About the Authors

David Gibson is project co-director of simSchool (www.simschool.org), a classroom flight simulator for training teachers and the Director of the Global Challenge Award (www.globalchallengeawards.org), a new competition and scholarship program for high school students that engages students in studying science, technology, engineering, and mathematics in order to solve global problems. His research and publications include work on complex systems analysis and modeling of education, Semantic Web applications and the future of learning, and the use of technology to personalize education for the success of all students. He is currently involved in translating simSchool and articles into Korean. Dr. Gibson is also the Founder and President of CURVESHIFT, an educational technology company (www.curveshift.com) that assists in the acquisition, implementation, and continuing design of games and simulations, e-portfolio systems, data-driven decision making tools, and emerging Semantic Web technologies.

Clark Aldrich is the co-founder of SimuLearn and the author of Learning by Doing: A Comprehensive Guide to Simulations, Computer Games, and Pedagogy in e-Learning and Other Educational Experiences and Simulations and the Future of Learning. He recently lead the international team that created SimuLearn’s Virtual Leader, the first ever learning experience to follow the development cycle of a modern computer game. Virtual Leader has been featured on CNNfn, on CNet, in The New York Times, and in U.S. News and World Report, and it has been sold to some of the largest enterprises in the United States. Aldrich previously worked for Gartner Group, where he was the research director responsible for creating and building the company’s e-learning practice. In this position he
developed strategies with Global 1000 organizations, vendors, and venture capitalists and published more than 40 research notes. Prior to joining Gartner, Aldrich worked for almost eight years at Xerox, where his responsibilities included special projects for the executive office. Aldrich earned a bachelor’s degree in artificial intelligence and cognitive science from Brown University.

**Marc Prensky** is an internationally acclaimed speaker, writer, consultant, futurist, visionary and inventor in the critical areas of education and learning. Marc is the founder of Games2train, an e-learning company whose clients include IBM, Bank of America, Nortel and Nokia. He is the author of the critically acclaimed Digital Game-Based Learning (McGraw-Hill, 2001). Marc’s professional focus has been on reinventing the learning process, combining the motivation of video games and other highly engaging activities with the driest content of education and business. He is considered one of the world’s leading experts on the connection between games and learning. His innovative combination of educational tools and game technology—including the world’s first fast-action videogame-based corporate training tool—is being accepted throughout schools, government and corporate America. Marc’s background includes master’s degrees from Yale, Middlebury, and The Harvard Business School (with distinction). He is a concert musician and has acted on Broadway. He has taught at all levels from elementary to college. He worked in human resources and in technology at Bankers Trust Company, and spent six years as a corporate strategist and product development director with the Boston Consulting Group. Marc is a native of New York City, where he lives with his wife Rie Takemura, a Japanese writer.

**Göknur Kaplan Akilli** completed her undergraduate degree in mathematics education at Hacettepe University, Turkey in 2001 and ranked first in her graduating Class of Faculty of Education, the same year. In 2004, she earned her master’s degree from Middle East Technical University (METU), with her thesis “A Proposal of Instructional Design/Development Model for Game-like Learning Environments: The FID2GE Model,” which is nominated to many national and international awards. Currently, she is pursuing a PhD in instructional systems program at Penn State University, USA.

**Karen Barton**, senior lecturer in legal practice, Glasgow Graduate School of Law, University of Strathclyde, UK, joined the Glasgow Graduate School of Law in 2004. Her research interests lie in teaching and learning and the use of IT within legal practice. She has carried out a number of collaborative research projects in these areas including The Paisley Pattern, a survey of use of ICT within Scottish legal practices, and the development of The Virtual Court Action, a computer-based learning application. Karen is currently working on transactional, Web-based environments as well as multimedia and video lecture environments. She is also a member of professional legal education projects such as The Standardised Client Project in interviewing skills, and a Portfolio Pilot Project involving trainees and trainers within a number of Scottish legal firms.
**Katrin Becker**, MSc, has been a senior instructor, Department of Computer Science at the University of Calgary, Canada, since 1983 and is currently a doctoral candidate in educational technology at the same institution. Her research interests include serious games, teaching with games, instructional design and technologies, file and data architecture, computer science education, and computer science curriculum. She is an active researcher in the study of digital game-based learning (DGBL), studying the kind of learning that happens when playing computer and video games, how to use this medium as a tool for learning, and how to design games for learning. Her doctoral work focuses on the design of games for learning. Her work in computer science education (CSE) centers on the use of games to teach computer science concepts and skills, as well as the development of games design curricula within computer science programs.

