About the Contributors

Mark J. W. Lee is an Adjunct Senior Lecturer with the School of Education at Charles Sturt University. He concurrently holds Adjunct Senior Lecturer and Honorary Research Fellow appointments with the Distance Education Hub (DE Hub) research institute at the University of New England and the Graduate School of Information Technology and Mathematical Sciences at the University of Ballarat, respectively. Previously, he worked in a variety of teaching, instructional design, and managerial roles within the private vocational education and higher education sectors. Mark has published extensively in the areas of educational technology, e-learning, and innovative pedagogy in tertiary education, with 50 refereed publications to his name. He is the immediate past Chair of the New South Wales Chapter of the Institute of Electrical and Electronics Engineers (IEEE) Education Society, a former director of the International Board of Standards for Training, Performance and Instruction (ibstpi), and a former executive committee member of the Open and Learning Distance Association of Australasia (ODLAA). Presently, he serves as Editor-in-Chief of Impact: Journal of Applied Research in Workplace E-learning, in addition to being on the editorial boards of several other highly reputable international journals. He is a Senior Member of the IEEE, Australian Computer Society (ACS), and Association for Computing Machinery (ACM), and an Associate Fellow of the Australian Institute of Management (AIM).

Catherine McLoughlin, Ph.D., is an Associate Professor with the School of Education at the Australian Catholic University, Canberra, where she formerly served as Head of School. She also is the coordinator of the Australian Capital Territory branch of the Research Centre for Science, Information Technology and Mathematics Education for Rural and Regional Australia (SiMERR). With over 20 years’ experience in higher education in Europe, Southeast Asia, the Middle East, and Australia, Catherine has experience and expertise in a variety of educational settings, with diverse students and across a wide range of cultural contexts. She is a member of the Executive Committee of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE), with oversight for the Society’s research strategies and initiatives, and Editor of ASCILITE’s official journal, the Australasian Journal of Educational Technology (AJET). Last but not least, Catherine is an editorial board member of a number of leading journals, including the British Journal of Educational Technology (BJET).

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Jon Akass is a founder and director of Media Citizens, a multimedia company that has pioneered participant media projects in South London offering training, production, and online publishing for disadvantaged groups in regeneration zones. Originally a print journalist and television producer, and more
recently, a lecturer in online journalism, Jon now focuses on web publishing. Media Citizens involves the Learner-Generated Contexts (LGC) group—fellow members of which he co-authored Chapter 4 with—in current participant media practice; this ranges from contributions to Ofcom (the UK Office of Communications) consultations on media literacy and film projects with young people at risk from knife crime, to the development of content management software for a national digital inclusion network.

**Cameron Barnes** is eAccess Librarian at the University of New England (UNE). He taught interface design at the New England Institute of TAFE for some years. Cameron was part of the team from the UNE Library that won a Carrick Citation for Outstanding Contributions to Student Learning in 2006. His interest in computer-aided learning (CAL) dates back to the mid-1990s, and he has written a number of refereed conference papers and articles in the area. By training, however, he is an economic historian, having received his Master of Arts (with Honours) in that field in 1993.

**Tony Bates** is a private consultant specializing in e-learning in higher education. He is a member of the World Economic Forum’s Global Advisory Council on Technology and Education. Between 1995 and 2003, he was Director of Distance Education and Technology at the University of British Columbia, and Executive Director, Strategic Planning, at the Open Learning Agency, Vancouver from 2000 to 2005. Before that, Tony was Professor of Educational Media Research at the UK Open University. He has written nine books on distance education and learning technologies, and consulted for the World Bank, OECD, UNESCO, Ministries of Education in several countries, state higher education commissions in the USA, Volkswagen AutoUni, the Open Universities of Catalonia and Portugal, and Southern Alberta Institute of Technology. He holds a Ph.D. in educational administration from the University of London, and honorary degrees from Laurentian and Athabasca Universities, as well as from the Open Universities of Portugal, Hong Kong, and Catalonia.

