About the Contributors

**Lori Lockyer** is associate dean (research) in the Faculty of Education at the University of Wollongong (UOW). Lori teaches and researches in the ICTs for Teaching and Learning Program. Among her research foci, Lori been involved in research associated with learning designs and learning objects for the past 10 years. Lori recently contributed to the establishment of a new regionally based medical school in Australia and serves on the Education Committee for the International Virtual Medical School (IVIMEDS). Lori is an Apple Distinguished Educator (Class of 2006-08) and is on the editorial boards for the *International Journal for Learning Technology* and the *Journal of Interactive Learning Research*.

**Sue Bennett** is a senior lecturer in the University of Wollongong’s Faculty of Education and deputy coordinator of the Centre for Research in Interactive Learning Environments. Sue has over 15 years experience as a university teacher and designer of technology-supported learning. Sue’s research into learning objects and learning designs has attracted competitive grant funding and resulted in a significant body of publications. Sue’s latest project, involving the University of Wollongong, the Open University of The Netherlands, and Janison Solutions, is developing the Learning Design Framework, which integrates learning objects and learning designs to support effective design of online learning.

**Shirley Agostinho** is a lecturer in educational technology in the Faculty of Education at the University of Wollongong. Prior to becoming a lecturer, Shirley was a research fellow and post-doctoral fellow researching the concept of learning designs and learning objects. She was the project manager for an Australian nationally funded project during 2000-2002 that focused on producing innovative reusable learning designs.

**Barry Harper** is a professor of education at the University of Wollongong in Australia with a research focus on the theory, design, development, implementation, and evaluation of multimedia learning environments. As a former director of the Educational Media Laboratory at Wollongong, he has won over 20 national and international awards for innovation and excellence for research in multimedia learning environments.

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**Philip C. Abrami** is a Concordia University research chair and the director of the Centre for the Study of Learning and Performance. His awards include: the CADE Award of Excellence in Research, the W.J.
McKeachie Career Achievement Award, the Vineberg Research Prize in Psychology, and the CSSHE Research Award. He has authored several books, including *Classroom Connections: Understanding and Using Cooperative Learning* and *Statistical Analysis for the Social Sciences: An Interactive Approach*. He has published dozens of book chapters and journal articles in the leading educational and psychology journals. His interests include: social psychology of education, instructional effectiveness, technology integration and research integration. His current work focuses on research integrations and primary investigations in support of applications of educational technology in distance and higher education, in early literacy, and in the development of higher order thinking skills.

**Mohd Salleh Abu** is a professor in mathematics education at Universiti Teknologi Malaysia. He received his PhD in mathematics education from Brunel University, UK, and started his academic career as a mathematics lecturer in 1983. He has very wide teaching and research experiences, particularly those involving mathematics and mathematics-related subjects at university level. He has written several books in the field of mathematics learning as well as computerized statistical data analysis. His research interest covers teaching and learning in mathematics as well as the utilization of technology in the teaching and learning.

**Baharuddin Aris** is associate professor and head of the Department of Educational Multimedia in the Faculty of Education at Universiti Teknologi Malaysia. He obtained his BSc and MSc at Iowa State University, and later was awarded a PhD by the Robert Gordon University. An experienced lecturer, researcher, and consultant in multimedia and e-learning, he has also published extensively, and has numerous contributions to conferences. He is also listed in *Who's Who In Instructional Technology* on the World Wide Web, included as one of the top 20 e-learning academics on *E-Business: Who's Who*, and is vice-president of the Malaysian Educational Technology Association.

**Mark Baxendale** (MPhil, BSc (Hons)) is a learning and teaching fellow and a senior lecturer in computing at Liverpool Hope University and is head of the Learning Technologies Research Group. Prior to coming to Liverpool Hope University, Mark taught electronics and media technology at Staffordshire University and then Manchester Metropolitan University. More recently he worked as a freelance Web developer.

