About the Contributors

**David Parsons** is a senior lecturer and major coordinator for information systems within the Institute of Information and Mathematical Sciences at Massey University, Auckland. He holds an MPhil in electronics and computer science from the University of Southampton (UK) and a PhD in information technology from Nottingham Trent University (UK). His current research interests, include agile software development and mobile computing systems, in particular mobile learning, and he is a founding member of the Centre for Mobile Computing and conference chair for the Conference on Mobile Learning Technologies and Applications (MoLTA). Beginning his academic career in Southampton, UK, he worked as a lecturer for 13 years before leaving academia to broaden his experience in commercial software development. He worked for five years as a trainer, researcher and practitioner across Europe and North America, initially for Ottawa based company The Object People, before becoming a principal technologist for BEA Systems’ internal education in EMEA. His last role before emigrating to New Zealand in 2003 was as director of Emerging Technologies for international consultancy Valtech, based in the City of London. Since arriving in New Zealand, in addition to his academic post at Massey University, he has continued his professional practice as a Knowledge Engineer for Software Education Associates, specializing in Java technologies. He is the author of successful textbooks on Java, C++ and web application development, and is the co-editor (with Hokyoung Ryu) of Innovative Mobile Learning (IGI Global 2008).

* * *

**Samuel Alexander** recently received his PhD in Computer Science from Massey University in New Zealand. His research interests are in the areas of Intelligent Tutoring Systems and Affective Computing. He has published a number of articles on affective tutoring systems and e-learning in various international journals and conference proceedings and is known for his role in developing the first functional affective tutor, “Easy with Eve”.

**Ben Andrews** is e-Learning co-ordinator for the University-wide ILE (Institute for Learning Enhancement). He is interested in the impact of web 2.0 technologies within the context of teaching and learning within higher education. Most recent papers include ‘Teaching academic writing through digital images,’ given at the Second European ‘First Year Experience’ conference, Gothenburg, Sweden. Ben has also been responsible for developing the project - Choreography: Dance and Digital Performance - Video Podcasts for the Studio to Enhance Practice-based Learning.
Marc Augier is Director of the Knowledge Management and Information System department at SKEMA Business School. He is head of Learning Lab, the elearning center of expertise in SKEMA. He is also a Professor in Management of Information Systems in SKEMA Business School since 2001 and has a PhD (2005) in Information and Communication Science. His research interests are centered on the implication of the usage of IT technology in our society, therefore he is interested in Free Software, digital documents and libraries, hypertext as a knowledge representation tool. Before joining SKEMA he worked in IT and consulting companies like IBM and Accenture. He has a solid background in computer science with a masters degree from CESTI (1985).

Rune Baggetun is a PhD-candidate at the Department for Information Science and Media Studies, at the University of Bergen. His interest includes free software, mobile technology, collaboration technology, and social implications of the use of technology.

Benjamin Barbry is with the LIFL lab, University of Sciences and Technologies of Lille, Villeneuve d’Ascq, France.

Roger Bateman is a Senior Lecturer in the Faculty of ACES (Arts, Computing, Engineering and Science) at Sheffield Hallam University, Sheffield, UK. He was previously Senior Lecturer in the Department of Design and Visual Arts at Unitec, Auckland, New Zealand. Roger’s research interests in Mobile Web2.0 lie in how the tools and technologies of MLearning can augment student design studio experiences. He is particularly interested in: context bridging, user generated content, ubiquitous learning and the facilitation of collaborative projects. Working with Thom Cochrane Roger has contributed to international journals and conferences and was recently Chair of the Mobile Learning stream at EDUlearn10 the International Conference on New Learning Technologies, in Barcelona, Spain.

Adele Botha is a researcher at the Meraka Institute, a division of the Council of Scientific and Industrial Research in South Africa. She has extensive experience in the application and implementation of technology in education. Her current research centres on application that support learning through mobile technology in a developing county. She is completing her PhD through the University of Pretoria.