**Maria Elisabetta Cigognini** completed her Ph.D. in Telematics and Information Society at the Electronics and Telecommunications Department of the University of Florence in 2008, in which her dissertation was on personal knowledge management (PKM). She formerly (in 2003) graduated with an undergraduate degree in communication sciences from IULM University of Milan and (in 2004) with a Master’s degree specializing in e-learning project management and design from the University of Florence. Since then she has been working as an e-learning contractor, instructional designer, and e-tutor both in corporate and in academic settings. Currently, she holds a post-doctoral research position in the University of Trieste’s Faculty of Psychology. Elisabetta’s broad research areas are instructional design, computer-supported collaborative work, and knowledge management, and in addition to PKM skills she has a particular interest in the design and implementation of personal learning environments (PLEs).

**Wilma Clark** is a Research Fellow at the London Knowledge Lab, Institute of Education, University of London, where she conducts research in the areas of Web 2.0 technologies and participatory design approaches to technology use in support of learners and learning. Previously, she worked as a teacher of ICT in UK secondary schools. She has a particular interest in the exploration of contexts and cultures, with a focus on boundary spaces and learners’ boundary-crossing activity and the implications of these for knowledge acquisition, learner development, and pedagogic design in technology-mediated environments. She is also an editor for the interdisciplinary journal, QWERTY: Journal of Technology and Culture.
Lisa Cluett, Ph.D., is based at The University of Western Australia (UWA), where she is the Project Leader for an Australian federally funded leadership grant that uses the “viral” concept to examine how staff learn about, apply, and spread knowledge of emerging technologies. She is also the Senior Project Officer of UWA’s Online Student Journey project, and (with Dr. Judy Skene) conducts the annual NODE (Networking Online to Diversify Engagement) survey of student ICT use. She is responsible for initiatives involving the application and incorporation of Web 2.0 tools within the Student Services Division at UWA, and for staff training and development in emerging technologies. Lisa’s research interests focus on the success factors required for staff uptake of new tools, online community development, and integration of applications across platforms for the student-centric delivery of services.

Gráinne Conole, Ph.D., is Professor of E-Learning in the Institute of Educational Technology at The Open University, UK. Previously she was Professor of Educational Innovation in Post-Compulsory Education at the University of Southampton, and before that, Director of the Institute for Learning and Research Technology at the University of Bristol. Her interests include the integration, use, and evaluation of ICTs for learning and the impact of technologies on organizational change. Two of her current specific research areas are: (1) the evaluation of students’ experiences and perceptions of technologies, and how learning design can help in creating more engaging learning activities; and (2) open educational resources. She has extensive research, development, and project management experience across the educational and technical domains; funding sources have included the European Union (EU), Higher Education Funding Council for England (HEFCE), Economic and Social Research Council (ESRC), Joint Information Systems Committee (JISC), and commercial sponsors. She serves on and chairs a number of national and international advisory boards, steering groups, committees, and international conference programs. Gráinne has published and presented over 300 papers in refereed conference proceedings, workshops, and articles, including over 100 journal publications on a range of topics. She is co-editor of the recently published RoutledgeFalmer book Contemporary perspectives on e-learning research.

John Cook, Ph.D., is Professor of Technology Enhanced Learning (TEL) at the Learning Technology Research Institute, London Metropolitan University. He also has a cross-university role as E-Learning Project Leader. John has published widely in the area of TEL, having a specific interest in five related and overlapping areas: informal learning, mobile learning, appropriation, user-generated contexts, and TEL leadership and innovation. John is a Chartered Engineer (CEng) and Chartered Information Technology Professional (CITP), in addition to being a Member of the British Computer Society (BCS) and a Fellow of the UK Higher Education Academy (HEA).