**Edward C. Bethel** is PhD student at Concordia University. His research interests include digital historical preservation, digital cultural learning objects, ubiquitous computing in K-12, learning design, participatory design of learning, teacher development and teacher evaluation, and systematic reviews. He has professional experience as a secondary school vice principal.

**Eddy Boot** is a researcher at TNO Human Factors, and is involved in R&D projects concerning the application of information and communication technology (ICT) to improve learning processes. He holds a PhD in instructional technology and specializes in complex learning and competency-based learning by means of advanced learning technology. Much of his research is related with the integration of work and learning and ubiquitous learning.

**Luca Botturi** holds a PhD in communication sciences and instructional design from the University of Lugano, Switzerland. He is currently instructional designer at the e-learning Lab, and researcher for
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the NewMinE Lab at the same institution. His research interests focus on creative instructional design, design languages, and team communication. He is active as trainer and consultant, and has founded seed, a nonprofit organization promoting the development of a culture of educational technologies for international development and nonprofit education.

**Tom Boyle** is director of the Learning Technology Research Institute (LTRI) at London Metropolitan University. He has a long history of developing and evaluating innovative multimedia learning technology. Tom led a major project in the development, use, and evaluation of learning objects that won an EASA (European Academic Software Award) in 2004. He also is the Director of the UK Centre for Excellence in Teaching and Learning (CETL) in Reusable Learning Objects. This CETL involves collaboration between three universities: the London Metropolitan University, the University of Cambridge, and the University of Nottingham, to develop and evaluate high quality learning resources across a range of subject areas.

**William J. Bramble** (PhD, The University of Chicago, 1971) is a professor of organizational learning and instructional technology at the University of New Mexico. Dr. Bramble has worked in the fields of educational research and technology for over 35 years and has authored over 130 presentations and publications. His recent work includes a co-edited text on the economics of distance and online education. He has served as a consultant to distance education programs for the State of Alaska, the U.S. Department of Defense, the World Bank, the State of Queensland Australia.

**Francis Brouns** holds a bachelor’s degree in biology and PhD in agriculture. Francis has been working at OUNL as programmer/system architect and assistant professor. She is currently investigating critical facilities for lifelong learning networks.

**Daniel Burgos** is a senior consulting in e-learning in ATOS Research & Innovation. He also works as an assistant professor in educational technology at The Open University, The Netherlands. Formerly, he worked 14 years as a teacher, multimedia developer and academic manager in Europe and South America, also with his own company. He is focused on IMS learning design, adaptive e-learning, educational e-games and learning networks and he is or has been involved in the research projects Unfold, Ln4ld, ProLearn, TenCompetence, Eu4all, Grapple, and Suma. He is author and editor of many books and articles for journals, conferences and professional magazines. He holds degrees in communication (PhD), computer science, education, and business administration.

**Tom Carey** is a professor of management sciences in the Faculty of Engineering at the University of Waterloo, Canada, and is currently serving as visiting senior scholar in the Chancellor’s Office of the California State University. Dr. Carey has provided leadership for numerous initiatives to develop strategic excellence for learning and innovation. His current projects centre on mobilizing knowledge for exemplary teaching in higher education. Tom is also a Senior Associate of the TLT Group in Washington, DC, a member of the External Expert Reference Group for the Carrick Exchange in Australia, a member of the Board of Governors of St. Paul’s College at the University of Waterloo, and a member of the Adobe Higher Education advisory board.
Kin-Fai Cheng is a research assistant in the Centre for Learning Enhancement and Research at the Chinese University of Hong Kong. He has a background in psychology and is now pursuing his master’s degree in the field of statistics. His main duty in the Centre is to facilitate practical aspects of the various projects and ensure smooth operations. He has been working on a number of Web-based education development and evaluation projects for 3 years. He has been involved in several publications and has given a presentation on e-learning development in Singapore.

