About the Contributors

Elza Dunkels is a senior lecturer at the Department of Applied Educational Science at Umeå University, Sweden. Her PhD from 2007 deals with young people’s own perceptions of online dangers. She is currently involved projects concerning online risk, adult’s perceptions of online dangers and sexual exploitation of young people online.

Gun-Marie Frånberg is Professor in Educational Work at the Department of Applied Educational Science, Umeå University, Sweden. Her research interests include social and cultural perspectives on contemporary educational work. There is a particular focus on social values and net cultures at the intersection of age, class, gender and ethnicity.

Camilla Hälgren works as a senior lecturer at the department of Applied Educational Science at Umeå University in Sweden. She has a PhD in Educational Work, from the same university. Her research interest deals with the complexity of identity, young people, social values and online interactions.

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Neriko Doerr received Ph.D. in cultural anthropology from Cornell University in New York, U.S.A. Doerr works on language and power, politics of schooling, heritage language education, regimes of difference, nationalism, and globalization in Aotearoa/New Zealand, Japan, the United States, and online space. Her publications include Meaningful Inconsistencies: Bicultural Nationhood, the Free Market, and Schooling in Aotearoa/New Zealand (Berghahn Books), The Native Speaker Concept: Ethnographic Investigations of Native Speaker Effects (Mouton de Gruyter; as the editor), Bunka, Kotoba, and Kyoiku (Akasho shoten; as the co-editor; in Japanese), and articles in Anthropology and Education Quarterly, Critical Asian Studies, Critical Studies in Education, Identities: Global Studies in Culture and Power, and Journal of Language, Identity, and Education. She currently teaches at Ramapo College, New Jersey, U.S.A.

Birgitte Holm Sorensen is professor in ICT and learning at the Danish School of Education, Aarhus University. She is a director of the Research Programme on Media and ICT in a Learning Perspective. Her research field is ICT and learning, children, young people, media and ICT. During several years she has done research with focus on ICT and learning in primary school and lower secondary school. Currently she is leader of the Danish Council for Strategic Research supported project “Serious Games in a Global Market Place” (2007-2011). Of special interest is ICT-based design for learning and teaching.
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**Regina Kaplan-Rakowski** is a doctoral candidate in the Department of Curriculum and Instruction at the Southern Illinois University, Carbondale, USA. She has developed a deep interest in her students through years of teaching foreign languages, both in Europe and the USA, and in both the real and virtual worlds. Her current research focus is on the affordances of serious games and virtual environments for education, especially for foreign language instruction. She currently holds a B.Ed. in Teaching English as a Second Language (TESL); a M.Ed. in European Studies (both degrees from Pedagogical University, Krakow, Poland), and an M.A. in Foreign Languages and Literatures from Southern Illinois University. Kaplan-Rakowski is an author and a co-author of several peer-reviewed publications in the field of education.

**Simon Lindgren** is a Professor of Sociology at Umeå University in Sweden. He works in the field of cultural sociology with issues relating to media, youth and popular culture. His current research deals with people’s use of digital media, network cultures, and new emerging forms of online community. He has a broad interest in social and cultural theory, and uses a wide range of research methods; discourse analysis, ethnography, network analysis etc. At present, Lindgren heads a research project on online piracy, and another on youth culture and participation. Among other things, he also takes part in a project about YouTube as a performative arena, at HUMlab, Umeå University.

**Wu Liwei** M.A, graduated from School of Educational Information and Technology, South China Normal University, now works in School of Continuing Education, Xiamen University, Xiamen, Fujian, P.R. China as an assisatant researcher of distance education and instructional designer of online course, and focus on learning support for Chinese distance learners and online course development. Wu is interested in providing individualized learning support for e-learning learners considering learners’ learning styles. Current research focuses on the relationship between lifelong learning and self-study examination and redesign of online course aiming at improving online course quality and distance learners’ learning outcome.