Mélanie Ciussi is a professor in Education and Digital Technologies at SKEMA Business School since 2007. She is also head of SKEMA’s Innovative Pedagogy Initiatives (IPI) and head of the Teaching & Learning Committee. Previously she was in charge of eLearning at the French Riviera Chamber of Commerce. She is associated researcher at I3M. Her Phd was specifically on networks and communities of learning in a virtual campus. Another domains of expertise is mobile learning and educational simulation games for children which she worked on for 2 years as head of this project for the French ministry of research. She studied Economics, has a Masters degree in Marketing (1996) and in Multimedia (2002). Before moving into research, she worked for Marks and Spencer for 3 years as assistant personnel manager across Scotland and Belgium.

Thomas Cochrane is an Academic Advisor (elearning and Learning Technologies) with Unitec (March 2004 to present). His role at Unitec includes providing support for elearning and learning technologies for Unitec teaching staff, and pushing the boundaries of educational technology for enhancing teaching and learning at Unitec. His research interests include mobile learning, web 2.0, and communities of
practice. He is currently implementing mobile learning projects for his PHD thesis: “Mobilizing Learning: Transforming teaching and learning in higher education in New Zealand”. Harnessing the potential of social software tools (such as: Mobile Blogging, RSS, Instant Messaging, Moodle and Elgg…) using wireless mobile devices, such as: PDAs, laptops, and the new generation of mobile phones.

Zeno Crivelli is a software engineer with passion to materialize ideas and deliver hi-quality results in a consumer friendly way. His expertise in software development has been recognized by the “Logitech Swiss Award” and “Maillefer Award” when he graduated in 2004 at the Swiss Federal Institute of Technology in Lausanne.

Crispin Dale is a principal lecturer in learning and teaching in the School of Sport, Performing Arts and Leisure at the University of Wolverhampton. Crispin’s role entails developing and enhancing teaching and learning practices school-wide. His recent PhD thesis was ‘Engaging the networked learner; theoretical and practical issues,’ was a PhD by publication. His ongoing research interests include the use of learning technologies including podcasting and virtual learning environments to support student learning.

Pierre Dillenbourg is professor in the School of Computer and Communication Sciences at the Swiss Federal Institute of Technology in Lausanne (EPFL). A former elementary school teacher, Pierre Dillenbourg graduated in educational science (University of Mons, Belgium). He started his research on learning technologies in 1984. He obtained a PhD in computer science from the University of Lancaster (UK), in the domain of artificial intelligence applications for educational software. His curriculum vitae includes more than 70 publications and 120 conferences worldwide. His current research concerns computer-supported collaborative learning, including: scripts that enhance collaborative learning, interactive furniture that scaffold productive dialogue and the use of dual eye tracking methods.

Yrjö Engeström is professor of adult education and director of the Center for Research on Activity, Development and Learning (CRADLE) at University of Helsinki. He is professor emeritus of communication at University of California, San Diego. Engeström applies and develops cultural-historical activity theory as a framework for the study of transformations and learning processes in work activities and organizations. He is widely known for his theory of expansive learning and for the interventionist methodology of developmental work research. Engeström’s most recent book is From Teams to Knots: Activity-Theoretical Studies of Collaboration and Learning at Work, published by Cambridge University Press in 2008.

Serge Garlatti is a professor in the computer science department at Telecom Bretagne. He is in charge of a research team, named SCRIPTureS (SemantiC Retrieval and Composition of Information, Pictures and Services) and belongs to a CNRS unit, named LabSTIICC (Information and Communication Science and Technology Laboratory), UMR 3192. He is interested in: technology-enhanced learning systems, semantic web, knowledge representation and reasoning, context-awareness and adaptation.

Agnes Kukulska-Hulme is Professor of Learning Technology and Communication in the Institute of Educational Technology at The Open University, UK, where she directs the Next Generation Distance Learning research programme and contributes to the university’s professional development activities.
About the Contributors

...for course teams. Her original discipline background is in linguistics and foreign language teaching. She has been researching mobile learning since 2001. She is co-editor of Mobile Learning: A Handbook for Educators and Trainers, and Researching Mobile Learning: Frameworks, Tools and Research Designs. Her recent work includes editing special issues of JIME on Portable Learning (2005), ReCALL on Mobile-Assisted Language Learning (2008), ALT-J on Mobile and Contextual Learning (2009), and Open Learning on Mobile Learning in open and distance education (2010). She is on the Executive Committee of the International Association for Mobile Learning. She has led numerous projects investigating innovative practice with learning technologies in post-16 education and learners’ perspectives on using mobile devices in learning, social interaction, work and entertainment.