Mohan Chinnappan is a mathematics teacher educator at the University of Wollongong. His teaching and research interests include scaffolding learning for numeracy, mathematics cognition, schema and instruction, teacher knowledge, and ICT-mediated mathematical learning experiences. He has published extensively (national/international) and been invited to be a Numeracy consultant on 15 projects in the Asia-Pacific region. His schema-based analysis of thinking and problem solving continues to contribute significantly to issues about cognition and knowledge construction by teachers and learners in K-12 mathematics. He is a member of editorial panel of three international journal of mathematics education, and reviews manuscripts for seven mathematics educations journals, and five international conferences.

Tan Wee Chuen holds a PhD in educational technology from the University Technology of Malaysia. She is the head for the Centre of Innovation in Teaching and Learning at Southern College, Malaysia. She is also a lecturer of Computer Science Department in the college and teaches courses in computer system, IT project management, and multimedia development. Her research interests are instructional design, learning object, problem-based learning, and educational courseware design and development.

Daniel Churchill is an assistant professor at the Faculty of Education, University of Hong Kong. He specializes in areas of educational technology, instructional design, e-learning, and multimedia. He has been involved in education for many years at secondary schools, technical colleges, a polytechnic, a teacher training institute, and a university. His experience involves classroom and online teaching, instructional design, multimedia design, and academic staff development. Currently, he has strong interest in teacher thinking and technology integration, learning objects, student-centered learning environments, Web 2.0, and mobile learning.

Grainne Conole is professor of e-learning in the Institute of Educational Technology at the Open University, UK. Previously she was professor of educational innovation in post-compulsory education at the University of Southampton and before that director of the Institute for Learning and Research Technology at the University of Bristol. 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. Two of her current areas of interest are focusing on the evaluation of students’ experiences of and perceptions of technologies and how learning design can help in creating more engaging learning activities.

Roger Côté is a graduate of the Master’s Programme in Educational Technology at Concordia University in Montreal. His research interests include project management, modeling and simulation, and instructional applications of artificial intelligence. While completing his degree, he worked as a member of the Canadarm2 training team at the Canadian Space Agency, and as a research assistant for
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Rick Cummings is a senior lecturer and past director of the Teaching and Learning Centre at Murdoch University. He works within the institutional research section on the evaluation of teaching and learning as well as conducting research into the University's key strategic issues. He chairs the vice-chancellor's Teaching Excellence Awards Committee and co-chairs the Flexible Learning Implementation Committee. Rick's expertise is in the fields of program evaluation, research methods, vocational education and training, strategic planning, and quality assurance. He is currently national vice president of the Australian Evaluation Society, and co-editor of the Evaluation Journal of Australia.

L.K. Curda is an associate professor with expertise in instructional design and technology and educational psychology. She has designed and developed numerous online courses across undergraduate and graduate degree programs in education. She presents and publishes on distance education and related topics, including formative evaluation procedures in online courses.

Michel Eboueya is associate professor at the University of La Rochelle (France) where he has worked since 1993 after being an assistant professor at the Faculty of Science of the University of Lille and an engineer at IBM France. His current main research interest is the application of various technologies (e.g., image processing, visualization, fuzzy logic, knowledge management) to ubiquitous e-learning, emotion detection, and the collaborative construction of semantic resources. Some of his publications are at http://www.univ-lr.fr/l3i.

Kristine Elliott (BSc, Hons, PhD) is an educational designer and research fellow in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne. She began her career as a plant pathologist before pursuing an interest in biomedical education. Her current research focuses on educational technologies that promote acquisition of problem solving, scientific inquiry, and clinical reasoning skills.

Isobel Falconer is a senior lecturer in learning technology at Glasgow Caledonian University. Her research focuses on the representation of pedagogy, taking a user-centred approach, and the development of sustainable e-learning. In 2006, she led the UK JISC-funded Mod4L project, part of the Design for Learning programme, which looked at effective ways of representing learning designs for sharing and reuse. Isobel was previously research fellow on the Learning Activity Design In Education Project, which contributed to the UK, Australian, and The Netherlands e-framework. She is abstracts editor for the Association for Learning Technology ALT-C 2008 Conference.

