About the Contributors

**Shirley Booth** is, at the time of writing, Professor at the Wits School of Education at the University of the Witwatersrand in South Africa, and at the same time visiting professor in the Department of Education at University of Gothenburg in Sweden. She initiated the network of researchers with interests in gender, learning and IT under the auspices of the LearnIT research programme of the Knowledge Foundation of Sweden, which ultimately led to this book. Her own research interest is primarily learning and teaching in higher education, in particular in the areas of the mathematical, natural and engineering sciences, and also in teacher education. Her doctoral thesis concerned students learning to programme, and the methodological approach she used there, phenomenography, has remained an abiding research interest. She co-authored the book Learning and Awareness with Professor Ference Marton, where phenomenography was developed further into a theory of variation and learning.

**Sara Goodman, FL, MS** is a lecturer at the Centre for Gender Studies, Lund University, Sweden and coordinates the international masters program *Master of Science in Social Studies of Gender at the Faculty of Social Science*. Between 1998 and 2004, she lead the development of the gender studies education at Lund University and has received two awards for contributions in teaching: in 2005, the Lund University Prize for Teaching and in 2002, the Social Science Faculty Award for the Course of the Year. Her research interests are interdisciplinary and have focused on work, knowledge, gender, science and technology studies, information technology as well as the Third World studies in different constellations. More recently her research interests have also focused upon the teaching and development of gender studies as well as critical feminist pedagogy. Sara Goodman has represented Lund University in ATHENA( Advanced Thematic Network on Higher Education in Women’s Studies 1998 – 2009) since its inception and she has served as a member of the ATHENA taskforce for the last nine years. She currently is a member of a research project, *Physics and Learning in Groups* based at Chalmers School of Engineering and Gothenburg University.

**Gill Kirkup**, Dr., B.A., B.Ed., M. Phil, Ph.D, is a Senior Lecturer in the Institute of Educational Technology, Open University, UK. She is also, at the time of writing the Head of Research, Data and Policy at the UK Resources Centre for Women in Science Engineering and Technology 2008-2010, part-time secondment. Gill Kirkup has researched and written about gender and technology for more than twenty years. Her publications record is very long it includes three co-authored books and three co-edited books: over forty chapters in books and over 30 journal articles. The book she co-authored with Ruth Carter “Women in Engineering: A Good Place to Be?” Macmillan (1990) remains a foundational text on the work and lives of women engineers. Her work is also involved with understanding
the operation of gender in distance education and the gendering of ICTs for learning. Since the 1980s this work has been done in collaboration with colleagues from a number of European countries, in particular Germany, Netherlands and Sweden. Gill Kirkup is also a Fellow of the UK Higher Education Academy, member of the Association of Learning Technologies, member of the Fawcett Society. Represented the Open University (UK) in Athena (Advanced Thematic Network on Higher Education in Women's Studies) 1999-2009.

* * *

**Annika Bergviken Rensfeldt**, PhD student in Educational Science at the University of Gothenburg, focuses on the latest decades’ official documents on distance higher education in Sweden in her doctoral project. Her knowledge interest concerns discursive aspects of higher education change and expansion, how policy ideas around openness, flexibility and mobility are produced through new spatial imaginaries and subjectivities and the possible democratic implications for higher education participation. Annika has worked with IT and flexible learning since 1996 as a university lecturer, consultant and at executive level, and lately also in the Linnaeus centre of excellence on Learning and interaction in contemporary society (LinCS).

**Martha Blomqvist** is Associate Professor in Sociology and senior lecturer at the Centre for Gender Research, Uppsala University. Her main research interest is gender in working life, with a focus on information technology and organizational change. She is the editor of Crossroads of Knowledge, an interdisciplinary research publication. A current interactions research project aims at studying and initiating change in gendered and gendering processes within and together with a technological research centre in central Sweden.

**Inger Boivie** has a Ph.D. in human-computer interaction and her research focused on user-centred systems design (UCSD) and usability and the relations between the systems development process and health issues in computer-supported work. Her dissertation is titled *A Fine Balance: Addressing Usability and Users’ Needs in the Development of IT Systems for the Workplace* (Uppsala 2005). Inger Boivie has also been interested in gender issues in systems development and discusses such issues briefly in her thesis. Boivie has extensive practical experience from more than ten years as a practitioner and consultant in UCSD and usability in bespoke systems development. After her Ph.D., Inger returned to the IT industry, and now works as a usability designer in an IT consulting company.

