About the Contributors

Mike Keppell is currently Director, The Flexible Learning Institute and Professor of Higher Education at Charles Sturt University, Australia. Prior to this, he worked from 2003 – 2007 at the Hong Kong Institute of Education as Associate Professor and Head of the Centre for Learning, Teaching and Technology (LTTC). Before this, he was Head of the Biomedical Multimedia Unit, Faculty of Medicine, Dentistry and Health Science, The University of Melbourne, Australia from 1998-2002 and Head of the Interactive Multimedia Unit, Division of Distance and Continuing Education, Central Queensland University, Australia from 1994-1998. He has a background in learning and teaching, curriculum, evaluation, and more specifically, instructional design. His research focuses on blended learning, learning-oriented assessment, authentic learning, learning spaces and transformative learning using design-based research. He is currently President of ascilite. In 2007 he edited a book through IGI Global titled *Instructional Design: Case Studies in Communities of Practice* with authors from eight different countries.

Kay Souter is Associate Dean (Academic) at La Trobe University, in Melbourne Australia. She is the leader of the ‘Spaces for Knowledge Generation project’ (www.skgproject.com), and has been associated with several other major pedagogical research projects. She teaches and researches mostly in the areas of psychoanalytic literary theory and the representations of the female body, and has published widely in these areas. She is currently working on collaborative research projects with colleagues in Melbourne and Delhi, including an anthology of mother-daughter relationships in Indian literature, *An Endless Winter’s Night anthology of Mother-Daughter relationships in Indian Literature*, with Ira Raja (New Delhi, Women Unlimited Press, 2010).

Matthew Riddle is a Senior Lecturer in Academic Development in the Faculty of Law and Management at La Trobe University, Australia. He has been working in the field of tertiary education since 1993. He has worked as an educational researcher at the University of Cambridge and educational designer at the University of Melbourne, Australia. He is interested in a broad range of higher education issues, particularly in virtual and physical learning spaces, curriculum design and e-learning, and has designed innovative online role-plays. His research uses a combination of quantitative and qualitative methods in order to build a rich evidence base about student perspectives on daily technology use in the context of their broader learning experience. This research is attempting to change the way we think about learning spaces by examining what students do with their time, where they go, and how they feel about learning spaces.

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Trish Andrews has worked in the field of higher education for over fifteen years and has considerable experience in the areas of open, distance, flexible, and blended learning. She has extensive experience in supporting innovative curriculum development with a particular focus on integrating technologies into higher education programs. Trish has had several educational development and research grants including current ALTC grants in the area of rich media and learning spaces and has published widely in the area of educational innovation. Trish’s current research interests include learning spaces, mobile learning and distance learning.

Anne Berry is a cellist, AMEB cello examiner, and freelance researcher currently based in Newcastle, Australia. In addition to instrumental pedagogy, Anne’s research interests include Australian cello music, Australian indigenous culture and communities, community participation in music making, learning and academically gifted children, neuro-plasticity, performance confidence, and motivation. Anne was awarded her PhD (Music Education & Pedagogy) from The University of Queensland, Australia in 2007. She studied the influence of repertoire choice on intrinsic motivation in intermediate cello students. Other research projects have included the production of a video teaching package for beginning cellists with non-cellist teachers.

Gill Best is a Lecturer in the School of Learning Support Services and the Coordinator, Students Supporting Student Learning (S3L) at Victoria University. Gill has spent many years utilising traditional forms of learning support methodologies with students from diverse family and academic backgrounds. Since the late 1990’s Gill has led the development of S3L as an additional and central student learning support strategy for Victoria University students.

Yuliya Bozhko is currently a PhD student at the School of Engineering and Advanced Technology, Massey University, New Zealand. Her research interests include lifelong learning in higher education, personal learning environments, and e-portfolio processes. In 2008, Yuliya completed her Master of Science Degree with Honours in Information Control Systems and Technologies at National University “Kyiv-Mohyla Academy,” Ukraine. While completing her Master’s Degree, she was involved in the TEMPUS Joint European Projects and in eFolio development for student learning portals. She has previously been working in the software development industry and in higher education.