Sebastian Foti is a Fulbright fellow who has taught physics, mathematics, instructional computing, and technology courses from grade 7 through graduate school in the United States and abroad. He has served as an educational consultant in Europe, Africa, Central and Southeast Asia, and South America, as well as in the United States. For several years, Dr. Foti worked on Culture & Technology and Enhanced Science Helper projects at the University of Florida. These projects allowed instant retrieval of over 2,800 learning resources. Dr. Foti is currently teaching at the University of North Florida, in Jacksonville, Florida.
Peter Freebody is the research fellow in the Faculty of Education and Social Work at the University of Sydney, New South Wales, Australia. His research and teaching interests are literacy education, educational disadvantage, classroom interaction, and quantitative and qualitative research methods. He has served on numerous Australian state and national advisory groups in the area of literacy education.

Sherri Frizell is an assistant professor in the Computer Science Department at Prairie View A&M University where she teaches courses mainly in software engineering, object-oriented programming, and interaction design. Her research interests in the area of educational technology focus on e-learning design and computer supported collaborative learning.

Franca Garzotto is associate professor of information engineering at the Department of Electronics and Information, Politecnico di Milano (Italy). She holds a master’s degree in mathematics from University of Padova (Italy) and a PhD in computer engineering from Politecnico di Milano. Her research focuses on design methods for interactive systems, usability engineering, user requirements, multichannel Web interfaces, and design patterns, mainly in the domains of e-education and e-culture. Since 1988, she has participated in over 20 national and international research initiatives, and she is currently involved in a number of e-learning projects for primary education. She is (co)author of over 90 international publications.

Andy Gibbons is department chair in instructional psychology and technology at Brigham Young University. Dr. Gibbons’ work has included large-scale training development projects, re-engineering of the development (ISD) process, computer-based instruction, military, and commercial aviation training development, and research and development on instructional simulations. Dr. Gibbons’ current research focuses on the architecture of instructional designs. He has published a design theory of model-centered instruction, proposed a general layering theory of instructional designs, and is currently studying the use of design languages in relation to design layers as a means of creating instructional systems that are adaptive, generative, and scalable.

Christina Gitsaki is an applied linguist and a lecturer at The University of Queensland. She has taught EFL/ESL for almost two decades in Europe, Australia, and Japan. She is currently lecturing in ESL teacher preparation courses and supervises ESL-related projects. Dr. Gitsaki has published a book, Second Language Lexical Acquisition (1999, International Scholars Publications), and co-authored a textbook, Internet English (2000, Oxford University Press). Her research interests are in the area of second language acquisition, Web-enhanced language learning (WELL), e-learning, teacher education, and intercultural language teaching. She has presented her research at international conferences, contributed chapters to books, and published numerous articles in academic journals.

Peter Goodyear is professor of education and co-director of the CoCo Research Centre at the University of Sydney. His research focuses on students’ experiences of collaborative networked learning, especially learning through inquiry and learning through discussion; teachers’ pedagogical beliefs and knowledge; the coconstruction of working knowledge in professional development programs; and educational design methodologies. He is editor of the international journal Instructional Science, was a founding executive committee member of the UK-based Association for Learning Technology, and was joint convenor of the 2006 ascilite conference.
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David Griffiths is reader in e-learning at the Institute for Educational Cybernetics, the University of Bolton, UK. His background is in the arts and in education, and he has taught at all levels from primary through to adults, spending much of his working life in Spain. For the past 15 years he has worked on various aspects of technology and education, and has published extensively on IMS learning design. He was coordinator of the UNFOLD project, which ran communities of practice for those working with IMS LD, and currently leads the contribution of the Institute for Educational Cybernetics to the TENCompetence Project.

