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Catherine Kaufman serves as coordinator of ePortConsortium, an association of individuals within higher education and IT commercial institutions who are interested in the development of academic ePortfolio software systems and the establishment of standards for such systems. She is responsible for maintaining communication among ePortConsortium members regarding news, resources, and events associated with electronic portfolio systems. She previously interned with Ali Jafari within the CyberLab at Indiana University-Purdue University Indianapolis (IUPUI), where she wrote user instructions for the initial version of the Epsilen ePortfolio software system. Her experience includes more than 10 years of editing legal documents, and she is currently on hiatus from enrollment in the MBA program of the Kelley School of Business, Indiana University.

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**Andrea Bartlett** is an associate professor in the Department of Curriculum Studies at the University of Hawaii at Manoa, USA. Over the past 10 years, she has gradually integrated technology into her teaching, culminating in creation of electronic portfolios by two cohorts of pre-service teachers. Her research on pre-service teachers’ perceptions of electronic portfolios appears in journals such as *Action in Teacher Education* and *Contemporary Issues in Technology and Teacher Education*. She has also published her research in proceedings of conferences such as the
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Colin Dalziel in 1996 moved from a professional background in media research and design to working in higher education, where he developed systems and processes that support networked learning. In 2003, together with Shane Sutherland, Mr. Dalziel founded Pebble Learning and has worked across the educational sector developing staff use of online systems to support learning. The key success of Pebble Learning has been the development of the PebblePAD ePortfolio system which is now widely used across the UK.

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Joan G. Apple has been a faculty member of Montclair State University since 1978. She was awarded Educator of the Year by two organizations: Eastern Business Education Association (1978) and Montclair State University Alumni Association (2004). Her current teaching and research interests include guiding development of digital portfolios, examining diverse learning styles, and designing case-based problems using advanced software application programs.

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Milton D. Hakel is the Ohio Board of Regents’ eminent scholar in industrial and organizational psychology at Bowling Green State University, USA. He received his PhD in psychology in 1966 from the University of Minnesota. At Bowling Green, Dr. Hakel chairs the Student Achievement Assessment Committee and the Electronic Portfolio Steering Committee, committees that have identified learning outcomes in majors and for the university as a whole, and also begun building the means for students to document their own learning and development. He created Springboard, a first-year experience course that involves students and their coaches in meaningful assessment and self-development through a series of activities, some of which are recorded on video for later feedback and reflection. He chaired the team that created BGSU’s Academic Plan, and presently chairs a task force that is investigating the creation of a PhD program in learning and teaching with an emphasis on math and science.
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Elizabeth Hartnell-Young is a researcher and consultant, author of Digital Professional Portfolios for Change (with Maureen Morriss), and founder of Women@the Cutting Edge, an Australian portfolio project in the 1990s. She organized the first ePortfolio Australia Conference in 2004, and encourages people in schools and universities to be actively involved in learning and reflection through portfolio development. She has recently undertaken a research project using mobile camera phones to collect material for ePortfolios supported by Nokia in Finland.

Kim Hauville is a senior corporate systems developer in intranet services within Information Technology Services at QUT (Australia). She has degrees in Information Technology and Behavioral Science, and five years experience in the IT industry. Ms. Hauville has been involved in the development of student portfolios since their inception, and currently leads the system analysis and design team.

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Alan Katz is a second-year geriatric medicine fellow at the University of Miami Miller School of Medicine (USA). His area of research interest is in the application of eLearning in medical education. Dr. Katz is involved in the design, development, and implementation of eLearning materials in the area of geriatric assessment tools, which are used in the training of medical students, residents, and physicians in practice. Most recently, Dr. Katz helped develop the structure of an electronic portfolio for geriatric medicine fellows at the University of Miami Miller School of Medicine.

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Paul Kim is the chief technology officer at the Stanford University School of Education (USA). He currently teaches eLearning, enterprising higher ed in the digital age, and directed research courses while evaluating and developing education support systems. He also manages the information technology department and serves as the chair for the Academic Technology Advisory Committee. He earned his PhD in educational technology in 1998 from USC. In his career, he has held various positions including chief technology officer for the University of Phoenix Southern California Campus, vice president for Vatterott College, Missouri, and chairman of the Board for Intercultural Institute of California. His recent publications and presentations have focused on “Information Visualization and Performance Evaluation.”

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**Raymond LeBlanc** is a full professor in the Faculty of Education, University of Ottawa, Canada. Since 1981 he has been teaching special education and cognitive education in both the teacher education and the educational studies programs of the Faculty of Education. His areas of expertise and research interests are quality-of-life issues, mental processes from a sociocultural perspective, qualitative methodologies, case study and participatory action research methodologies, mental retardation, learning disabilities, autism, and conduct disorders. He is the director of a collection of books in the field of special education and neuropsychology for a European publisher, DeBoeck University.

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Adam Marshall is the senior Java developer for Oxford University’s Virtual Learning Environment (the Open Source Bodington System) (UK) and has both managed and developed code for the WS4RL and SPWS JISC projects. He is currently working on implementing a Shibboleth Identity Provider and Service Provider as part of the UK’s Guanxi initiative, and has worked with electronic Personal Development Planning systems (especially LUSID) for a number of years. He is an active participant in CETIS LIPSIG, CETIS Enterprise, and JASIG UK. In the past he has been a member of the ANSI X3J3 committee and the HPF Forum.

Kevin Marshall is the academic program manager for Microsoft Ireland responsible for implementation of the Microsoft Partners in Learning (PiL) education program. He is also visiting research fellow at the Center for Research in Information Technology located at Trinity College Dublin. Prior to working in Ireland, he worked in Boston Public Schools where was responsible for the School-to-Work transition. He has a BA in psychology from University College Dublin, an MSc in industrial psychology from the University of Hull, and a PhD from Boston College.

Joseph Martinelli has more than 20 years of experience in higher education, 15 as an administrator at William Paterson University and five years as a full-time faculty member at Seton Hall University (USA) in the Instructional Design and Technology program. He holds degrees in communication, sports science, and education, and is a certified K-12 English teacher. He is currently working toward an EdD in secondary education from Seton Hall University.

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Matthew Wagner is the director of the Teaching and Learning with Technology Center (TLTC) at Buena Vista University in Storm Lake, Iowa (USA). In this capacity, he is actively involved in promoting the use of instructional technology as a means to support teaching and improve student
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Will Wharfe has been working with innovative educational IT projects since 1994. As development director at TAG Learning Ltd. (UK), he has worked with Karim Derrick to develop a system of ePortfolios both for teachers and pupils called the Managed Assessment Portfolio System (MAPS; see http://www.maps-ict.com).

S. Whiten is a senior lecturer at the Bute Medical School and jointly organized the foundation year of a newly designed medical curriculum. The curriculum is delivered through a Web-based course management system. Reflection is now considered to be one of the essential skills in professional training, and both the development and early implementation of an electronic portfolio for this purpose is an intriguing challenge.

Michael V. Whitesell serves as coordinator of Faculty Instructional Technology Support (FITS) at DePauw University (USA). He holds a BA in computer science from DePauw University and an MS in instructional systems technology from Indiana University. Mr. Whitesell provides consulting and technical support for faculty members who wish to explore and develop uses of technology in their teaching. He has extensive experience managing and mentoring students in IT internships, and supporting students' technology needs at DePauw University. He is also active outside the university as a member of CIASTD and a participant in events and workshops through the Midwest Instructional Technology Center.