**Jonathon B. Beedle** is an assistant professor of technology education in the College of Education and Psychology at the University of Southern Mississippi (USM), USA. He teaches technical and occupational education and instructional technology courses at USM’s campuses on the Mississippi Gulf Coast. His research interests include the pedagogy of college faculty, issues related to the potential benefits from multiplayer computer gaming in the educational setting, and technology and legal concerns in education.

**Thomasina Borkman** received her PhD from Columbia University, NYC in 1969 in sociology. She has been a sociology professor at George Mason University, USA, since 1974, who combines teaching and research. Her research and consulting is in her specialty area of health, illness, and disability, especially with self-help/mutual aid groups and nonprofit organizations nationally and cross-nationally. Between 1997-1998 she co-taught the team aspects of an online course titled Taming the Electronic Frontier designed by Brad Cox; the course won the Paul Allen Distance Education national award in 1998 ($25,000 prize). Her major recent book is *Understanding Self-Help/Mutual Aid: Experiential Learning in the Commons*, Rutgers University Press, 1999.

**Stephen C. Bronack** is assistant professor of instructional technology at Appalachian State University, USA. As a parent and an educator, Dr. Bronack helps organizations use learning technologies to make education a better process for both kids and adults. His research interests include online learning, organizational development, and school, technology, and society. Dr. Bronack’s research on online learning has been published widely in books, journals, and proceedings of international conferences in the U.S. and around the world. He is co-creator of AET Zone, a 3D virtual world for learning. Dr. Bronack holds a PhD in Education from the University of Virginia.

**Jeff Denton** is an Internet application developer and graphic designer for the Teaching Research Institute at Western Oregon University, USA. He has held the role of lead developer and user interface designer on the Cook School District project since June of 2005. His previous experience includes development of consumer and administrative Internet applications for the photography and printing industries as well as data collection and reporting applications for state agencies.
Sara Dexter is an Assistant Professor at the University of Virginia, USA, where she teaches courses on technology leadership for teachers, technology coordinators, and principals. Prior to her arrival she was an assistant professor at the University of Nevada, Las Vegas and before that a research associate at the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. She has also been a junior high and high school science teacher as well as a district staff developer specializing in educational technology. Throughout her career Dr. Dexter has focused her research on the integration and implementation of educational technology in K-12 schools. See also sdexter.net.

Brian Ferry is associate dean graduate at the University of Wollongong, Australia. His research interests include the use of online simulations in initial teacher education, alternative approaches to initial teacher education, and science education. He began his career as a teacher in an isolated rural primary school and later moved to secondary schools before becoming an academic.

Joel Foreman is an associate professor in the english department at George Mason University, USA. He began teaching distance courses in 1996 and subsequently developed expertise in building and assessing Web-based learning environments. As a member of GMU’s Program on Social and Organizational Learning from 1995-2001, he performed organizational learning studies sponsored by Hughes Information Technology Corporation, DynCorp, and Media General. He has been researching computerized instructional media since the 1980s, and his applied experience includes documentaries he produced for NBC, public television, the Discovery Channel, and others. His current research is focused on game based learning and mobile learning.

Lisa Galarneau is a doctoral candidate in the University of Waikato’s Screen and Media Studies department in New Zealand and a researcher in the university’s post-graduate games research lab. Leveraging her previous academic work in education and socio-cultural anthropology, as well as extensive experience in online learning design and development, her research is looking at spontaneous communities of learning in virtual worlds. Galarneau is also an award-winning new media producer and is currently working as a games user research specialist at Microsoft Game Studios while she completes her dissertation. In addition, she acts as consultant and advisor to various organizations looking to leverage interactive media in the design of engaging, effective learning experiences.