Paul Hazlewood (MSc, BA (Hons)) is a computing lecturer in the Deanery of Business and Computer Science (BACS) at Liverpool Hope University. Prior to coming to Liverpool Hope University, Paul worked in industry at Marconi Command and Control Systems before moving into Higher Education as a research assistant in Multimedia at Liverpool University. He is a member of the Learning Technologies Research Group (LTRG). Paul has taught and developed a range of modules and courses including multimedia, learning technologies, and computer graphics. His research interests focus on learning technologies, multimedia and gaming technologies to support learning and teaching.

John Hedberg is Millenium professor of ICT and Education, and Head of the School of Education, Macquarie University in Sydney. He has worked on several research projects about the use of ICTs in learning and the design of constructivist learning environments. Most recently he has explored using mobile phones as social software tools in orienteering tasks in geography, using communities of practice as a staff development strategy, using cognitive tools to develop mathematics problem solving repertoire, and Internet literacy and the production of multimodal artefacts in history and science.

Garry Hoban is an associate professor in the Faculty of Education at the University of Wollongong, Australia. His research interests focus on teaching approaches and professional learning enhanced by ICT. He invented Slowmation by experimenting with his own teaching practices in science education and this new teaching approach won both categories of the 2006 “Technology Leadership Awards” presented by the international Society for Information Technology and Teacher Education (SITE), one of the three subgroups of the Association for the Advancement of Computers in Education (AACE). He recently won a prestigious $240,000 Australian Research Council award to design a Web site to support preservice teachers creating, reviewing, and publishing their slowmations for use in schools and universities.

Roland Hübscher is an assistant professor in the Department of Information Design and Corporate communication and mainly teaches in the human factors in information design with focus on design on intelligent interfaces. His research interests are in the area of intelligent interfaces supporting learning and problem solving.

Henk Huijser is a lecturer Learning Enhancement (Communication) in the Learning and Teaching Support Unit, and a researcher in the Public Memory Research Center, both at the University of Southern Queensland. He has published in the areas of technology-enhanced learning and teaching, and cross-cultural communication. His current interests include mobile learning and social networking technology, and their potential applications in higher education.
Hans G.K. Hummel holds a PhD in educational technology (from the OUNL) and degrees in pedagogy and educational psychology (from the University of Leiden, The Netherlands). Currently, Hans works as associate professor at OTEC and his main research interests are (navigation in) learning networks, learning technology specification, serious games, and competence-based education. He has been involved in the design and dissemination of EML and IMS-LD, sat on the editorial board for the EML-site, and was coresponsible for the design and pilots carried out with LN4LD.

Helen Irving (BAgSc, PhD, GradCert HighEd) is a senior lecturer at Monash University and an active researcher in the areas of biochemistry and pharmacology. She has taught biochemistry for over 15 years and has a long-standing interest in biochemical education and interactive teaching approaches. This interest formed the basis for the collaboration that led to the development of the online inquiry projects in the Virtual Laboratory and their implementation in the biochemistry curriculum.

Tomi Jaakkola is a researcher in the Educational Technology Unit at the University of Turku. He has worked on courses on ICT in the classroom and university. He has previously studied the effectiveness of learning objects on students’ learning outcomes in comparison to traditional learning materials (CELEBRATE), and the impact of computer-supported collaborative learning (CSCL) on students understanding of research methodology. Recently he has investigated the effectiveness of computer simulations and laboratory activities on students’ conceptual understanding and conceptual change in science learning.

Matthew Kearney is a senior lecturer in the Faculty of Education at the University of Technology, Sydney, where he coordinates undergraduate e-learning subjects in teacher education programs. His research and development interests are in the area of e-learning and he is a member of the Faculty’s Designs for Learning research cluster. He investigated a well-known learning design in his doctorate and subsequently completed a collaborative software development project with the Digital Media Centre at the University of Wollongong in 2002. He has completed several research projects investigating technology-mediated learning in both school and teacher education contexts.

