered collaboratively by five Danish universities. Her international research focuses on collaborative dialogue and knowledge building online, pedagogical design and delivery of networked learning, and implementation of electronic portfolios as reflective tools in online learning processes. Sorensen presents her research at international conferences, frequently as keynote speaker, and she has published extensively in international journals and books within the field. She serves on the editorial board of several international journals, and on program committees of international conferences within the field. A list of selected publications may be found at http://www.kommunikation.aau.dk/ansatte/es/.

Daithí Ó Murchú is an all-gaelic, elementary school principal teacher. In 1996, he was awarded his MSt from Trinity College, Ireland. Following his PhD in technology and linguistics, and subsequently in elementary education and e-learning, he was elected executive vice-president of human language and technology with SITE (USA). As a cultural and technology expert with the EU’s MyEurope schools, he collaborated with international universities on their e-learning and teacher education programmes. Seconded to MIC, University of Limerick, Daithí continued to work internationally in Education and Technology. He is presently collaborating with AAU, Denmark and is national director of Gaelic methodologies in e-learning environments with Hibernia College, Ireland.

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Jørgen Bang is head of Department of Information and Media Studies, University of Aarhus, Denmark. Internationally, he has participated in several EU projects, and was head of the Nordic Forum for Computer Supported Learning (1991-1995). Since 2002, he has been president of the European Association for Distance Teaching Universities (EADTU). He has published books and articles within the fields of Nordic literature, media reception, net-based communication, learning theory, and learning technology.

Tony Carr is the staff development coordinator at the Centre for Educational Technology at the University of Cape Town, South Africa. As a practitioner and researcher, his interests include staff development, communities of practice, and online collaboration. His postgraduate qualifications include an MA in economics education from the Institute of Education, University of London, and a postgraduate diploma in continuing education and training from City University in the UK.

Kathleen Cercone is a licensed physical therapist who has practiced for 28 years specializing in orthopaedics and neurology. She was awarded a BS in physical therapy from Columbia University and an MS in exercise physiology from Southern Connecticut State University. She is currently attending Capella University for her PhD in education, with a concentration in instructional design for online learning. Cercone is a tenured associate professor of biology at Housatonic Community College in Connecticut, USA. She is also the coordinator of the physical therapist assistant program, as well as having taught in the program.


Glenda Cox has been working on projects in the use of technology in teaching and online collaboration since June 2000. Initially, her focus was on the use of qualitative research software, and finding a content analysis tool to analyse synchronous and asynchronous online conversations in courses at the University of Cape Town, South Africa. She has been involved in humanities staff
development workshops since the end of 2003. Her role in this project is focused on researching the take-up and effect of these workshops. She is also working in a mentor role with academics who have attended the workshops and started new technology interventions.

J. P. Cuthell is the research and implementation director for the MirandaNet Academy, UK. He has developed practice-based research accreditation for teachers based on ICT classroom projects. Past MirandaNet projects have investigated the effect of laptop computers on students and teachers at home and in school, and action research projects, with teachers evaluating the impact of interactive whiteboards on teaching and learning, now extended to involve schools and educationalists in Mexico, China, and South Africa. Cuthell has run e-learning courses, and worked with MirandaNet to support the introduction of e-learning in Free State, South Africa.

Christian Dalsgaard is a PhD candidate at the Institute of Information and Media Studies, at University of Aarhus, Denmark. His research is concerned with development of learning technology on the basis of a learning theoretical approach, and he works with the design of learning materials in support of open-ended and self-governed learning activities. He has also worked with pedagogical evaluation of learning management systems and learning objects. He has published articles within the fields of learning theory, learning technology, Web-based learning, and knowledge sharing.

Caroline Daly is a lecturer at the Institute of Education, University of London. She has developed e-learning in national and international contexts, and is now a tutor and module leader on the mixed-mode master of teaching programme. She currently works in the Centre for Excellence in Work-based Learning for Education Professionals at the IOE. Her research examines the online learning experiences of practising teacher participants in asynchronous discussions. It has involved the assessment of different methodologies for gaining qualitative data that can reveal evidence of transformational outcomes brought about by participation in online learning tasks.

Olatz López Fernández is a PhD candidate from the University of Barcelona, Spain. She is writing her dissertation about the use of digital portfolios in higher education as an alternative methodology of assessment and learning. She comes from an interdisciplinary background of psychology, pedagogy and audiovisual communication (UB). Through the ILET project, she is becoming an expert on intercultural issues in educational technology, and she is doing her doctoral
research with a fund from the Ministry of Education and Science of the Government of Spain in the Institute of Educational Sciences and GREAM research group (UB).

**Ian W. Gibson** holds the Vincent Fairfax Family Foundation Chair in Education - Teacher For The Future - at Macquarie University, Sydney Australia. He teaches leadership, technology, and research to graduate students from a curriculum/sociological perspective. His research agenda focuses upon the transformational impact of technology on learning and leading. He has received awards, honours, and grants for publications and presentations on technology use, leadership, and global learning. He presents his research through publications, international presentations, and keynote addresses, most recently in Denmark, Spain, UK, and South Africa. He is the president of the Society for Information Technology and Teacher Education (SITE). In a previous position, Ian was the chair of the Department of Educational Leadership at Wichita State University, Kansas (USA).

**Dwayne Harapnuik** is a lecturer for the Faculty of Education in the Department of Educational Psychology at the University of Alberta, Canada. He has been involved in instructional technology and Web-based instruction since the early 1990s. Harapnuik is also involved in researching constructivist learning environments in early childhood education through the investigation of the project approach to learning in a homeschool setting. In addition to his academic pursuits, he is involved in technology integration consulting in the private sector, and offers his technological expertise as an acting chief technology officer for an international mission and relief organization.