Matt Crosslin is an instructional designer at The University of Texas at Arlington’s Center for Distance Education. Matt has been online since 1991 and involved in education since 1994. He has been active in web-based education in many different forms for over 10 years now, including writing several articles and presenting at a number of national conferences. In March 2007 Matt started EduGeek Journal, an online community promoting educational technology. He is also currently the Chief Information Officer for the Texas Distance Learning Association and an adjunct online instructor for the Educational Technology program at the University of Texas at Brownsville (UTB). Matt is also an alumni of UTB, having received his Master’s degree in Educational Technology in 2006.
**About the Contributors**

**Nada Dabbagh**, Ph.D., is Associate Professor of Instructional Technology in the College of Education and Human Development at George Mason University (GMU). She teaches courses in learning theory, instructional design, and e-learning design and pedagogy. Her research focuses on the pedagogical ecology of technology-mediated learning systems, with the goal of understanding the cognitive and design characteristics of task structuring as the basis for effective learning designs. Nada has an extensive presentation and publication record, including co-authored books titled Online learning: Concepts, strategies, and application (Prentice Hall, 2005) and Learning to learn with integrative learning technologies (ILT): A practical guide for academic success (Information Age Publishing, 2010).

**Peter Day**, Ph.D., is a Senior Lecturer in the School of Computing, Mathematical and Information Sciences at the University of Brighton in the UK, and an Honorary Senior Research Fellow at Central Queensland University in Australia. Peter’s research interests include online community informatics, ICTs in regional areas, digital cities and community networking, the digital divide, community uses of ICTs, and training provision for community and voluntary sector groups in Brighton and Hove. Peter is also a director of the Sussex Community Internet Project (SCIP), a local, not-for-profit community technology organization that raises awareness of the potential of ICTs to support and underpin the social networks upon which community life is based.

**Lone Dirckinck-Holmfeld** is Professor in ICT, Learning and Design in the Department of Communication at Aalborg University (AAU), and Dean of the Faculty of Humanities at the same university. She was previously Director of the research center E-Learning Lab: Center for User-Driven Innovation, Learning and Design at AAU. She holds a Ph.D. from Roskilde University in computer-mediated communication and learning. Her main areas of research are computer-supported collaborative learning in distributed environments, participatory design, and implementation of ICT in organizations. She has authored and co-authored several books, in addition to more than 100 papers, articles, and reports on ICT and learning.

**Peter Duffy** has been involved in the education industry, and in the integration of technology with pedagogy, for the last 19 years. He has been an invited keynote speaker at conferences and a presenter at the Minister’s Awards for Excellence in both the IT and Arts fields in Australia. In recent years, he has published and presented many articles dealing with e-learning and Web 2.0. Peter is currently working at The Hong Kong Polytechnic University, where he is based in the Educational Development Centre and is leading a strategic institutional initiative relating to blended learning.

**Nigel Ecclesfield** is currently a Research Manager at Becta, the UK government agency leading the national drive to ensure the effective and innovative use of technology in education. He is responsible for national surveys of technology use and implementation in post-compulsory education, and research on institutional development in both UK and international contexts. Nigel has worked in further education colleges for 30 years, during which he has been involved in student services, teacher training, research, inspection, and computer education. His past research has included studies on staff development needs of support staff, assessment, accreditation of prior learning, and curriculum development. His current research endeavors, in which he works closely with Fred Garnett, focus on the development of learner and community-centric collaborative organizations and the articulation of models for developing public and community value in education.
Palitha Edirisingha, Ph.D., is a Lecturer in E-Learning in the Beyond Distance Research Alliance (BRDA) at the University of Leicester. He is a published author in the areas of online and distance learning and learning technologies, working as an investigator on the BRDA’s IMPALA (podcasting), WoLF (mobile learning), and MOOSE (3-D virtual worlds) projects. He also serves on the University of Leicester’s e-learning subcommittee, and coordinates the BRDA’s visiting researcher program. Palitha’s research interests include the use of emerging technologies such as mobile and social web services and tools for facilitating informal learning within academic contexts and for creating social capital and communities of practice among students to support formal learning, as well as open and distance learning for education in developing countries.