Melissa Kelly works as an instructional design and media developer and is currently a PhD student at the University of Illinois at Chicago. She served as the technical and design consultant for the development of ECE SHARE. Her research interests include students’ help-seeking attitudes and behaviors in online environments and the design and reuse of learning objects.

Claire Kenny is a research assistant in the School of Computing, Dublin City University. Her current research interests are centred on the placement of interactive reusable learning objects into digital learning object repositories, and the e-learning standards issues that accompany this process. This work draws on recent experience of the application of SCORM to tertiary education-oriented learning objects. Previous research interests were focused within the automated tutoring domain, with an emphasis on database skills training environments.

Mike Keppell is professor of higher education and director of the Institute for Innovation in Flexible Learning and Teaching at Charles Sturt University. Before this appointment he was Head of three
educational technology and academic development centres in Hong Kong and Australia. His research and development focus on blended learning, technology-enhanced authentic learning environments, learning-oriented assessment, and the role of the instructional designer in higher education.

Denise Kirkpatrick is pro vice-chancellor of learning and teaching at the Open University where she researches the application of new technologies in supported open learning and leads the production and delivery of the university’s learning materials. She leads the development of university policy relating to new media in education. She has worked in a number of Australian universities as a senior manager and academic in the area of teaching and learning policy and practice, with an emphasis on the application of new media. Her recent research investigates the ways Millennials approach learning and how to create effective and engaging learning experiences for these students.

Rob Koper is professor of learning technology and director general of the Educational Technology Expertise Centre (ETEC) of the Open University of The Netherlands. ETEC conducts research and development in the field of technology enhanced learning and it supports users to test and apply these new principles and technologies in practice. He was, among other things, responsible for the development of Educational Modelling Language, the predecessor of IMS learning design. His research focuses on self-organised distributed learning networks for personal competence development. Among other things he is currently coordinating the EU Integrated Project TENCompetence.

Lisa Kosta is a senior research assistant within the Faculty of Education at the University of Wollongong. Lisa recently completed her Master of Education (ICTs in education) and is initiating her PhD studies focused on the use of learning designs in professional education. Lisa has 5 years experience teaching in the secondary school environment and was past recipient of the Outstanding Preservice Teacher of the Year Award as recognised by the Australian College of Education.

David Lake is a senior lecturer in the School of Education at James Cook University (Queensland) specializing in science education. He is a past vice-president of the Australian Institute of Biology and has served as an executive member of the committee for a range of educational and scientific groups. His research interest include provision of appropriate curriculum and resources for rural and regional schooling, and has published over 50 academic articles.

Paul Lam is an assistant professor in the Centre for Learning Enhancement and Research at the Chinese University of Hong Kong. Paul's research interests range widely across several key aspects of teaching and learning. He has assisted in the evaluation of close to 100 Web-supported teaching projects in many discipline areas in three Hong Kong universities. He has assisted the implementation and evaluation of case-based teaching in science courses at universities and secondary schools. In the area of English language teaching, he has written experimental course content, developed teaching materials, and trained in-service teachers to teach using the new technologies.

Tracey L. Leacock is a research associate and adjunct professor in the Faculty of Education at Simon Fraser University. Her research in educational psychology and technology focuses on the use of technologies to enhance self-regulated learning and writing skills, with a related interest in the evaluation of learning environments.
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Geraldine has over 30 years experience in education including 10 years as an academic developer where she has successfully conducted teaching and research on appropriate use of educational technologies for improving learning. In her role as vice president, Australasian Society for Computers in Learning in Tertiary Education (ascilite), Geraldine is coleading the research component for the development of the Carrick Exchange, a national higher education initiative to develop services and a repository for teaching and learning in Australia.