Chris Cheers has a broad international background in education having taught, coordinated, and developed courses in university, polytechnic, TAFE, and industry settings. His work has focused on the design, development, and implementation of e-learning and student-centred approaches such as problem, case, and project based learning. After working in Singapore for 10 years in educational design and development and faculty development at Ngee Ann Polytechnic and Nanyang Technological University, he currently holds the position of Academic Development Manager for the Built Environment Degree Program at Holmesglen Institute, Melbourne, Australia, and is a PhD candidate at the University of Southern Queensland, Faculty of Education, Australia. His research interests focus on the design of learning triggers and the scaffolding of critical reflection in digital ecosystems for higher education.
Merilyn Childs is Deputy Director of the Flexible Learning Institute at Charles Sturt University, Australia. She has long been an advocate for the recognition of prior learning (also known as APEL) in higher education as a way of legitimizing learning gained in learning spaces outside the academy. She is a career adult educator, and sees education as a practice of freedom and active citizenship. In her current role, she provides mentoring and advocacy for learning and teaching approaches that foster blended learning and create spaces for innovative practices such as student-designed materials.

Geoffrey Crisp is the Director of the Centre for Learning and Professional Development and Director of Online Education at the University of Adelaide, Australia. He completed a PhD in chemistry, undertook postdoctoral research in Germany and the USA, and commenced his academic career as a lecturer in chemistry at the University of Melbourne, Australia before moving to the University of Adelaide where he continued as a discipline academic in chemistry until 2000. Geoff was an Associate Dean for Learning and Teaching for the Faculty of Science when he became actively involved in online learning and e-assessment. He was appointed the Director of the Online Learning and Teaching Unit in 2001 and made the permanent move to educational development and online learning in 2002. Geoff has received the University of Adelaide’s Excellence in Teaching Award, the Royal Australian Chemical Institute Stranks Medal for Chemical Education, an Australian Learning and Teaching Council Associate Fellowship in 2006, and National Teaching Fellowship in 2009. Geoff is currently President of HERDSA.

Steve Dillon is founding director of the save to DISC (Documenting Innovation in Sound Communities) Research Network which examines and documents the qualities and relationships between music, meaning, cognitive and social benefit, health, and well being. Steve is a Senior Lecturer of Music and Sound and music education in the Faculty of Creative Industry, Queensland University of Technology, Australia. His research focuses upon meaningful engagement with music making in schools and communities. Steve is Project Leader for the Australasian Cooperative Research Centre for Interaction Design (ACID). He is focussed on network jamming research creating generative media performance systems and ways of learning. He has published widely in music education and community music with a strong emphasis upon the role of technology in 21st century learning and social contexts. He is active as a professional singer and songwriter and a review panellist and series editor for international arts, technology, musicological and music education journals and book series.

Chen Swee Eng is the Academic Director, Higher Education and Chair Professor of Building and Property at Holmesglen Institute in Melbourne, Australia. Prior to joining Holmesglen, he was Professor for Building in the Faculty of Engineering and Built Environment at the University of Newcastle, Australia. He has more than 20 years of research and experience with innovative approaches to education including student-centred learning, problem and project based learning (PBL), and e-learning. He has developed and taught problem-based learning courses in architecture, construction management, and property. He has consulted internationally and across a number of different disciplines in the development of PBL courses. Professor Chen was an invited keynote speaker at the 4th Asia Pacific Conference on Problem-Based Learning in Hat Yai in 2002, and also at the International Conference on PBL in Lahti, Finland, in 2005. His research interests in education include student perceptions of their learning environment, student-centred learning environments and assessment practices.
Robert Fox has over 30 years experience in teaching and research in South East Asia, Australia, and Great Britain. His research interests focus on teacher professional development; innovative use of information and communication technology (ICT); technological practice and change in higher education; blended learning; change and leadership in technology supported educational innovation; and the impact of technology in new teaching and learning places and environments. He is an Associate Professor, Division of Information and Technology Studies in the Faculty of Education and a Deputy Director of the Centre for Information Technology in Education (CITE), The University of Hong Kong (HKU). He has taught on undergraduate and post-graduate programs and supervised Master’s and doctoral students. In 2006, he was awarded the HKU University Teaching Fellowship (UTF) for excellence in teaching. The UTF is awarded on average to four academic staff per year.

