About the Contributors

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has published articles on education technology, new media, mobile and online communities in several peer reviewed journals including: Campus-Wide Information Systems, TechLearning, The Journal of Education Technology Systems and YPulse.com He also is a contributor to Didactics World, a magazine focused on education, ICT and eLearning in the Middle East and India. Derek E. Baird M.A. Founder, Barking Robot Media, derek@debaird.net, http://www.linkedin.com/in/derekbaird

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Rebecca Brent is president of Education Designs, Inc., a consulting firm in Cary, North Carolina. She has 30 years of experience in education and specializes in staff development in engineering and the sciences, teacher preparation, evaluation of educational programs at both precollege and college levels, and classroom uses of instructional technology. She has published roughly 100 articles on those topics and has given several hundred teaching workshops on campuses and at conferences around the world. She is co-director of the National Effective Teaching Institute, which has been given annually since 1991 under the auspices of the American Society for Engineering Education. Prior to her work in consulting, she was an Associate Professor at East Carolina University. Dr. Brent received an EdD from Auburn University, MEd from Mississippi State University and a BA from Millsaps College, and holds a Certificate in Evaluation Practice from the Evaluators’ Institute at George Washington University.
About the Contributors

Alfons ten Brummelhuis is head of research at Kennisnet: the national ICT support institute for primary, secondary and vocational education in the Netherlands. His interest span issues of educational change and effectiveness of ICT for teaching and learning. He is responsible for a research program that has to provide deeper insight in what works with ICT in schools. In the Netherlands he initiated a monitoring system for the use of ICT in education.

Pav Chera (PhD) has experience ranging from innovative interface design, development and evaluation, including authoring and publishing, pioneering interactive multimedia ‘talking books’ for reading instruction, and teaching at all stages throughout higher education in business, computing/IT and education. She is an active researcher of e-learning opportunities and is a strong authority at under and post graduate levels regarding curriculum design, development, implementation, evaluation, recruitment, marketing and senior management activities at national and international levels of higher education. Currently, she is working as an independent educational multimedia consultant.

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Finger is deputy dean (learning and teaching) in the Faculty of Education at Griffith University. Dr. Finger lectures in, and has extensively researched, published, and provided consultancies in the area of ICT curriculum integration and more recently in creating transformational stories of the use of new and emerging technologies, such as theorising ePortfolio approaches to enable rich, multimedia personal stories of deep learning. For his outstanding teaching related to ICT, Dr. Finger was awarded the Australian teacher education association teacher educator of the year award and an Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning in 2008. He is the lead author of the book *Transforming Learning with ICT: Making IT Happen*, published by Pearson Education Australia in 2007. His passion is to promote teaching as the most important profession.

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Barbara Grabowski, PhD, Professor of education in the instructional systems program, College of Education at Penn State University, also currently serves as president of the International Board of Standards for Training, Performance, and Instruction (ibstpi). She has had other academic appointments at Syracuse University and the University of Maryland School of Medicine. At the University of Maryland University College, she designed, developed and evaluated a distance delivery program for nuclear reactor operators, and designed multimedia materials for industry, the military, and medical environments. She has been nationally and internationally recognized by the University Continuing Education Association, for the innovative programs she has designed; by NASA IITA for outstanding support of their program, and by the Association for Educational Communications and Technology for two outstanding book awards on books that she has co-authored.

Lee Grafton is currently the instructional technology specialist at Palm Springs Unified School District and a member of the Adjunct Faculty at California State University, San Bernardino. Dr. Grafton develops and coordinates the Palm Springs School District's educational technology professional development programs and technology planning/assessments. She has secured and administered over $8.5 million in federal and state grants for the district, including the Enhancing Education Through Technology Grant.
Charles R. Graham is an associate professor of instructional psychology and technology at Brigham Young University with interest in technology-mediated teaching and learning. Charles studies the design and evaluation of blended learning environments and the use of technology to enhance teaching and learning. He has authored articles in many journals including Quarterly Review of Distance Education, Educause Quarterly, Small Group Research, Educational Technology, TechTrends, Educational Technology Research & Development, Active Learning in Higher Education, Journal of Computing in Teacher Education, Computers in the Schools & the International Journal of Instructional Technology and Distance Learning. Charles has also published work related to online and blended learning environments in edited books including Online Collaborative Learning: Theory and Practice, Blended Learning: Research Perspectives, The Encyclopedia of Distance Learning, the AECT Handbook of Research on Educational Communications and Technology and the Handbook of Blended Learning: Global Perspectives, Local Designs. Yasemin Gülbahar graduated from the Middle East Technical University in 1992 with a BS in mathematics. In 2002, she earned a PhD in computer education and instructional technology from the same university. Yasemin Gülbahar is working as assistant professor at the Department of Computer Education and Instructional Technology at Baskent University, in Ankara-Turkey. Her research areas are e-learning, web-based instructional design, adult education, technology integration, technology planning and technology-based assessment methods.