**Pirjo Elovaara**, PhD, is senior lecturer in Technoscience Studies at the School of Planning and Media Design, Blekinge Institute of Technology, Sweden. Her research field is based on feminist technoscience and focuses on design and use of information and communication technology. She is especially interested in the concepts and practices of participation and agency. She has also been involved in a number of local and regional ICT development projects in the region of Blekinge, in the southeast of Sweden. Her latest research project, together with Christina Mörtberg, was about gender, skills, technology and e-government with the title ‘From government to e-government: gender, skills, learning and technology’ (2005–2007).
About the Contributors

**Marie Griffiths** is an ESPRC Academic Fellow at the University of Salford, previously she has been involved in a number research project focusing on the under-representation of women in IT/ICT sector. Currently, Marie is a member of ISOS Research Centre (Information Systems, Society and Organisation) and her research interest also include young people and technologies/new media, the domestication and consequences of technologies in the home and the use of new media in education.

**Agneta Gulz** is an associate professor in Cognitive Science at Lund University in Sweden. Her main research area is digital learning technologies, in particular learning technologies that are based on virtual pedagogical characters. Some focus issues are: educational benefits and drawbacks with the use of virtual environments and virtual pedagogical characters, human cognitive differences (e.g. learning style differences) and the adaptation to such differences by means of digital learning environments, gender issues and digital learning environments. During 2009-2011 she leads an internationally oriented research project “Digital Dialogues” on chat-based interaction between teenagers and virtual characters in learning contexts. Agneta is the author of more than 30 papers published in international journals, books and conference proceedings.

**Magnus Haake**, PhD, MSc in Engineering Physics, Lund University. His PhD dissertation (2009) is on virtual embodied pedagogical characters and was carried out at the Department of Design Sciences at Lund University in Sweden. Magnus has a background in Human-Computer Interaction and information visualization in interactive digital media. He has been enrolled as an expert in different projects, both within business and research. Magnus is also trained in visual arts and graphic design. Since 2003 he has focussed on virtual characters in social and educational contexts. The specific topic of his PhD studies regards the basic, underlying visual design of virtual characters in relation to social psychology and to pedagogical intentions and outcomes. Magnus has published around 30 papers in journals, books and proceedings.

**Aino-Maija Hiltunen** works as a co-ordinator at the University of Helsinki, in the national network of gender studies. Organizing e-learning for gender studies students, university pedagogy for teachers, network knowhow in general and quality assurance has been among her activities, as well as co-ordinating the Gender and ICT’s in Women’s Studies –working group of European network Athena.

**Eva Maria Hoffmann** studied Computer Science at the University of Erlangen and Technische Universitaet Berlin (TU Berlin), Germany. Since 2005 she has been working at the Center for international and Intercultural Communication (ZiiK) at the TU Berlin. The ZiiK is building up academic structures in the higher education in Afghanistan in the area of IT. Eva Hoffmann is responsible for the establishment of the Computer Science Faculty in Heart University. She was 2005 and 2009 lecturing at Herat University for one semester. As women’s representative at the School of Electrical Engineering and Computer Science at TU Berlin, the advancement of women is in focus of her work, and she is working on several projects to attract women to study electrical engineering and computer science at TU Berlin. Due to this, the situation of women in Afghanistan is an interesting field to explore, since the studies in Computer Science in Afghanistan has a high proportion of female students compared to German universities.
About the Contributors

**Gwyneth Hughes, Dr.** is Senior Lecturer in Higher Education at the Institute of Education, London. She is also Faculty Director of Learning and Teaching and is responsible for enhancing teaching at both faculty and institute levels and she chairs an E-Learning Implementation Group as part of this role. Her research has followed the growth of use of e-learning over the past decade and she is particularly interested in addressing issues of equality, diversity and inclusion as they apply to virtual learning and teaching, and she has published extensively in this area.

**Erna Kotkamp** is a teacher researcher at Utrecht University at the Department of Media and Culture Studies where she is also an e-learning consultant. She combines technical ICT skills with academic research on where and how pedagogical choices are made in the designing process of educational software.

**Ulf Mellström** is professor of Gender and Technology Studies at Luleå University of Technology, Sweden. He has published widely on technology and masculinity, engineering studies, and crosscultural comparisons of gender and technology relations. Currently he is also a guest professor at the Department of Gender Studies at Linköping University, Sweden. His research intersects anthropology, gender theory, and Science and Technology Studies. He has conducted fieldwork in Sweden and Malaysia. Mellström also holds several positions of trust in the Scandinavian gender studies community. He is member of Swedish Government’s delegation on Gender Equality in Higher Education, chair of board the Swedish Secretariat for Gender Research 2006-2009, member of the program committee for gender studies in the Norwegian Research Council and has also served on the gender committee at Swedish Research Council between 2001 to 2007.