Eva Heinrich teaches computer science and Information Technology at Massey University, New Zealand. Eva’s research interests include higher education and e-learning, and more specifically in e-portfolio supported lifelong learning and assessment. Initially, Eva focussed on the technology side of e-learning, and then moved toward pedagogy issues related to e-learning and the scholarship of teaching and learning in higher education. Eva was awarded a Darrylin O’Dea Award in the field of e-learning by Massey University in 2010. Eva has conducted research projects and published widely.

Gylo (Julie) Hercelinskyj is a Registered Nurse and a Senior Lecturer in the School of Health at Charles Darwin University, Australia. Her clinical speciality is in mental health nursing, and she teaches across all mental health nursing units in the Bachelor of Nursing Program. Gylo’s teaching and learning activities and interests include curriculum development, m-learning, and simulation as a teaching and learning approach. She has worked in collaboration with clinical and academic nurse colleagues on the development of the mental health curriculum for the Bachelor of Nursing program and the CDU vHospital. Gylo’s research interests include the use of m-learning with externally based students, workforce issues in mental health nursing and the oral history of mental health nursing. Gylo has also recently completed her doctoral thesis.

Henk Huijser is a Lecturer of Learning Enhancement (Communication) in the Learning and Teaching Support Unit, and a researcher in the Public Memory Research Centre at the University of Southern Queensland, Australia. His research interests and publications include technology enhanced learning and teaching, cross-cultural communication and cultural studies. His current interests include mobile learning and social networking technology, and their potential applications in higher education. Henk has published and presented widely: http://www.usq.edu.au/users/huijser/Research.htm.

Lynne Hunt is Pro Vice-Chancellor (Learning and Teaching) at the University of Southern Queensland, Australia. She won the 2002 Prime Minister’s Award for Australian University Teacher of the Year. Subsequently, she received an Australian Executive Endeavour Award to explore quality assurance in university learning and teaching in Malaysia. She publishes in the field of sustainable planning to promote university teaching. Her co-edited book The realities of change in higher education: Interventions to promote learning and teaching was published in 2006. She is currently a member of the International Advisory Board of the Malaysian Journal of Teaching and Learning in Higher Education (JTLHE). Professor Hunt was a member of the Board of the Australian Learning and Teaching Council and two of its sub-committees from its inception until March 2008. She has also served internationally in external review roles for the University of Pretoria and the University of Botswana.
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Christopher R. Jones is a Reader in the Institute of Educational Technology at the Open University, UK. He writes course materials for the Masters programme and coordinates the Online and Distance Education strand of the Doctorate in Education. His research focuses on the utilization of the metaphor of networks to the understanding of learning in tertiary education. Chris is the principal investigator for a UK Funding Council project The Net generation encountering e-learning at university. He was co-leader of the European Union funded Kaleidoscope Research Team Conditions for productive networked learning environments, and Chris has been a co-director of a number of research and evaluation projects. Chris has published over 50 refereed journal articles, book chapters, and conference papers. He is the joint editor of Networked Learning: Perspectives and Issues, Springer (2002) and Analysing Networked Learning Practices in Higher Education and Continuing Professional Development, Sense Publishers, BV (2009).

Keith Kirkwood is a Lecturer in the School of Learning Support at Victoria University. His academic and professional backgrounds also include e-learning design and information management. He has been involved in writing about and developing participatory learning platforms since 2001. Keith pioneered the development of the SNAP-VU virtual learning platform at Victoria University.

Paul Lam is an Assistant Professor at the Centre for Learning Enhancement And Research (CLEAR) at The Chinese University of Hong Kong. He is involved in many teaching and learning (T&L) research studies and services such as promotion of outcomes-based approaches to T&L, the enhancement of T&L spaces, and the use of technology for T&L. Paul’s additional research interests include case-based T&L, learners’ characteristics, self and peer assessment, and English language teaching (ELT).

Robin McCormack spent many years working to formulate a coherent theory and practice for Adult Basic Education as a rounded education for ‘second chance adults’. From the mid-90s he worked at Batchelor Institute of Indigenous Tertiary Education, Northern Territory, focusing on the development of academic and civic literacy for indigenous adults. Now at Victoria University, Melbourne, he manages teams of student rovers employed as peer mentors to assist other students in the Learning Commons.

