About the Contributors

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Donatella Persico is senior researcher at the Institute for Educational Technology of the Italian National Research Council (CNR). She has been active in the field of educational technology, theory and applications, since 1981. Her major interests include instructional design, e-learning, self-regulated learning and teacher training. She is author of educational material and scientific publications of various kinds, including books, educational software, multimedia material and research papers concerning various aspects of educational technology. She is co-editor of the Italian Journal Tecnologie Didattiche and has been in charge of several national and international projects.

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Philip C. Abrami is Professor, Research Chair, and Director of the Centre for the Study of Learning and Performance (CSLP), Concordia University. His research interests include educational technology, social psychology of education and research synthesis.

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Barbara Biglan is an Associate Professor of Education for Chatham University and teaches at both the graduate and undergraduate levels. She has both teaching and administrative experience in grades K-12 and has been involved in implementation of technology in the classroom environment for a number of years. During her tenure at Chatham has been involved in the development of online courses for the Education Department. She has presented research related to technology and education at numerous national and international conferences.
Eva Bures has been an assistant professor at Bishop’s University’s School of Education since 2004. She is also a faculty member of the Centre for the Study of Learning and Performance. She earned a BA in French Literature at Reed College, and her PhD in educational technology at Concordia University. Her main interest is how to support innovative learning and assessment processes through computer-mediated communication (‘talking via computers’), especially in small groups. She focuses on how to improve the quality of online dialogue. She is also interested in how feedback from teachers and peers on e-portfolios can support learning processes.

Gráinne Conole is Professor of E-Learning in the Institute of Educational Technology at the Open University in the UK. Her research interests include the use, integration and evaluation of Information and Communication Technologies and e-learning and the impact of technologies on organisational change. She heads up a new research strand of activity within IET, ‘Learning in an Open World”. Two of her current areas of interest are how learning design can help in creating more engaging learning activities and on Open Educational Resources research. Updates on current research and reflections on e-learning research generally can be found on her blog www.e4innovation.com. She has extensive research, development and project management experience across the educational and technical domains; funding sources have included the EU, HEFCE, ESRC, JISC and commercial sponsors. She serves on and chairs a number of national and international advisory boards, steering groups, committees and international conference programmes. She has published and presented over 300 conference proceedings, workshops and articles, including over 100 publications on a range of topics, including the use and evaluation of learning technologies. She is co-editor of the RoutledgeFalmer book ‘Contemporary perspectives on e-learning research’.

Ulrike Cress is head of the Knowledge Construction Lab at the Knowledge Media Research Center in Tuebingen, Germany. She is doing research on learning with new media in formal settings as well as in informal and web-settings. She is interested in computer-supported learning, in knowledge management, and the development and implementation of media-based learning scenarios. In particular she works on the social and cognitive processes of people constructing new knowledge.

Thanasis Daradoumis holds a PhD in Computer Science (Polytechnic University of Catalonia-Spain), a Masters in Computer Science (University of Illinois), and a Bachelors in Mathematics (University of Thessaloniki-Greece). Currently he is assistant professor at the Department of Cultural Informatics, University of the Aegean, Greece and collaborating professor at the department of Computer Sciences, Multimedia and Telecommunications, Open University of Catalonia, Spain. His research focuses on e-learning, Web-based instruction and evaluation, distributed and adaptive learning, CSCL, CSCW, interaction analysis, and grid technologies. He is co-director of the DPCS (Distributed Parallel and Collaborative Systems) Research Laboratory [http://dpcs.uoc.es/]. He has written over 100 papers.

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Yannis A. Dimitriadis received the engineering degree from the National Technical University of Athens, Greece (1981), the M.S. from the University of Virginia (1983) and two PhD degrees from the University of Valladolid (1992 and 1995), both in telecommunications engineering. He is Professor of Telematics Engineering and director of GSIC/EMIC, a multidisciplinary research group focusing on Computer Supported Collaborative Learning since 1997. His general research interests include Computer Supported Collaborative Learning and distributed systems, while he currently works on an effective telematic support to educational practitioners, so that they may flexibly design and deploy learning designs, through the use of good educational practices and the integration of existing third-party services.

Bernhard Ertl is senior researcher at the Universität der Bundeswehr München. He has realized several research projects in the context of gender in computer and science teaching including projects with national and EU funding, e.g. SESTEM (Supporting Equality in Science Technology and Mathematics related choices of careers), PREDIL (Promoting Equality in Digital Literacy) and “Comparative study on gender differences in technology enhanced and computer science learning: Promoting equity”. A further focus of research is on issues like video-mediated learning, Internet collaboration and online-courses with a particular focus on the support of collaborative knowledge construction by the methods of scripts and structured communication interfaces. Bernhard Ertl earned his Diploma in computer science from the Ludwig Maximilian University Munich in 1998 and his Doctorate in education 2003. From 1999 to 2006, he was researcher at the Department Psychology of Ludwig Maximilian University of Munich and worked with Professor Heinz Mandl in DFG-funded research projects focusing on collaborative learning, e.g. “Collaborative Learning in Graphics-enhanced Tele-learning Environments” and “Collaborative Knowledge Construction in Desktop Videoconference”.