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Andrea J. Harmer is an assistant professor of instructional technology and library science at Kutztown University in Kutztown, Pennsylvania. She also facilitates educational outreach activities related to science and nanotechnology for Lehigh University’s Center for Advanced Materials and Nanotechnology in Bethlehem, PA. Her research interests include facilitating collaborations between university researchers, middle school students, and teachers, both pre-service and in-service. Furthermore, she is interested in bringing advanced scientific instrumentation into the K-12 classroom to allow students to engage in and contribute to true scientific discovery and problem solving at a much younger age. In her free time, Dr. Harmer enjoys being with her family, boating, and skiing.

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Robin Kay has published over 40 articles in the area of computers in education, presented numerous papers at 15 international conferences, is a reviewer for five prominent computer education journals, and has taught computers, mathematics, and technology for over 18 years at the high school, college and university level. Current projects include research on laptop use in teacher education, learning objects, interactive classroom communications systems (audience response systems), gender differences in computer related behaviour, discussion board use, emotions and the use of computers, and factors that influence how students learn with technology. He completed his PhD in cognitive science (Educational Psychology) at the University of Toronto, where he also earned his masters degree in Computer Applications in Education. He is currently an associate professor in the Faculty of Education at the University of Ontario Institute of Technology in Oshawa, Canada.

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Thiam Seng Koh is an associate professor in the Natural Sciences and Science Education Academic Group and deputy director, National Institute of Education. His research interests are on policy studies on the effective implementation of ICT in education, development of innovative ICT-enabled pedagogies to enhance science education and ICT-enabled professional learning communities.

Kevin Koury is professor and acting dean of the College of Education and Human Services at California University of Pennsylvania. He has extensive experience in the design and development of electronic performance support systems (EPSS) and development and implementation of learning strategies and transition services for students with disabilities. He has also worked extensively in the field with pre-service teachers and general/special inclusion teams, and conducted research in computer applications with students with learning disabilities. He is the recipient of six US Department of Education research and development technology grants.

Bracha Kramarski's field of research focuses on investigation of meta-cognition in learning environments. Some of her recent studies focus on the effects of the IMPROVE method on mathematical reasoning, problem solving, and mathematical communication in different learning environments, such as, advanced technologies. Other studies investigate teachers’ education and professional development. All of these studies are published in peer reviewed scientific journals, and presented in many international conferences. Dr. Kramarski has won several prestigious grants from the chief scientist in the Ministry of Education. She was the chief researcher of the Program for International Students Assessment of Reading, Mathematics and Science Literacy (PISA). The research is conducted by the Organization for Economic Co-operation and Development (OECD) with the participation of 40 countries. Dr. Kramarski currently participates as a member in many international professional organizations, such as International Group for the Psychology of Mathematics Education (PME). In Israel she belongs to the Professional Committee for Developing Mathematical Curriculum and Assessment. She participates now as the head of Innovative Projects in Mathematics, as well as the project head of Teacher Professional Development of Mathematical School Teachers. Dr. Kramarski is currently the deputy-director in the School of Education and Head of the Department for Teacher Education at Bar-Ilan University.

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About the Contributors

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**Karen Littleton** (PhD) is a professor in the Faculty of Education at the University of Jyväskylä, Finland. Her research interests concern the psychology of education and she has co-edited *Learning with Computers* (1999) with Paul Light; *Rethinking Collaborative Learning* (2000) with Richard Joiner, Dorothy Faulkner and Dorothy Miell; *Learning to collaborate, collaborating to learn* with Dorothy Miell and Dorothy Faulkner (2004) and *Creative collaborations* (2004) with Dorothy Miell. She is the co-author, with Paul Light, of *Social Processes in Children's Learning* (1999) and with Neil Mercer *Dialogue and the Development of Children's Thinking* (2007).

**Wei-Ying Lim** is a lecturer at the National Institute of Education, Singapore. She has research interests in communities of practice, socio cultural notions of learning, teacher learning and identities. She is currently pursuing a PhD in the area of teacher identities, using concepts from discourse/conversation analysis and ethnomethodology.

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**Jessica Mantei** teaches in the Faculty of Education at the University of Wollongong, Australia. As a primary school teacher, she taught Kindergarten to Year 6 and Reading Recovery, worked as a teacher mentor and professional development facilitator within and across schools. As a tertiary educator, Jes-
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Miika Marttunen (DEd) is working as a professor at the Department of Educational Sciences in the University of Jyväskylä, Finland. Previously he has been working as a senior researcher of the Academy of Finland. He started his research activity in 1990, and completed his dissertation in 1997 on the use of e-mail in teaching argumentation skills in higher education. Currently his main research interests include collaborative learning, argumentation, and network interaction both in secondary and higher education studies.