Henk Eijkman, Ph.D., is Director of Learning and Teaching Development at the University of New South Wales, Australian Defence Force Academy (ADFA) campus in Canberra. Henk has a particular interest in the sociology of learning and digital technologies in transcultural higher education. He has a reputation as an innovative and strategically focused specialist in higher education research, development, and innovation, with over 15 years’ experience that includes work in South Africa, Malaysia, India, and the Palestinian Territories. His professional interests focus on justice, sustainability, and socially inclusive participation, especially in technology enhanced tertiary learning and teaching. He is the incoming Editor of The Learning Organization, as well as being Chair of the Scientific Committee of the Defence Academies & Colleges e-Learning (DACeL) Conference, a member of the Scientific Committee of the International Conference on ICT in Education (ICICTE), and a reviewer for the British Journal of Educational Technology (BJET). He has published widely in international peer-reviewed journals.

Idoia Elola, Ph.D., is an Assistant Professor of Spanish and Applied Linguistics/Second Language Studies at Texas Tech University. She teaches a range of courses at the undergraduate and graduate levels from Spanish grammar to applied linguistics and second language acquisition/instruction. Her research, quantitative and qualitative in nature, focuses predominantly on second language writing with an emphasis on revision, collaborative writing through the use of social web technologies, and issues of writing fluency and grammar among Spanish heritage speakers. She has published articles on the topics of foreign language writing, collaborative writing, and the use of technology in the language classroom.

Mark Frydenberg is a Senior Lecturer in the Computer Information Systems Department at Bentley University in Waltham, Massachusetts, where he teaches an introductory information technology (IT) course illustrating IT concepts through the lens of Web 2.0. Mark was a pioneer of student-created podcasts as a tool for learning. He has published many journal articles and spoken at many conferences on integrating Web 2.0 technologies in the IT classroom. His book, Web 2.0 concepts and applications, co-authored with Gary Shelly, was recently published by Cengage Learning.

Fred Garnett is a Visiting Research Associate at the London Knowledge Lab and a member of the Learner-Generated Contexts Research Group. He has worked in education for 29 years as a lecturer, trainer, curriculum developer, manager, and researcher in universities, colleges, schools, community centers, and prisons. He has delivered invited talks in Brazil, Germany, and Spain and presented many papers at international conferences worldwide. He played a lead role in the Connected Community projects in the London Borough of Lewisham, setting up both the Creekside Environmental Education Trust and the TaLENT Consortium before becoming Head of Community Programmes at Becta, working on
social and digital inclusion nationally across the UK. He is interested in developing participative learning strategies that contribute to the building of a citizen-centric knowledge economy, and blogs about the Open Context Model of Learning at The Heutagogic Archives (http://heutagogicarchive.wordpress.com/).

Tom Hamilton is Director of InQbate, the Higher Education Funding Council for England (HEFCE)-funded Centre of Excellence in Teaching and Learning in Creativity, a joint initiative between the Universities of Sussex and Brighton. He is interested in the interrelationship between creativity and learning, and how both are shaped by the wider context. His research centers on how the context in which learning and creativity occur can be enhanced by the effective combination of technology and spatial design. He is member of the UK Joint Information Systems Committee’s TELE (Technology-Enhanced Learning Environments) panel, and provides creative-design consultancy to a range of clients, including galleries, universities, and commercial companies.

Henk Huijser, Ph.D., is a Lecturer in Learning Enhancement (Communication) in the Learning and Teaching Support Unit and a researcher in the Public Memory Research Centre, both at the University of Southern Queensland. His overall research interests and output areas include technology-enhanced learning and teaching, cross-cultural communication, and cultural studies. Of late, he has had a particular interest in mobile learning and social networking technology, and their potential applications in higher education.

Chris Jones, Ph.D., is a Reader in the Institute of Educational Technology at The Open University, where he teaches on the Masters in Online and Distance Education (ODE) and coordinates the ODE strand of the Doctorate in Education. He has authored over 40 journal articles and book chapters, and recently edited the collection Analysing networked learning practices in higher education and continuing professional development, published by Sense Publishers. Chris’ research focuses on networked learning and the application of the metaphor of networks to the understanding of learning in tertiary education. He has a longstanding interest in the use of collaborative and cooperative methods in teaching and learning. He was recently the principal investigator for a UK Research Council-funded project entitled “The Net Generation encountering e-learning at university.”