Andrew Feenberg is Canada Research Chair in Philosophy of Technology in the School of Communication of Simon Fraser University. He is the author of Transforming Technology, Questioning Technology, Alternative Modernity, Heidegger and Marcuse, and Reason and Experience, co-author of When Poetry Ruled the Streets, and co-editor of Technology and the Politics of Knowledge, Modernity and Technology, and The Essential Marcuse. He has taught at Duke University, San Diego State University, the University of Paris, and the University of Tokyo.

Geoffrey Glass is a PhD student studying communication at Simon Fraser University, where he is investigating the online commons. He designed and implemented Marginalia.

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Christopher Harris is a researcher in science education at the Center for Technology in Learning at SRI International. His research interests include the design and study of science learning environments that capitalize on innovative technologies and make learning accessible for students of diverse backgrounds and abilities. At SRI, his research often involves practical work in K-12 classrooms and informal science contexts for the purpose of informing both research and practice. His recent publications have addressed science education policy, science assessment, design-based research of learning environments, inquiry-based teaching, and authenticity in science education.

Angela Haydel DeBarger is a senior research scientist at the Center for Technology in Learning at SRI International. Her research interests include the design and analysis of technology-supported assessments for formative purposes, the application of principles of Evidence-Centered Design (ECD) and Universal Design for Learning (UDL) to classroom and state assessments, and the investigation of how formative assessments can support students’ cognitive and motivational engagement. Her recent publications have addressed teachers’ data-informed decision making practices, formative assessment approaches in chemistry teaching and learning, and the use of ECD and UDL principles in assessment design.

Kathrin Helling MA is research associate at the Universität der Bundeswehr München and University of Innsbruck, Department of Education. She has experience as researcher and project manager in several national projects and European projects in the frame of the Lifelong Learning Programme. A focus of her research is on gender aspects in the context of computer-supported mathematics, science and informatics teaching and related career choices of women. At the Institute for Future Studies in Innsbruck she worked on the development of computer-based learning scenarios and curricula for specific target groups (e.g. people of the age group 50+, learners with low educational achievement). She also trained trainers in using learning management systems and educational technologies. Kathrin Helling has worked in a DFG-funded research project at the Ludwig Maximilian University of Munich. The focus of this research was on supporting collaborative learning processes in video conferencing by the methods of scripts and structuring the communication of learners. She has gained her magister diploma in education science in 2006 at the Ludwig Maximilian University Munich.

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Birgitta Kopp Dr. phil, is member of the Institute of Empirical Pedagogic and Pedagogical Psychology at the Ludwig-Maximilians-University of Munich since 2001. She did her PhD in 2005 on “Effects of schema-based support on argumentation and performance in collaborative learning in videoconferencing”. She worked in several projects which were funded by the German Research Foundation, the Federal Ministry of Education and Research and the European Commission. Furthermore, research in companies is also part of her work. In all these projects, her research focus includes collaborative learning, learning with new media, blended learning, support methods, design of virtual learning environments, evaluations.

Maria Kordaki holds a PhD in Educational Technology, a Masters in Education, a diploma in civil engineering and a Bachelor in Mathematics, University of Patras, Greece. Currently she is assistant professor at the Department of Cultural Informatics, University of the Aegean, Greece. She also served as collaborative professor in the Hellenic Open University, the Dept of Computer Engineering and Informatics and the department of Mathematics, University of Patras, Greece. Her research focuses on social and constructivist learning theories in the design and evaluation of educational software and technology supported learning. She has published over 120 scientific papers and 9 books.

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Lisa Lobry de Bruyn holds a Bachelor of Science (1st Class Honours) and a PhD from the University of Western Australia, and more recently a Certificate in Higher Education from University of New England, both located in Australia. She is a senior lecturer, and has been involved in teaching many areas of natural resources at tertiary level in University of New England, Australia since 1993. Her innovative teaching methods have been recognised and showcased in four Australian University Teaching Committee grants. She is the author or co-author of over 75 refereed journal, book chapters
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Ron Lombard has been an Assistant Professor of Education for Chatham College since 2000, after 30 years as both a classroom teacher and administrator. He serves as an instructor and advisor at both graduate and undergraduate levels and during his tenure at Chatham has been involved in the development of online courses for the Education Department. He has presented research related to technology and education at numerous conferences and published chapters on the same topic for numerous texts.

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**Donna McGhie-Richmond** is an Assistant Professor in Educational Psychology and Leadership Studies at the University of Victoria. An experienced teacher educator, she holds a Ph.D. in Special Education from the Ontario Institute for Studies in Education / University of Toronto (OISE/UT). Dr. McGhie-Richmond’s research examines the relationship among teacher knowledge, beliefs, and practices and student learning outcomes in inclusive classrooms. She has expertise in assistive and computer technologies. As an early adopter of online learning technologies Dr. McGhie-Richmond is particularly interested in the transformative role of technology on instruction and learning.

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Patricia Schank is a cognitive and computer scientist at SRI’s Center for Technology in Learning, where she works with multidisciplinary teams to design, develop, and test innovative learning technology. At SRI, she has led the development of technology to support collaborative learning and online communities, software and curriculum to help students and teachers visualize nanoscale phenomena, and simulation-based assessments to measure science learning. Her recent publications have addressed participatory design, Computer-Supported Collaborative Learning, and analysis of online educator networks.

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