Michel Léonard holds a master’s degree in andragogy and works as a research professional at the LICEF Research Centre, Télé-université as well as at the chair in instructional and cognitive engineering, CICE. Since 1994, he has participated in the design, development, and validation of methods of instructional engineering, knowledge, and competency modeling techniques, modeling tools, learning design tools, preparation, and delivery of training for development and knowledge/competency transfer projects.

Allison Littlejohn is professor of learning technology and director of the Caledonian Academy at Glasgow Caledonian University (www.academy.gcal.ac.uk). Allison leads a range of research and professional development initiatives on learning innovation. In 2003, she published the first international textbook on sustainable e-learning: Reusing Online Resources. Along with Chris Pegler (UK Open University), Allison recently launched a new book series for Routledge (www.connecting-with-elearning.com) and co-authored Preparing for Blended Learning. Allison is a fellow and former associate scholar of the UK Higher Education Academy, where she co-chaired the UK Forum on Supporting Sustainable eLearning. In 2005 she was awarded the first ASCILITE scholarship.

Oleg Liber is professor of e-learning and director of the Institute for Educational Cybernetics at the University of Bolton. He is also Director of the national JISC Centre for Educational Technology and Interoperability Standards, advising and supporting the UK higher and post-16 education sectors on developments in educational technology, and representing the UK on relevant international standards bodies. He has led a number of major development projects, including the Colloquia learning environment and RELOAD, the authoring and runtime system for developing interoperable educational software. His research interests are in the application of concepts from cybernetics to help understand educational institutions and systems.

Lisa Lobry de Bruyn 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. She holds a Bachelor of Science (Honours 1st Class) and a PhD from the University of Western Australia and a Certificate in Higher Education from University of New England. Her innovative teaching methods have been recognised and showcased in four Australian University Teaching Committee grants. She is author of over 75 journal and conference papers encompassing a wide range of interests including soil agroecology, soil condition monitoring, ethnopedology, natural resource management, and teaching and learning practice. As a university lecturer, she is committed to engaging with students in the process of multimedia learning resource quality. She has been developing and delivering online and hybrid courses at the post-secondary level for close to 10 years and has served as a mentor for other faculty new to these methods.
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of learning and for them to realise their full potential as graduates and to approach life’s challenges with confidence and wonderment.

**Kate Lowe** is a lecturer in educational design and educational development in the Teaching and Learning Centre at Murdoch University (Western Australia). Kate works as an educational designer within the Teaching and Learning Centre. Her primary role is to provide support for flexible learning initiatives. Kate has worked in learning materials development in a range of media. She has substantial experience in educational design of interactive learning materials and in the management of development projects.

**Gretchen Lowerison** is a lecturer and PhD candidate in Educational Technology at Concordia University in Montreal, Canada. Her research interests focus on the role that computer technology and pedagogical support play in facilitating learning in formal and informal learning environments. Other interests include student centered learning, goal orientation, and perceived-competence.

**Karin Lundgren-Cayrol** holds a PhD in educational technology and specializes in online collaborative learning, educational modeling techniques, learning object repository development, interoperability standard implementation, and media. For the past 12 years, at LICEF, she has been involved in educational, corporate, and governmental applications. She has participated in various Canadian and European initiatives to implement international interoperability standards, such as Canada’s E-Learning Quality Guidelines, CanCore, Normétic, UNFOLD, and IDLD. She is presently leading the Q4R (LO Quality for Reuse) project in collaboration with members of the GLOBE International Consortium.

**Olga Mariño** holds a PhD in artificial intelligence. She was cofounder and codirector of the laboratory of research and development in information technologies for education, LIDIE at University of Los Andes, Colombia, for more than a decade. She is a principal investigator of LORNET. Her recent research concerns workflow and learnflow alignment, e-learning, learning objects, and knowledge management. Her online course on knowledge management won the Price of the Minister of Education of Quebec (2005), Olga is member of the Excellence Circle of the University of Quebec.