Gerald R. Girod is a research professor within the Teaching Research Institute at Western Oregon University, USA. He has been the principal investigator on the Cook School District project. Prior to this work, Girod has been an elementary classroom teacher, professor of teacher preparation, evaluation specialist, department chair, and dean. His research and development interests are in teacher education and, specifically, teacher work sample methodology.

Mark Girod is an assistant professor of teacher education at Western Oregon University, USA. He teaches courses in learning and development, social foundations of education, and
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William Halverson is a specialist in curriculum and instruction with a concentration in educational technology. He has several years experience providing Web-based technology systems planning and implementation, technical assistance, and Web-based project management for educators. He has worked with teaching research (TR) and Western Oregon University (WOU) College of Education (COE) as instructional designer and as the coordinator of educational media and the director of Web technology at the Florida Gulf Coast University College of Education. Bill created and implemented an interactive “portal” for Florida teacher prep professors and pre-service teachers, which indexed technology enriched lesson plans created collaboratively by professors, pre-service, and in-service teachers and linked Florida and National Educational Technology Standards in eight subject areas.

Lyn Henderson is an associate professor of education at James Cook University in Queensland, Australia. She is interested in student and teacher thinking and mental models while learning and teaching with interactive multimedia and the WWW; instructional design and evaluation of educational media and teaching materials; evaluation of information technology diffusion in schools; effects of gender and cultural differences in learning and teaching with computers; learning and teaching with the WWW; open learning/distance education; and recreational computer/video games. Dr. Henderson is involved in international research with the University of Georgia examining the mental models and thinking processes of teacher librarians/media specialists and students as they employ research skills accessing electronic data bases; The Open University of Israel investigating Year 2/3 students learning outcomes using IMM; evaluation of the implementation of information communication technologies in England; and various aspects of recreational computer/video/Internet games with colleagues in England, Israel, and China.

James G. Jones is an assistant professor of computer education and cognitive systems at the University of North Texas, USA. His interest is in expanding the way technology can be used to further the creation and distribution of knowledge and learning. His research focuses on the areas of emerging technologies for learning, which include visualization systems for education, virtual communities, and multi-user 3D online learning environments. These technologies support learning by the distribution of interaction and feedback across both time and space via interactive forms of multimedia. Dr. Jones holds a PhD in Instructional Technology from the University of Texas, Austin.

Lisa Kervin is a lecturer in the Faculty of Education, University of Wollongong, Australia. She has taught across the primary grades and has been responsible for both the literacy and numeracy curriculum areas within schools. She has been employed in consultancy roles within New South Wales education systems. Lisa Kervin graduated in July 2004 with her PhD, and her thesis was concerned with the professional development of teachers in literacy. Her current research interests are related to the literacy development of children, the use of technology to support student learning, and teacher professional learning.
Christian Sebastian Loh is an assistant professor of instructional design and technology at the Southern Illinois University Carbondale, USA, where he currently evangelizes instructional gaming, content management delivery, and instructional design for e-learning. In 2004, he initiated a Special Interest Forum for Instructional Gaming (SIF-IG) [http://igforum.us] within the Association for Education and Communication Technology, and has since been rallying others to think more about educationally useful games through a series of annual Symposia for Instructional Gaming.

Paul Maharg is a professor in law at Glasgow Graduate School of Law, University of Strathclyde, UK. Paul has a background in arts, education, and law, and his research fields include legal critique and legal education. He has published widely on many aspects of legal education and ICT, and is involved in a number of collaborative projects on the subject of transactional learning environments. He is on the editorial board of several journals, is a member of education committees on the Law Society of Scotland, and is chair of the British and Irish Law, Education, Technology Association (BILETA).