Lucinda Kerawalla, Ph.D., is a Research Fellow in the Institute of Educational Technology (IET) at The Open University. She has a keen interest in technology-enhanced learning, and has worked and published in the areas of social software, software-supported collaboration, children’s home computer use, technology to enhance home-school links, and augmented reality. Her recent work on the Personal Inquiry project, an initiative funded by the UK Economic and Social Research Council (ESRC) and Engineering and Physical Sciences Research Council (EPSRC), focuses using mobile devices to bridge formal and informal settings and support inquiry learning in the geography classroom. She teaches on the IET’s Master’s program in Online and Distance Education.

Agnes Kukulska-Hulme, Ph.D., is Professor of Learning Technology and Communication in The Open University’s Institute of Educational Technology in the UK. She has been researching mobile learning (m-learning) since 2001, and over the years has led several projects investigating learning technology and educational innovation at The Open University and across the UK. Her publications have centered on issues of learner-driven innovation, web and mobile usability, staff development for m-learning, and...
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the evolution and future of mobile-assisted language learning (MALL). Agnes’ recent work includes co-editing two books, Mobile learning: A handbook for educators and trainers (published by Routledge in 2005) and Researching mobile learning: Frameworks, tools and research designs (published by Peter Lang in 2009), as well as guest editing a special issue of ReCALL on MALL and special issues of JIME, ALT-J, and Open Learning on m-learning. She was part of the European project MOTILL (2009–10), which gathered evidence on research and practice relating to mobile technologies in lifelong learning. She is on the Executive Committee of the International Association for Mobile Learning (IAMLearn).

**Rosemary Luckin**, Ph.D., is Professor of Learner-Centred Design at the London Knowledge Lab, Institute of Education, University of London and an EPSRC (Engineering and Physical Sciences Research Council) Advanced Research Fellow. Her research explores how to most effectively scaffold learning across multiple technologies, locations, subjects, and times. This work is interdisciplinary and encompasses education, psychology, artificial intelligence, and human–computer interaction. It investigates the relationship between people, the concepts they are trying to learn and teach, the contexts within which they operate, and the resources at their disposal. Rose is also a non-executive director of Becta, and she chairs its Research Advisory Group. Her recent book, Re-designing learning contexts: Technology-rich, learner-centred ecologies, was published by Routledge.

**Shailey Minocha**, Ph.D., is a Reader in Computing in the Centre for Research in Computing at The Open University, UK. The focus of her research is on understanding users’ interactions with technology and investigating the socio-technical contexts in which computer systems operate. Shailey’s research and consultancy activities have led to insights into factors that affect usability, user experience, and user adoption of technology-enabled systems. Her recent research projects have involved investigating the role of social software and 3-D virtual worlds in training and skills development, with a particular emphasis on the virtual team-working, socialization, collaborative learning, and community-building capabilities of these tools.

**Ana Oskoz**, Ph.D., is an Associate Professor of Spanish in the Department of Modern Languages and Linguistics at the University of Maryland Baltimore County. Ana’s research focuses on the use of technology for second language learning and second language acquisition. She has examined the use of synchronous and asynchronous communication tools such as online chats, discussion boards, blogs, and wikis for second language learning, to promote cultural discussions, enhance second language writing, and foster intercultural competence development. She has published articles on the topics of error correction, classroom-based assessment, and the use of technology in the language classroom.