Marcelo Milrad is a full Professor of Media Technology at the School of Computer Science, Physics and Mathematics at Linnaeus University (LNU) in Sweden. He is also the director of the Center for Learning and Knowledge Technologies (CeLeKT). His current research interests include the design of learning environments to support learning about complex domains, collaborative discovery learning and the development of mobile and wireless applications to support collaborative learning and intellectual work. Professor Milrad teaches undergraduate courses in media technology and computer science with a special focus on XML, web 2.0 and mobile technologies, and doctoral courses in the field of Technology Enhanced Learning. He has published over 125 articles in international journals, refereed conferences, books and technical reports. He has also been presenting and giving lectures about his work in more than 35 countries worldwide. During the last few years he has been serving as a program committee member in a number of international scientific conferences such as CSCL, ICALT, WMTE, ICCE and CELDA. He is an editorial board member of five scientific journals in the field of Technology Enhanced Learning.

Mike Joy is an Associate Professor at the Dept of Computer Science, University of Warwick, UK. His main research interests are Educational Technology, Computer Science Education, Agent-based Systems as well as educational technology object-oriented programming and Internet software.

Andrew Kitchenham began his teaching career in rural Alberta over 20 years and has never lost his classroom roots. He has been interested in and intrigued by educational technology for two decades. Most recently, he has been conducting research on effective professional development models for teachers based on adult-learning principles. He holds degrees from three universities, including two doctorates.

B. Y. Simon Lau, is with the Faculty of Engineering, Multimedia University, Cyberjaya, 63100 Selangor, Malaysia.

Cheng-Li Liu is an associate professor in the Department of Industrial Management at Vanung University, Taoyuan, Taiwan. He received his PhD degree in 2001 from the Industrial Engineering and Engineering Management Department at National TsingHua University. Hsinchu, Taiwan. His research interests include: ergonomics and Human-Computer Interface Design.

Cuong Pham-Nguyen is a lecturer in the Information Technology department at the University of Natural Science, Ho-Chi-Minh National University, Viet Nam. He is now in the Computer Science department at Telecom Bretagne, France. He obtained his PhD in 2010 from Telecom Bretagne in the...
About the Contributors

field of pervasive workplace learning systems design based on a scenario model. His interest areas are technology-enhanced learning systems, service management, knowledge representation and management, context-awareness and adaptation. At present, his research focuses mainly on an integration of the social semantic web in mobile and pervasive learning systems.

Gillian Rosner is Director of the Language department at SKEMA Business School. She also take a queen interest of pedagogy and is active in the Teaching and Learning Committee. Before joining SKEMA she worked extensively in the EFL field, both in academia (University of Nice) and in companies (IBM). She has been collaborating on various e-projects with Melanie Ciussi and Marc Augier ever since they set up the on-line learning platform at the business school. She is very interested in transfering communicative pedagogical approaches from the traditional classroom to on-line situations. She studied Sociology at Sussex University, and has an MA in Applied Linguistics from the University of Surrey.

Inmaculada Arnedillo-Sánchez is the Director of the MSc in Technology & Learning in Trinity College Dublin and a researcher in the College’s Centre for Research in IT in Education (Crite). She has been involved with the IADIS Mobile Learning conference series since its inauguration and chairs its 2011 conference. Dr. Arnedillo-Sánchez has also served as a member of the executive committee of the International Association for Mobile Learning and the Kaleidoscope Mobile Learning SIG Steering Committee. She organised the SIG’s “Beyond Mobile Learning” workshop and contributed to the SIG’s first VDS Workshop. She is a UNICEF consultant, collaborating with UNICEF’s Speak Africa initiative, under the 2006 African Development Forum’s auspices in Ethiopia. She has led numerous mobile learning projects, and currently leads the Teaching and Research in Ubiquitous Secure Telecommunications Environments (TRUST-E), and the Digital Narrative projects. She completed a PhD in mobile production of Digital Narratives and an MSc in Information Technology in Education, both at Trinity College Dublin. She received the Early Career Provost Teaching Award in 2006. She has coordinated postgraduate academic programs, supervises PhD students, and published more than 35 papers and book chapters in the last five years. Prior to joining Trinity, she was a language teacher in Spain, Italy and Turkey.