**Liz Merkel** is a Masters student in Curriculum and Instruction at the University of Victoria. She currently teaches a seminar course for students in the University of Victoria teacher education program and supervises pre-service teachers in practicum experiences. Her passion for teaching at the primary school age led her to undertake her Masters research wherein she studies how the practice of auto-ethnography research in teacher education programs critically impacts pre-service teacher practice. She is the project manager of a SSHRC (Social Sciences and Humanities Research Council of Canada) funded project entitled Literacy Learning through Video Games: Adolescent Boys’ Perspectives led by Dr. Kathy Sanford.

**Henry Milner** is Visiting Professor of Political Science at Umeå University in Sweden, and Research Fellow at the Chair in Electoral Studies, Department of Political Science, Université de Montréal. In 2004-2005 he held the Chair in Canadian Studies at the Sorbonne, and in 2005-2006, he was Canada-US Fulbright Chair, at the State University of New York at Plattsburgh. He has also been a visiting professor or researcher at universities in Finland, Australia and New Zealand. Recent Books include *Civic Literacy: How Informed Citizens Make Democracy Work* (2002), *Social Democracy and Rational Choice* (1994), and *Sweden: Social Democracy in Practice* (1989). He is co-publisher of *Inroads*, the Canadian journal
of opinion and policy. His book: The Internet Generation: Engaged Citizens or Political Dropouts has recently been published.

Christina Olin-Scheller is a researcher and teacher at Karlstad University. Her main interest is young people’s reading and writing in a new media landscape in general and has a special interest in how this landscape challenges traditional ways of regarding literacy. Her thesis, Mellan Dante och Big Brother. En studie om gymnasielevens textvärldar (2006), has been followed by other books and articles which turn to researchers, as well as teacher educators and teachers. Presently she is working with studies on fans, fan culture and fan fiction with focus on the relation between informal and formal learning settings. Also, she is often engaged as a lecturer for various groups of audiences.

David Rakowski is an Associate Professor of Finance at Southern Illinois University, Carbondale, USA. His Ph.D. is from Georgia State University and his B.B.A. is from Stetson University. Dr. Rakowski’s interests include interdisciplinary research methodologies, pedagogy of finance, market liquidity, investor behavior, and corporate governance. His teaching interests include research methodology and corporate finance.

Kathy Sanford, Ed.D, is an Associate Professor in the Faculty of Education at University of Victoria. She currently holds the position of Associate Dean of Teacher Education. Her literacy research and teaching interests include issues of gender, assessment, and popular culture/new media. Additionally, she has been actively involved in issues related to teacher education programs, and her current writing and research involves school-based teacher education and program-wide electronic portfolios. Currently underway is a SSHRC (Social Sciences and Humanities Research Council of Canada)-funded project entitled Literacy Learning through Video Games: Adolescent Boys’ Perspectives, examining a rapidly growing phenomenon, videogames, and the learning that takes place through videogame play. Additionally, working with Dr Tim Hopper she has another SSHRC funded project entitled E-Portfolios in teacher education for individual and programmatic development: Building on tradition through technological innovation. This project is exploring the development of open-source technology that encourages pre-service teachers to think more deeply about teaching and content, to be more conscious of theories and assumptions that guide their practice, and to engage in collaborative dialogues about their teaching.

Shinji Sato received his PhD degree in Anthropology and Education from Teachers College, Columbia University. His specializations are educational and linguistic anthropology, focusing language education. His works critically examine self-evident notions in language education including learning, culture, communication, competence, and creativity. Sato co-edited a book, Bunka, kotoba, kyoiku [Culture, Language, and Education], published by Akashi Shoten, Tokyo, Japan. He is currently editing books on Japanese language education for the world citizens, alternative assessment of Japanese language education, and reexamination of intercultural communication in language education. Currently he is a Japanese Lecturer at Columbia University.