Beryl McEwan is a Registered Nurse and Midwife who has been involved in nursing in the Northern Territory for over 30 years. Her clinical speciality is neonatal intensive and special care and she has experience as a clinical nurse educator in that setting. Beryl teaches in the general nursing units and clinical intensives in the Bachelor of Nursing program at Charles Darwin University (CDU), Australia. Her academic, teaching and research interests include the CDU vHospital*, e-learning and external students, role transition in nursing, and the development of professional identity in nursing students and new graduate nurses. Beryl is currently a PhD candidate exploring the role transition of new graduate nurses who were previously enrolled nurses.

Kerryn Newbegin has been working in the online learning field for over ten years, with a number of publications in the field. She has formerly worked for the Department of Marketing and the Faculty of Law, and is currently with the Centre for the Advancement of Learning and Teaching at Monash University, Australia. Kerryn was a co-recipient of the Vice Chancellor’s Award for Excellence for her work in implementing the university’s content management system, and is co-designer of the InterLearn, LEX and InterLex personal learning environments.
Glen Postle During his 30 years at the University of Southern Queensland (USQ), Australia, Professor Glen Postle has assumed roles and responsibilities in mathematics education, curriculum theory, research and evaluation, and open and distance learning. Over this time he has held a range of positions, including: Foundation Director of the Toowoomba Education Centre; Head, Centre for Research and Development in Curriculum; Head, Department of Higher Education Studies; Foundation Co-ordinator, Open Access Support Centre, Department of Education; Director, Office of Preparatory and Continuing Studies; and Associate Director (Academic), Distance Education Centre. His research interests and publications are in the areas of educational design for open and distance learning, teaching and learning online, access and equity, and technology enhanced learning. He has also been involved in funded consultancies in the Solomon Islands (World Bank), Pakistan (Asian Development Bank and Commonwealth of Learning), and Malawi (Malawi Ministry of Education).

John Rafferty is a Lecturer in Science Education at Charles Sturt University (CSU), Australia. John is actively involved in a number of diverse projects designed to maximize staff, student, and community engagement with CSU’s environmentally sensitive Thurgoona campus. His teaching and research interests focus on science and environmental education. Through his research and management of CSU environmental education outreach initiatives, John is linked with a network of community based environmental action groups. John works with pre-service teachers, schools, and community groups developing educational responses to issues concerning education for sustainability. John is also a Research Fellow with CSU’s Research Institute for Professional Practice, Learning and Education (RIPPLE).

Shirley Reushle is the Manager of Technology-Enhanced Learning in the University of Southern Queensland’s (USQ) Australian Digital Futures Institute, a cross-institutional multidisciplinary institute with two work-streams - one pertaining to e-learning and the other to e-research. Shirley is also a Senior Lecturer in Online Pedagogies and teaches Master’s and Doctoral students for the Faculty of Education. Shirley has worked in the Australian school and higher education sectors for all of her professional career, and for the last fifteen years, has taught online at USQ. Her research is in professional development for online educators, facilitating transformative flexible learning experiences, pedagogical applications of new and emerging technologies and learning space design.

Michael Sankey is currently the Director of the Learning and Teaching Support Unit at the University Southern Queensland in Australia. He specialises in the areas of e-learning pedagogies, multimodal and Web design, visual and multiliteracies. His recent research has focused on the multiple representations of concepts when utilising multimedia and Web 2.0 technologies, and how the use of hybridized electronic environments can enhance learning opportunities for students, particularly for those studying at a distance. With a background in art and design, he is passionate about the ways in which aesthetically enhanced learning environments can better transmit concepts to students of all backgrounds. Michael is an active member of the Australasian Society for Computers in Learning in Tertiary Education (ascilite), and is a life member of the International Visual Literacy Association (IVLA).

Deidre Seeto is Coordinator of Educational Technologies with the Teaching and Educational Development Institute (TEDI), University of Queensland, Australia. She has an active interest in learning design, educational technology, and its practical implementation in the higher education sector. Deidre’s
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research and development interests include authentic task design, sustainable approaches to educational innovation, communities of practice and Web 2.0, design-based research, work-integrated learning, and interactive multimedia. She is a reviewer for national and international journals in educational technology and publishes in this area.