**Christina Mörtberg, PhD, docent/reader** is an associate professor at the Department of Informatics, University of Oslo/University of Umeå, Norway/Sweden. Mörtberg’s current research interests can be described in two interrelated areas that link to each other. In the first, systems design, she bases her research on situated perspectives and participatory design approaches and in the second, a theoretical/methodological perspective is in focus where systems design is studied in combination with theory/methodology based on feminist technoscience and science and technology studies. Mörtberg has been involved in numerous national, Nordic, and international research projects throughout the years and has also been one of the founders of several transnational research networks. Together with Pirjo Elovaara she conducted the project ‘From government to e-government: gender, skills, learning and technology’. Mörtberg has published and continues to publish her research on her own as well as in collaboration with doctoral students and colleagues.

**Helen Richardson** is a Senior Lecturer in Information Systems (IS) and joined the University of Salford in 1998 after a varied career including working in the field of Social Care and running a Research and Training Unit promoting Positive Action for Women at Work. She works in the Research Centre for People, Work and Organization and is engaged in Critical Research in IS including issues of gender in the ICT labour market and the global location of service work.

**Sandra Riomar** is a PhD student in Educational Science at the University of Gothenburg. Her doctoral project focuses on the spatial dimensions of open, flexible and distributed forms of learning, the political dimensions of institutional change and the gendered spatial orderings of these develop-
About the Contributors

Drawing on field-data from adult educational settings and students homes, the analytical focus is the diminishing spatial boundaries of private/public spheres and new forms of creating ‘enclosure’ and a sense of place for learning. Sandra also works as a university lecturer in the program for Human Resource Development and Labour Relations and in the field of Distance Education.

**Els Rommes**, Dr., is assistant Professor ‘Gender, ICT and Pedagogy’ at the Institute for Gender Studies, Radboud University Nijmegen. Her research interests and main publication areas include strategies of inclusion of gender in the information society, design and use of ICTs, gendered images of gender and SET (science, engineering and technology) and teenagers’ gendered professional choices. She has been coordinator of the advanced PhD-training of Netherlands Graduate School of Science, Technology and Modern Culture (50 junior and senior PhD students), guest Professor at Bremen university and postdoctoral researcher in the European research project SIGIS (Social Inclusion of Gender in the Information Society). Presently, Els is researcher and Dutch team leader of the EU project ‘Motivation; Promoting positive images of Science, Engineering and Technology in young people’ and of the Dutch historical media research project ‘Changing Images of science-technology in society’.

**Minna Salminen-Karlsson** has a PhD in education from Linköping University, with a thesis entitled “Bringing Women into Computer Engineering. Curriculum Reform Processes at Two Universities of Technology”. She has worked for a number of years in the cross-disciplinary area of social studies of technology and is currently associate professor in sociology at Uppsala University. Her research interests are the various intersections of gender, education, organization and technology. The underlying question in her research is how technology as a knowledge domain is constructed as masculine and how this influences women’s possibilities to become technologically competent. She has studied engineering education in a gender perspective, workplace learning and gender in high-tech workplaces and technology courses for school-age children. She has lectured widely on gender and teaching methods in engineering education.

**Sigrid Schmitz** (Dr. habil.) is university lecturer at the University of Freiburg/Germany (until June 2009) and at the University of Oldenburg/Germany (from October 2009). With a study in biology her main research and teaching is on gender aspects at the intersection between computer and brain sciences, on gender and e-learning, and on the development of didactic concepts for gender studies in SET-disciplines. She is also engaged in the feminist discourse on embodiment approaches, feminist epistemology, and transdisciplinary teaching and research. Since 2002 she leads the Forum of Competence “Gender Studies in Computer and Natural Sciences” [gin] together with Prof. Britta Schinzel. She was visiting professor for “Gender Research in Natural Sciences” at the Univiersität of Graz/Austria (2003) and for “Transdisciplinary Gender and Science Studies” an the Humboldt University of Berlin/Germany (2008).

**Johanna Sefyrin** is a Ph D Student in informatics at Mid Sweden University in Sundsvall. Her Ph D project concerns user participation and gender in systems design projects. Her primary focus is on explorations of how to further increase the analytical and methodological sensibility in order to tune in to the lower frequencies of participation and gender in systems design. The central issues are aspects of marginalisation, and how these relate to systems design approaches, practices, methods and techniques. An important context for her research is the development of public eAdministration and public eServices.

**Eva Wigforss**, PhD is senior lecturer at the Department of Logopedics, Phoniatrics and Audiology, School of Medicine at Lund University in Sweden. Her main research areas concern various aspects of lifelong learning, learning difficulties (dyslexia and other language related deficits) and distance learning. Recent works have been related to the project Learning in the extended ICT-mediated university and the Grundtvig project Dys-Learn looking at lifelong learning conditions for adults and more specifically adults with dyslexia.