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Karin Tweddell Levinsen is an associate professor in online education at university level at the Danish School of Education, Aarhus University. She is a member of the internationally acknowledged Research Programme on Media and ICT in a Learning Perspective. Currently her research is focused on both university pedagogy and ICT and learning in the primary school. Of special interest is the implementation of ICT support for children with reading and writing difficulties. Karin Tweddell Levinsen has many years of experience as a professional user centred design developer of digital educational solutions. Simultaneous with her professional carrier she has kept the contact with the research community and taught at several Danish Universities, including the Danish IT-University.

Paula Uimonen, PhD, is a researcher at the Department of Social Anthropology, Stockholm University, Sweden. She is one of the founding scholars of digital anthropology, an emerging sub-discipline in anthropology that is concerned with the development and use of digital media and communication technologies in different social and cultural contexts. Her published PhD dissertation (2001) was the first comparative ethnography of Internet development in developing countries, based on multi-sited fieldwork among Internet pioneers in Southeast Asia. Her current research project focuses on digital media and intercultural interaction at a national arts and culture institute in Tanzania. In addition to her scholarly work on Internet, modernization and globalization, Dr Uimonen has advised international organizations, bilateral development agencies and government agencies on ICT for Development (ICT4D), most recently in the culture and education sectors in Tanzania. Dr Uimonen teaches courses in visual culture and digital anthropology.

Natalie Wakefield graduated from the University of British Columbia in Vancouver with a Bachelor of Arts and a Bachelor of Education in French Immersion. After several years of teaching, she returned to university to complete a Master of Arts degree at McGill University in Montreal. The focus of her graduate work was on media literacy and educational leadership. She recently returned to the classroom where plans to incorporate her research. In addition to this, she continues to work on projects dealing with issues such as cyber bullying, media literacy and student leadership.

Patrik Wikström is research fellow and research manager at the Media Management and Transformation Centre at Jönköping International Business School. His primary research area is the innovative and adaptive behaviour of media organizations. Within this area he has done research on business models in the music industry; magazine publishers’ use of social media; collaborative production of online fiction; and on the competitive behaviour of small and mid-sized TV producers.

Fan Yihong, Ed D, School of Education, University of Massachusetts, Amherst, USA; guest professor of Department of Interactive Media Studies, Umeå University, Sweden (August-October, 2008); guest professor of Department of Teacher Education, Norwegian University of Science and Technology;
professor of higher education, director of Section for European Higher Education Studies, and Section for Comparative Higher Education Studies, Institute of Education, Xiamen University, Xiamen, Fujian, P.R. China. Current research project is on Comparative Research of Staff Development between Chinese and European Universities, and Information Technology Enhanced Learning. Being invited as the Educational and Cross-Cultural advisor of China-Holland Educational Competence and Knowledge Center on IT (CHECK-IT), Fan is actively engaged in this international collaborative internship project that brings 20-25 Dutch students to come to CHECK-IT each semester, working together with Chinese students on R & D of IT and Software Engineering.

Sheila Zimic is a Ph. D. Student in Informatics at Mid Sweden University. Sheila is using the national representative study conducted by World Internet Institute (a partner of World Internet Project) in her research on young people’s Internet use with focus on digital competence and digital participation. The overall aim of her research is questioning the deterministic images of young people in the digital society. Sheila is also a member of the multi disciplinary research group CITIZYS at Mid Sweden University.

María Luisa Zorrilla Abascal is Mexican, with Bachelor and Master Degrees in Communications and PhD in Education, this last one as the result of a three year project about Educational Media Convergence at the University of East Anglia (Norwich, UK). Her career as academic is recent, but she has a long trajectory as communications professional both in Mexican government and non-profit organizations. At present she is teacher and researcher at the Autonomous University of the State of Morelos (UAEM) and is the project leader of e-UAEM, the Multimodal Educational Space at the same university, an ambitious initiative to transform traditional educational practices into an innovative b-learning concept.