**Kai Pata**, Ph.D., is a Senior Researcher in the Center of Educational Technology, Tallinn University. She has a background in science education and ICT in learning. She previously worked as a designer and virtual teacher in the e-learning portal Miksike, and as a researcher in science-related ICT projects at the University of Tartu’s Science Didactics Department. She is currently engaged in international projects involving the design of ecological e-learning models for learning with Web 2.0 tools. Kai’s main expertise is in management of learning in distributed environments; social systems for self-directed, collaborative, and inquiry learning; scaffolding of decision making processes; and model-based learning in chat.
Maria Chiara Pettenati is a Senior Researcher in the Telematics Laboratory of the Electronics and Telecommunications Department at the University of Florence. She received her Ph.D. in Telematics and Information Society from the University of Florence in 2000 with a dissertation entitled Design and development of a web-based environment for teaching and learning. During her Ph.D. studies, she spent two years at the Computer Science Department (DI-LITH) at the Swiss Federal Institute of Technology in Lausanne (EPFL). Before that, she graduated with honours in telecommunications engineering from the University of Florence in 1996. Her research interests and activities adopt an interdisciplinary perspective and are centered around two main areas: (i) the transformation of the World Wide Web from being a collection of static, “read-only” documents maintained by an elite few to a being a participatory, collaborative “read-and-write” platform for all; and (ii) web technologies, tools, methods, and competencies to support effective and efficient personal learning and knowledge management.

John Pettit is a Lecturer at The Open University’s Institute of Educational Technology (IET), where he teaches and researches technology-enhanced learning, and has led projects examining the impact of educational innovation on aspects of Open University teaching. Since 2005 he has been studying learner-led activity in audiographics environments, and user-led mobile learning practice. John’s publications explore Mobile 2.0 practices among alumni, user-generated mobile activity, the ways in which staff adopt mobile devices for personal and professional purposes, and power relations in educational innovation. He led the development and presentation of Technology-enhanced learning: practices and debates, a recent addition to IET’s postgraduate Online and Distance Education program.

Rick Reo is an instructional designer for the Division of Instructional Technology at George Mason University (GMU), where he collaborates with faculty in the Distance Education program on course design and development. He also leads and supports Web 2.0 initiatives across the university, such as iTunes U, multiuser web log and wiki systems, and projects related to the pedagogy of social software tools. Rick has Master’s degrees in both cultural anthropology and education (instructional design). He is an adjunct instructor at GMU, teaching graduate courses on Web 2.0 and undergraduate courses in information technology. Rick was GMU’s interim Director for the New Media Consortium and currently serves on the board of the Association of Collegiate Computing Services of Virginia.

Judy Robertson, Ph.D., is a Lecturer in Computer Science in the School of Mathematical and Computer Sciences at Heriot-Watt University. Her research has investigated various aspects of learners’ narrative development and approaches to developing their inherent narrative skills. This has included: the creation of a story analysis scheme for evaluating characterization and setting in learners’ stories; the analysis of a corpus of learners’ stories; the design and implementation of an interactive drama; and the design and running of field studies in local schools. Judy has over 20 peer-reviewed publications and was Guest Editor for a special issue of the International Journal of Artificial Intelligence in Education.

Thomas Ryberg is an Associate Professor in the Department of Communication and Psychology at Aalborg University (AAU), where he is affiliated with the research center E-Learning Lab: Center for User-Driven Innovation, Learning and Design. He holds a Ph.D. from AAU, focusing on youth, technology-enhanced learning, and problem solving. He has participated in and continues to participate in European and international research projects and networks, with his primary interests being in the realms of computer-supported collaborative learning, ICT and learning for development, and how
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**Michael Sankey**, Ed.D., is the Director of the Learning and Teaching Support Unit at the University of Southern Queensland. He specializes in the areas of e-learning pedagogies, multimodal and web design, and visual/multiliteracies. His research focuses on the multiple representation of concepts when using multimedia technologies, and how the use of hybridized electronic environments can enhance learning opportunities for students, particularly those studying at a distance. With a background in art and design Michael is passionate about the ways in which aesthetically enhanced learning environments can better transmit concepts to students of all backgrounds.