Eric Riedel has conducted research and written in a number of areas including social capital and the Internet, political socialization, and educational technology. After receiving his doctorate in political science from the University of Minnesota in 2000, Dr. Riedel served as a postdoctoral fellow at the Center for the Study of Political Psychology at the University of Minnesota from 2000-2001. He then served as a research associate/principal investigator at the Center for Applied Research and Educational Improvement at the University of Minnesota from 2001-2005. Dr. Riedel is currently the director of assessment for Walden University, USA.

Odilo Schoch is a PhD student and a research assistant at the ETH Zurich’s chair for CAAD, Switzerland. His theoretical work focuses on the impact of digital technologies on our environment (such as adaptive buildings, cities, etc.). Schoch earned a diploma degree in architectural design, as well as a MAS in housing design, studying at the ETH Zurich and at UCS London. Schoch has gathered work experience in offices such as Ove Arup, IPL (now FormTL), Züblin (Bangkok), GramazioKohler, and at his father's architectural office. At the ETH Zurich, he coordinated the ETHWorld project “Building IP—lecture hall of the future,” as well as the Masters in CAAD (2002-2003). Schoch has been lecturing in Europe and Asia. He is a practicing architect with his own company together with his father. So far, his architectural and consulting work comprises the design and realization of houses and facades in Germany, Switzerland, and China.

Karen Schrier is a graduate of MIT’s Comparative Media Studies program, USA, where she completed her master’s thesis, “Revolutionizing History Education: Using Augmented Reality Games to Teach Histories.” Prior to MIT, she worked at an educational media company, where she produced numerous published academic guides and materials for K-12 and college students. While at MIT, Karen worked as a researcher for MIT’s media literacy initiative. She also led workshops at MIT, NYU, and local community centers on diverse topics such as mobile storytelling, video editing, educational media design, and architec-
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Ron Stevens is a professor of immunology and microbiology at UCLA’s School of Medicine, USA. He has over 25 years of university teaching experience and has published over 100 peer-reviewed articles. He is the originator of IMMEX software and as director of the UCLA IMMEX Project, has overseen the implementation of his technology into primary and secondary schools nationwide.

Richard Van Eck is graduate director of the Instructional Design & Technology program at the University of North Dakota, USA. He received his doctorate in instructional design and development from the University of South Alabama. He has also been on the Instructional Design & Technology faculty at the University of Memphis, where he was also a member of the Institute for Intelligent Systems. His scholarly work on games includes 27 publications and presentations, including seven invited presentations/keynotes. He has also developed five original games, and published on intelligent tutoring systems, pedagogical agents, authoring tools, and gender and technology.

Steffen P. Walz is a game designer and game design researcher, currently pursuing his PhD at the ETH Zurich’s chair for CAAD, Switzerland. He holds an MA in Social Anthropology and Rhetoric from the University of Tübingen, Germany. Walz is a co-founder of the BA Game Design program at the University for Art and Design Zurich. He has written about and lectured on topics such as pervasive & mobile gaming, the rhetoric of games, and the sociology of computer-integrated environments. His game works include the pioneering pervasive multiplayer game M.A.D. Countdown (2002), the advertisement race game Carplication (2003), and the city wide location-based spell-casting sightseeing game REXplorer (launching 2006). Before concentrating on his academic career, Walz was an award winning creative director for Web agencies, a TV satire journalist, and a power pop musician. In his spare time, he runs his own music label, playbe records.

Vivian H. Wright is an assistant professor of instructional technology in the College of Education at The University of Alabama in Tuscaloosa, USA. In addition to teaching in the graduate program, she works with teacher educators on innovative ways to infuse technology in the curriculum to enhance teaching and learning and has helped initiate and develop projects such as Electronic Portfolios for the Preservice Teacher, Master Technology Teacher, and Technology on Wheels. Her research interests include K-12 technology integration and asynchronous education.

Melanie Zibit is a research associate at Boston College, USA, in the Teacher Preparation Department. Her research focuses on the impact and development of games and simulations in education as well as designing models and strategies for building online learning communities, particularly for professional development environments. Zibit is currently manager of online support services for simSchool, an innovative simulated classroom where teachers practice the complexities of individualizing instruction based on student
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