Warren Sellers devoted the late 20th Century to what is now called the creative industries sector, as a designer, director, and producer. At the most recent Fin de siècle, a long-standing critical interest in education returned him to scholarly inquiries that earned a Master’s degree and a Doctorate of Philosophy in Education. His distinctive publications, intertwining text and imagery, work to unpack densities in complexities. He has filled several educational research roles involving e-learning and the scholarship of teaching and learning in Aotearoa, New Zealand. Warren now works at La Trobe University, Victoria, Australia as the Project Manager for the Spaces for Knowledge Generation project, and for the whole of institution curriculum project Design for Learning.

Caroline Steel is a Lecturer in Higher Education (eLearning) in the Teaching and Educational Development Institute (TEDI) at the University of Queensland, Australia. Her research into current and emerging technologies is focused on teacher beliefs, learning spaces, mobile technologies, 3D immersive environments, and identifying the pedagogical affordances of technologies that have the potential to enhance the quality of university learning and teaching. She completed her PhD on the interrelationship between university teacher’s pedagogical beliefs, beliefs about Web technologies and their Web practices in 2009. In recent years, Caroline has facilitated workshops in Hong Kong, Singapore, Sweden, and Australia that have assisted teachers to re-imagine their teaching practices for technology-enriched learning spaces. Caroline is Vice President of the Australasian Society for Computers in Tertiary Education (ascilite) – see www.ascilite.org.

Dan Tout has worked at Language Australia and Centre for Adult Education (CAE) in Melbourne, and is currently employed as a research assistant in the School of Learning Support Services at Victoria University, Melbourne. Dan is currently involved in a number of research projects with a particular focus on the interplay between learning spaces and learning space users. Current projects include the ALTC funded project entitled ‘A Comprehensive Learning Space Design Evaluation Model’ (http://www.altc.edu.au/project-comprehensive-learning-space-swinburne-2008). This project has the aim of developing an evaluation framework for institutional learning spaces. He is also undertaking an evaluation focussed on ‘Student Rovers in the Learning Commons’ at Victoria University.

Belinda Tynan is Academic Director, Faculty of the Professions, University of New England, Australia. Professor Tynan has held numerous academic positions in the UK, Australia, and Japan. She leads numerous grants and is Director for the DEHub: Innovation in distance education, which is a commonwealth funded research project. Her research and publications cover areas such as distance education, academic staff development, new technologies, and regional issues. She is also the Treasurer for the Open and Distance Learning Association Australia (ODLAA).
Regine Wagner is currently Director of Higher Education Programs in the School of Education at RMIT University, Australia. Regine sees herself as an organisational development agent. Her work predominantly relates to the ‘unfreezing’ of structures and practices that no longer serve the best interest of the institution, its members and clients. Regine is an Adult Educator, and her teaching philosophy is grounded in critical social pedagogy, the application of an interdisciplinary action focus with the aim to balance power inequities, and economic, social, and political disadvantage. Regine is a ‘pedagogy activist’ with a strong commitment to improving access and outcomes for non-traditional students. She holds a PhD from the University of Technology, Berlin.

Leonard Webster is the Educational Adviser for Teaching in the Centre for the Advancement of Learning and Teaching (CALT), Monash University, Australia. His experience includes research in teaching and learning in higher education with special interests in educational development research and learning environments supported through technology. He has a particular interest in the application of narrative inquiry research methods, having recently published a book on the use of narrative inquiry for complex and human-centred activities. As an educational theorist, Leonard has sought to link educational theory with learning and research models to provide educationally sound learning environments. This work has been recognized in an award made to Leonard by the Australian Society for Computers in Teaching and Learning (1999) for his co-creation of the online interactive environment ‘InterLearn’ and an Innovations Patent (2005).

Nathan Wise has a BA Hons from the University of Wollongong, Australia and a PhD in history from the University of New South Wales, Australia. Nathan was formerly employed as an Associate Lecturer at the University of New South Wales and as a Research Officer with the Refugee Review Tribunal. He is currently an Adjunct Lecturer in the School of Humanities at UNE and the Manager and Adjunct Lecturer within the DEHub: Innovation in distance education project.