Abdolhossein Sarrafzadeh is the Leader of the Next Generation Intelligent Tutoring (NGITS) Systems project (ngits.massey.ac.nz) at Massey University in New Zealand. He is known for the work he has done on affective and intelligent tutoring systems for over 15 years. He also has an interest in Machine Translation. He has developed various intelligent tutors (e.g. Easy with Eve) and software tools for detection and expression of affect. He has published over 70 refereed articles in the areas of pattern recognition, knowledge based systems, human computer interaction, artificial intelligence in education and e-learning.

Jamshid Shanbehzadeh received his MSc in Electronic Engineering from the University of Teheran and PhD in Electrical and Computer Engineering from the University of Wollongong in 1996. His research interests are Image Processing, Machine Vision and E-learning. He has published over 60 research papers in prestigious journals, conferences and book chapters. Currently, he is with the Department of Computer Engineering at Tarbiat Moallem University in the I.R. of Iran.
Pei-Di Shen now works as director of the Teacher Education Center and associate professor of Graduate School of Education, Ming Chuan University, Taipei, Taiwan. She is one of the editors-in-chief of International Journal of Online Pedagogy and Course Design, which will be published by IGI Global in 2011. Her primary interest areas are e-learning, knowledge management, virtual community, and management information systems. Her research focus is the distance education in higher education.

Mike Sharples is Professor of Learning Sciences and Director of the Learning Sciences Research Institute at the University of Nottingham. He has an international reputation for research in mobile learning and the design of learning technologies. He inaugurated the mLearn conference series and is President of the International Association for Mobile Learning. As Deputy Scientific Manager of the Kaleidoscope Network of Excellence in Technology Enhanced Learning he coordinated a network of 1100 researchers across 90 European research centres. His current major projects include: Personal Inquiry, a collaboration with the Open University UK to develop 21st century science learning between formal and informal settings; the Horizon Digital Economy Hub on pervasive and contextual technologies; and research into curriculum and pedagogy to inform the UK Government’s Harnessing Technology Strategy. Recent projects include MyArtSpace for mobile learning in museums and the L-Mo project with Sharp Laboratories of Europe to develop handheld technologies for language learning. He is author of 170 publications in the areas of interactive systems design, artificial intelligence and educational technology.

Juliet Sprake is a lecturer in design education at Goldsmiths, University of London. She has worked with a range of external organisations and funding bodies including London Arts, London Open House, The V&A, Futurelab, The British Library, Lewisham Council and Fundamental Architectural Inclusion on developing participatory and creative methods for learning through the built environment. Sprake’s teaching and research activities explore how mobile learning may evolve a set of methods that involve learners participating in and producing tours of the urban built environment to challenge notions of perceived authority and inaccessibility. In this, the learner is facilitated to construct new experiences, understandings and perceptions that reconfigure the role of the guide in tours. She has originated and designed a number of ‘learning through touring’ projects: Mudlarking in Deptford, Transitional Spaces at the V&A and Cracking Maps at the British Library.

Kuo-Wei Su is an associate professor in the Department of Information Management at National Kaohsing First University of Science and Technology, Kaohsing, Taiwan. He received his PhD degree in 2000 from the Industrial Engineering and Engineering Management Department at National TsingHua University, Hsinchu, Taiwan. His research interests include: cognitive engineering, human-computer interaction, knowledge management, and expert system.

Gabriele Suder is full Professor of International and European Business at SKEMA Business School, and Jean Monnet Chair. She is also Microsoft Partnership Director and in charge of a vast range of domains focusing on the use and utility of ICT-related tools and services in higher education (ranging from pod-& vodcasting to sharepoint adaptibility for multi-campus course projects, m- and e-learning initiatives, at SKEMA and its partner universities). Gabriele holds a MPhil in Governmental Relations (1990, University of Strathclyde) and a PhD (1994, University of Bath) in Management. She is visiting professor and advisor at various highly distinguished schools and programs worldwide (CEMS, et. al.) and is external examiner of ESCP Europe. Part of her research and practioner interests center around...
integration and innovative learning. In coherence with her curriculum, she focuses on ICT-oriented industries, governmental and NGO activities.