**Simon B. Heilesen** is senior lecturer in Net Media at the Department of Communication, Journalism and Computer Science, Roskilde University, Denmark. His principle research interests are hci-design and communication planning for the World Wide Web, and learning and collaboration in net environments. He has been studying and practicing net based/support education since the early 1990s, first at Copenhagen University, later in master’s programme in computer mediated communication at RU. He is a member of various RU and national committees for the development and dissemination of information and communication technology in higher education. For more information, please visit http://www.ruc.dk/~simonhei.

**Sisse Siggaard Jensen** is a senior lecturer in Net Media at the Department of Communication, Journalism and Computer Science, Roskilde University, Den-
mark. Her principle research interests are reflective practices, social interaction, collaboration and interpersonal communication, knowledge sharing, knowledge communication, identity, avatars, and organisational games on the net. She has been studying and practicing net based/supported education for more than 15 years, both at various Danish universities and as a senior consultant at the Danish National Centre for Technology Supported Learning. For more information, please visit http://www.ruc.dk/komm/Ansatte/vip/Sisse/.

Maarten de Laat conducts research on e-learning in both educational and organisational contexts. His work covers networked learning, CSCL, ICT, communities of practice, social learning, work-related learning, and knowledge management. Besides working for the e-Learning Research Centre at the University of Southampton, UK, he works for the Centre for ICT in Education at IVLOS, University of Utrecht, The Netherlands. He is co-founder of Knowledge Works, a software company that develops software to support learning and knowledge management, and he facilitates a Dutch online workshop on the foundations of communities of practice in collaboration with Cpsquare.

Vic Lally is currently head of education and training for The Mental Health Foundation (UK). Lally’s main research interests are in learning and teaching, education, research methods, and theories of learning. He is an academic with over 25 years experience in the field of education. His recent work is in the context of computer supported collaborative learning and networked learning. He also has interests in the philosophy and ethics of education, and the cultural and political contexts of learning. He is based in Scotland. Lally also works extensively with colleagues at the Beijing Normal University in China.

J. Ola Lindberg is a PhD candidate in education at Umeå University, Sweden, currently employed at the Department of Education, Mid Sweden University. His main interest lies in distance-based teacher training programmes supported by ICT. Lindberg is writing his doctoral thesis together with Anders D Olofsson, Umeå University, Sweden. In the research conducted with Olofsson, they depart from a philosophical hermeneutical approach aimed at understanding social processes of teaching and fostering. In distance-based teacher training programmes, they focus on how teacher trainees negotiate meaning in educational online learning communities. He has contributed book chapters, conference-papers, and journal articles on this specific topic.

Rema Nilakanta is a senior PhD candidate in the Department of Curriculum and Instruction at Iowa State University, USA. Her research interests lie in the area
of design of online systems that support collaborative and democratic learning. She is also interested in changes, organizational and individual, that take place with implementation of collaborative technologies. Nilakanta is currently working on her dissertation, which deals with the design and development of CIT eDoc, an electronic portfolio system for PhD students in the curriculum and instructional technology program.

**Anders D. Olofsson** is a PhD candidate in education at Umeå University, Sweden. Olofsson is writing his doctoral thesis together with J. Ola Lindberg, Mid Sweden University, Sweden. From a philosophical hermeneutical approach, his research is aimed at understanding the meaning of social processes of teaching and fostering, establishing the meaning of, for example, moral, democracy, learning and teaching in educational online learning communities situated within distance-based teacher training supported by ICT. During his doctoral programme, he has contributed book chapters, journal articles, and papers to conference proceedings on this specific topic. Olofsson is a member of the Swedish research group Learning and ICT (LICT).

**Norbert Pachler** is associate dean of initial and continuing professional development and co-director of the Centre of Excellence in Work-based Learning for Education Professionals at the Institute of Education, University of London. He supervises, and has published widely, in the fields of FL education and new technologies. His research interests include (comparative approaches to) FL education and policy, initial teacher education, teachers’ professional development, new technologies and educational policy. He is joint editor of the *Language Learning Journal* and of *German as a Foreign Language*.

**Pirkko Raudaskoski** holds a PhD in applied language studies (English, from Finland), and an MSc in knowledge based systems (artificial intelligence, from UK). She also has a docentship (educational technology: communication and interaction) in the Department of Education, the University of Oulu, Finland. Her present working site is the Department of Communication at the Aalborg University, Denmark, where she works as an associate professor. She has interdisciplinary research interests: understanding computers and practice, analysing videographed interactions, doing discourse studies. Her previous research projects include Finnish Sign Language interaction and communication between “native” and “non-native” English speakers.

**Eugene S. Takle** is a professor in the Department of Agronomy and Geological and Atmospheric Sciences at Iowa State University, USA. His research
emphasizes the use of models of the atmosphere for studying regional climate and turbulent flow through vegetation, such as tree shelterbelts. He has also developed procedures for forecasting specific roadway weather conditions such as frost. His emphasis in instruction has been on the use of the Internet as a tool for developing interactive instructional materials.

Laura Zurita is a senior PhD candidate, currently working on her dissertation in the Department of Communication, Aalborg University, Denmark. Her research interests lie in the area of collaborative and democratic learning in intercultural settings, as she is interested in the use of information and communication technologies for development. Zurita is also a consultant in international projects about citizens’ involvement and deliberative methodologies. Through the ILET project, she is becoming an expert on intercultural issues in educational technology.