Jennifer Masters is a senior lecturer in educational innovation and the Undergraduate Course Coordinator at Latrobe University, Bendigo. She has taught in schools at both Early Childhood and Primary levels and specialises in the integration of ICT in curriculum. Her research interest areas include informal learning and social constructivism, social networking, using ICT for “real” purposes, publishing and presenting with computers and computer-based problem-solving opportunities. She completed her Ph.D thesis relating to young children using computers, with a focus on how teachers can “scaffold” or support children working with computers. Her thesis was published as a book in 2008 - Teachers scaffolding children working with computers: An analysis of strategies. Jennifer’s current research relates to the use of computers and associated technologies in informal contexts. She is particularly interested in children engaging in social networking and the use technology for creative purposes, such as digital story telling and animation.

Donna McCaw teaches graduate and doctoral coursework in educational leadership at Western Illinois University, Macomb, IL. She has been the principal investigator for the ISAMS project – a science and math teacher professional development project funded by the Illinois Board of Higher Education: No Child Left Behind Teacher Improvement Grant. Dr. McCaw received her doctorate in curriculum and instruction from Illinois State University. She has a M.A. in counseling, a M.S.Ed. and a B.S. in speech and language pathology. Before teaching at the university Dr. McCaw served as an elementary school principal and director of curriculum. She has worked extensively with schools and districts on continuous improvement, professional development, and literacy. She has co-authored a 2007 book: Accountability for Results: The Realities of Data-Driven Decision-Making.

Guy Merchant is a principal lecturer in research development at Sheffield Hallam University, where he coordinates the work of the Language and Literacy Research Group. He has published numerous articles and book chapters on digital literacy and is co-editor of the Journal of Early Childhood Literacy. His research focuses on children and young people’s uses of on-screen writing and how this can be incorporated into the school curriculum. He is co-author (with Julia Davies of the book Web 2.0 for Schools: Social Participation and Learning).

Steven Mills is director and CEO of the Ardmore Higher Education Center (The University Center of Southern Oklahoma). Prior to his current appointment, Mills was a research professor at the University of Kansas where he conducted research focused on technology and online learning in K-12 classrooms.
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Eula Monroe, formerly a classroom teacher in her native Kentucky, is now a professor and teacher educator at Brigham Young University (BYU) in Provo, Utah. She has devoted her career to education at virtually all levels. An author, speaker, and consultant, she is especially interested in the intimate link between language, mathematics, and technology. She claims that “Math is all about relationships” – it’s no wonder she sees the wonder and interconnectedness of nature through the eyes and mind of a mathematician during her world travels. Recent publications include “Preservice Teachers Focus on Inquiry Learning Using Technology-Enhanced Mathematics Lessons” in Technology and Teacher Education Annual and “Integrating Technology and a Standards-Based Pedagogy in a Geometry Classroom: A Mature Teacher Deals with the Reality of Multiple Demands and Paradigm Shifts” in Computing in the Schools.

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Cheah Horn Mun’s previous research work includes the microwave properties of High Tc Superconductors and the Josephson Junction Array System. Since joining NIE, he has been actively involved in educational work, both within NIE and at the national level. From being a member of the NIE committee that drew up its first NIE IT Plans in 1996, he had been actively involved in integrating IT into teaching, learning and administration in NIE; first as Sub Dean for the then School of Science (1999-2000), and as the Divisional Director for Academic Computing and Information Services (2000-3). As dean of Foundation Programmes (2003-8), he led a review of all initial teacher preparation programmes which were subsequently introduced in 2005. This work also led to the development of the Values, Skills and Knowledge framework that provided the basis upon which the programmes were built. He is currently the director of the Educational Technology Division at the Ministry of Education.
**Margus Pedaste** is a senior researcher of educational technology at the University of Tartu in Estonia. He has been involved in international research community related to computer based learning environments, problem solving, and inquiry learning. He is an author of many research papers in this field and is actively participating in European Association for Research of Learning and Instruction. His main interest is to study the processes of computer-supported inquiry learning and problem solving in classroom settings. The recent research is on adapted support systems that are appropriate for increasing the effectiveness of students’ learning in technologically enhanced learning environments. At the same time he has been working as a regular teacher at school and for some years he has been the president of the Association of Estonian Biology Educators.

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Nicola Yelland is research professor of education in the School of Education, at Victoria University in Melbourne, Australia. Her multidisciplinary research focus has enabled her to work with early childhood, primary and middle school teachers to enhance the ways in which ICT can be incorporated into learning contexts to make them more interesting and motivating for students, so that educational outcomes are improved. Her latest publications are *Rethinking Learning in Early Childhood Education (OUP)* and *Rethinking Education with ICT: New Directions for Effective Practices* (Sense Publishers). She is the author of *Shift to the Future: Rethinking Learning with New Technologies in Education* (Routledge, New York). She is also the author *Gender in Early Childhood* (Routledge, UK), *Innovations in Practice (NAEYC) Ghosts in the Machine: Women's Voices in Research with Technology* (Peter Lang) and *Critical Issues in Early Childhood (OUP)*. Nicola has worked in Australia, the USA, UK and Hong Kong.