**Philippe Martin** is senior lecturer at Griffith University (Australia) where he worked from 1998 to 2007—first employed by the DSTO (Australian Defense’s I.T. research center) and then DSTC (ex Australian W3C office)—after a post doctorate degree at the University of Adelaide (Australia) in 1997 and his Ph.D. at the INRIA (a French national I.T. research center). His main research interests are knowledge representation, sharing, and retrieval. His knowledge servers, application prototypes, ontologies, statement of research, and publications are accessible at http://www.phmartin.info.

**Elizabeth Masterman** has over 10 years’ experience researching and evaluating learning technologies at all educational levels, having previously worked for 15 years in the commercial IT sector. She is currently researcher and evaluation specialist with the Learning Technologies Group, Oxford University Computing Services. Since 2004, she has worked on a number of externally-funded projects investigating the tools and processes involved in designing for learning, and also has a longstanding interest in the integration of cognitive and sociocultural approaches in the design and evaluation of e-learning.
Robert McCormick has worked on courses on curriculum, assessment and learning, and on ICT in the classroom. He has directed research projects in technology education: studies of problem solving, the use of mathematics in Design and Technology, and of electronics in the curriculum. He has studied the use of ICT research evidence to inform policy, evaluated the use of digital material in European classrooms (CELEBRATE) and peer-to-peer review of the use of ICT in schools. He recently codirected a research project learning how to learn—in classrooms, schools, and networks—and directed an evaluation of the UK National College for School Leadership online environment.

Associate Professor Anne McDougall is the leader of the ICT in education and research academic cluster in the Faculty of Education at The University of Melbourne. She has authored or co-authored nine books and more than 100 articles, papers, and reports on the use of ICT in education. She is a fellow of the Australian Computer Society (2005), a fellow of the Australian Council for Computers in Education (2002), and received the Outstanding Service Award from the International Federation for Information Processing (2005).

Robert McLaughlan is a senior lecturer in the Faculty of Engineering at the University of Technology, Sydney. He has a disciplinary background spanning geography, engineering and education. His educational research interests focus on developing the pedagogies needed for multidisciplinary education. His recent educational projects involve integrating key thematic competencies related to safe design and intellectual property into the engineering curricula.

Carmel McNaught is director and professor of learning enhancement in the Centre for Learning Enhancement And Research (CLEAR) at the Chinese University of Hong Kong. Carmel has had several decades experience in teaching and research in higher education in universities in Australasia and southern Africa, working in the discipline areas of chemistry, science education, second language learning, e-learning, and higher education curriculum and policy matters. Current research interests include evaluation of innovation in higher education, strategies for embedding learning support into the curriculum, and understanding the broader implementation of the use of technology in higher education.

David McRae is an educational consultant based in Melbourne, Victoria, Australia. Formerly a school principal, he has for many years been influential in advising policy makers in areas such as special needs education, indigenous education, and new technologies in schools.

Yongwu Miao received his master’s degree in computer science from the Wuhan University, P.R. China. He got his PhD in information technologies from the Technical University of Darmstadt, Germany, while he worked at Fraunhofer IPSI. Then he has worked in German universities in the field of technology enhanced learning for 5 years. Currently he works as an assistant professor in the Educational Technology Expertise Centre (ETEC) of the Open University of The Netherlands. His current research interests include educational process modelling and execution environment, CSCL, virtual reality and simulation for learning, and pedagogical agents.

Morag Munro is a learning technologist at Dublin City University (DCU), responsible for supporting academic staff in the design, development, implementation and evaluation of technology-based learning. She is also a tutor on DCU’s MSc in education and training management. She has extensive expertise
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in instructional design, multimedia development, and e-learning project management, including time spent in both tertiary and commercial e-learning sectors. Her recent work has included practical experience in designing SCORM compliant learning objects within tertiary education, and contribution to the design of a shared learning object repository for the Republic of Ireland.

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