**Chia-Wen Tsai** is an assistant professor in the Department of Information Management, Ming Chuan University, Taiwan. He is one of the editors-in-chief of International Journal of Online Pedagogy and Course Design, which will be published by IGI Global in 2011. Dr. Tsai is also the associate editor of International Journal of Information Communication Technologies and Human Development, and International Journal of Innovation in the Digital Economy. He is interested in e-learning, knowledge management, electronic commerce, and service management.

**John Traxler** is Professor of Mobile Learning, probably the world’s first, and Director of the Learning Lab at the University of Wolverhampton. He is a Director of the International Association for Mobile Learning, Associate Editor of the International Journal of Mobile and Blended Learning and of Interactive Learning Environments, and is on the Editorial Board of ALT-J. He was Conference Chair of mLearn2008, the world’s biggest and oldest mobile learning research conference. John has co-written a guide to mobile learning in developing countries and is co-editor of the definitive book on mobile learning “Mobile Learning: A Handbook for Educators and Trainers”, with Professor Agnes Kukulska-Hulme.

**Thomas Vantroys** is an associate professor in computer science at the University of Lille 1, Polytech’Lille Engineering School. He obtained his PhD in 2003 from the University of Lille 1 in the field of flexible workflow engines for e-Learning. His research interests particularly concern the design and development of technology-enhanced learning systems: Participatory design, Services Oriented Architecture, workflow technologies and ubiquitous computing.

**Giasemi Vavoula** is an RCUK Academic Fellow at the School of Museum Studies, University of Leicester, UK. She has a background in Computer Science (BSc) and Human-Centred Computer Systems (MSc), while her doctoral research focused on the design of personal lifelong learning organisers. Her research interests presently focus on technology-enhanced museum learning; tools and methods for mobile and informal learning design and evaluation; and the co-creation and co-interpretation of cultural content. Current projects include the evaluation element of the HLF funded project *Full Circle*, and *Study Visit*, which is a SPLINT-funded project looking at the design of mobile and web-based tools to support Higher Education students on field trips.

**Jo Dugstad Wake** is a PhD-candidate at the Department for Information Science and Media Studies, at the University of Bergen. His PhD project is about mobile phones, computer games and learning. He has a background from Pedagogical Information Science, and the social sciences.

**Dennie Wilson** is a senior lecturer in dance performance and practice at the University of Wolverhampton, with particular responsibilities for Dance and Technology and Choreography. She has most recently been responsible for developing the project - Choreography: Dance and Digital Performance - Video Podcasts for the Studio to Enhance Practice-based Learning. This is a unique blended learning development that provides the opportunity to foster innovative learning in the field of dance practice and brings together the dancer, the studio and Web 2.0 common technologies. As a choreographer and performance maker, Dennie artistically directed the Opening Ceremony for the 2010 World Wheelchair Basketball Championships held in Birmingham, UK.
Jocelyn Wishart is a senior lecturer in education at the University of Bristol. She became involved in mobile learning through her interest in using handheld devices to support teacher trainees on placement in schools. She has run two small scale projects funded by the Teacher Development Agency that have shown the devices can be useful in supporting both learning and teaching and any technical issues resolved. A current project focuses on the use of PDAs and smartphones to support trainee teachers in developing as reflective practitioners through the use of e-portfolio technology. Her interests lie primarily in the psychology of mobile learning and in the corresponding pedagogy of using handheld devices for teaching. She is a member of the Kaleidoscope EU Network of Excellence Mobile Learning SIG Steering Group, convenor of the IAS Workshop Series Adding a Mobile Dimension to Teaching and Learning, and moderator of the Teaching with Handhelds discussion group.

Jane Yin-Kim Yau is a doctoral candidate from the Intelligent and Adaptive Systems research group at the Dept of Computer Science, University of Warwick, UK. She is expected to complete her doctorate in 2010, which is focused on a mobile context-aware framework for managing learning schedules. She obtained a MSc in Computer Science in 2004 from the same research group and her work was focused on learning objects and the teaching of Java programming. In November 2010, she will join the CeLeKT research group at the University of Linnaeus, Sweden, as a post-doctoral researcher. She has published a number of journal and conference papers in the areas of mobile learning. Her research interests include mobile and self-regulated learning; mobile, web and social media technologies used for individual and collaborative learning; mobile learning preferences and contexts; differences in mobile learning preferences within various national cultural groups; mobile learning objects/metadata; and mobile context-aware/based suggestion mechanisms.