**Judy Skene**, Ph.D., is Manager, Student Support Services at The University of Western Australia. She coordinates a year-long transition support program, UniSkills, for students from groups under-represented in higher education and for international students. Her research interests include equity of access and transition to tertiary study, student teamwork, and the role of ICT in engaging students beyond the classroom and providing seamless delivery of support services. In 2008, the UniSkills program won an Australian Learning and Teaching Council (ALTC) award for programs that support student learning, and in 2007 Judy was awarded an individual ALTC citation.

**Kairit Tammets** is a Research Assistant in the Center of Educational Technology, Tallinn University. In June 2008 she completed an international Master’s degree program in interactive media and knowledge environments with Tallinn University’s Institute of Informatics. Kairit’s Master’s thesis focused on a course design model for self-directed learning in distributed learning environments. She is now pursuing her Ph.D. on the topic of cross-border knowledge building in teachers’ lifelong professional development.

**Belinda Tynan**, Ed.D., has held numerous academic positions in the UK, Japan, and Australia. She is presently a Professor and the Academic Director of the Faculty of The Professions at the University of New England. As Academic Director, she contributes to the development of academic policy within the University, with a particular focus on fostering strategic change. She is also the Director of the University’s e-University project, and of the Distance Education Hub (DE Hub), a Commonwealth-funded initiative based at UNE, in addition to leading many grants. Belinda is one of the editors of Higher Education Research and Development, a leading refereed international journal published by Taylor & Francis, and serves as Treasurer of the Open and Distance Learning Association of Australia (ODLAA). Her main research interests lie in the areas of academic development and models of research collaboration. Her research and publications cover areas such as distance education, academic staff development, models of research collaboration, new technologies, and regional issues.

**Terje Väljataga** is an educational technology researcher at Tallinn University’s Center of Educational Technology and a Ph.D. student in the Hypermedia Lab at Tampere University of Technology’s Department of Informatics. She has been involved in various educational technology projects since 2004. Her background is in natural sciences and teacher education, and she has experience teaching at both the secondary school and university levels. Her research interests are related to adult education in formal and informal settings, strategies for enhancing the advancement of competencies, as well as self- and group-directed learning in personal and distributed learning environments.
**Steve Wheeler** is Senior Lecturer in Education at the University of Plymouth, UK. He has spent his entire career working with and witnessing the development of educational media and learning technology in health and medical education, and in teacher training. He originally trained as a teacher in the tertiary sector, and now specializes in training teachers to make effective use of learning technology. His research interests include Web 2.0 and social software, distance education, e-learning, visual collaboration and multimedia, individual differences, creativity, and student support. He has published over 150 scholarly papers, chapters, and articles in these fields and is a regular invited speaker at international conferences. Steve is a co-editor of Interactive Learning Environments, and also serves on the boards of several other international peer-reviewed journals including ALT-J, IRRODL, and Digital Culture and Education. He is Chair of the IFIP Technical Committee 3, Working Group 3.6 on Distance Education, and is a member of a number of other high-profile professional and academic bodies. Steve has served as a consultant on several large-scale distance education projects including RATIO (southwest England), EuroNET (UK nationwide), and the Star Schools Project (South Dakota, USA). He is currently an evaluator for the European-funded CONCEDE project, which is investigating the applications of user-generated content in formal education contexts.

**Denise Whitelock**, Ph.D., is a Senior Lecturer in Information Technology working in the field of new technologies for learning at The Open University’s Institute of Educational Technology. She has expertise in the use of interactive multimedia for teaching, computer-supported collaborative learning, virtual reality systems for conceptual learning, and the development of electronic assessment software. Her research has received international recognition since she currently holds a Visiting Chair position at the Autonoma University, Barcelona, a Visiting Readership at Robert Gordon University in Scotland, and an Honorary Research Fellowship at the Open Polytechnic of New Zealand.

**Andrew Whitworth**, Ph.D., is a Lecturer in the School of Education, University of Manchester, and the Course Director of the Master of Arts in Digital Technologies, Communication and Education. His research is oriented towards developing a critical theory of the use of technology in education, particularly with reference to staff development and professional practice in technology-rich environments. He is the author of Information obesity (2009), published by Chandos, Oxford.