About the Contributors

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Quynh Lê (PhD) is the Lecturer and the Coordinator of Graduate Research in the Department of Rural Health, University of Tasmania, Australia. She started as a Mechanical Engineer in Vietnam and gained her MApp Comp from the University of Tasmania, MEd at the University of South Australia, and PhD from Curtin University. She has a wide range of publications in rural health, intercultural health, health workforce issues, social epidemiology, spatial statistics and the application of information technology in education and health.

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Arda Arikan (PhD) holds PhD from Pennsylvania State University, College of Education, Language and Literacy Education, Bilingual and Multicultural Education option area. His research interests are educational anthropology and cultural studies, literature teaching, materials development, teaching with technology and teacher education. He has had published various academic journals such as Asian EFL Journal, Journal of Peace Education, US-China Education Review, and World Journal on Educational Technology among many others.

Adrian Ashman (PhD) is a professor in the Faculty of Education, University of Queensland. Adrian Ashman received a BA (hons) in Applied Psychology from the University of New South Wales, a MEd and PhD from the University of Alberta, Canada. He also has a MA from Queensland University of Technology and PhD from Griffith University, both in the Arts. His research and teaching interests have primarily focused on theory and practice in cognitive education, special needs education, and intellectual disability. He has published numerous books including the widely acclaimed textbook, Educating children with diverse abilities. He has also published over 150 journal articles and book chapters in special education, disability, and related areas.
Patrick Buckley received his primary degree in Computer Science from the University of Limerick. He is currently a research scholar in the AIB Centre for Information and Knowledge Management, and was awarded the Dave McKevitt Scholarship to pursue his doctoral studies in the organizational deployment of prediction market. He has lectured in Information Management, Knowledge Management, Software Engineering and Computer Organization.

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Tom S. Chan (Ed.D) is a professor of instructional technology in education and holds an Ed.D. in Instructional Technology from Texas Tech University, and M.S.C.S. from the University of Southern California. Prior to SNHU, he taught at Marist College, and as project manager and system architect at Citibank. He has published works in the area of Instructional Design, Distance Learning, Technology Adaptation, Security and Web Design.

Vinesh Chandra (PhD) is a Senior Lecturer in ICT Education at the Queensland University of Technology (QUT) in Brisbane Australia. His doctoral thesis investigated the impact of a blended web-based learning environment on the perceptions, attitudes and performance of boys and girls in junior science and senior physics classes at a Queensland State School. For his innovative teaching approaches, he has received a number of awards. At QUT, he teaches in undergraduate and postgraduate courses. His research interests include classroom pedagogies in technology rich classrooms and teacher education. Dr. Chandra also has a significant research interest in the use of robotics and video games at all levels of education.

Vanessa Chang (PhD) is an Associate Professor at the School of Information Systems (IS) at Curtin University, Perth, Australia. She received her PhD degree from Curtin University. Her research interests include IT Management and Governance, Data Management and Governance, Knowledge Management, IT Agile Development, Cloud Computing Services, IT and IS Education and Learning Environments. She has published papers on these topics, in particular, in the areas of technology supported education and learning environments, she has developed the WEBLEI instrument and published in topics such as virtual worlds learning environments in Second Life, e-learning ecosystem, mobile learning, and learning environments for Gen Ys.

J. Stephanie Collins (PhD) is a professor and earned a PhD in Management Information Systems from the University of Wisconsin. She has published papers on Information Technology Outsourcing and Technology Applications for Economic Development, IT Education, and on technical issues. She has also worked as an IT consultant, and has developed several systems.

Margot Ely (PhD) is a professor of education. She is an ethnographer of school and out-of-school life. Her particular interests are social interactions, how people develop as reflective teachers and learners, and qualitative-narrative research.
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**Garry Falloon** (PhD) was previously project leader for the New Zealand Ministry of Education’s e-Learning research initiative - the Digital Opportunities Projects, and is presently involved in initial teacher education, post-graduate teaching, supervision, and research in E-learning and Science Education at Waikato University. He is currently, in association with Scion Research Ltd., exploring ICT-supported Crown Research Institute-school partnerships as part of the Ministry of Research, Science and Technology’s Science-for-Life program. Other research interests include the use of synchronous virtual classrooms in supporting postgraduate students, online learning environment design, and the design and use of digital learning objects in schools. Garry is also a member of a number of New Zealand government and industry advisory groups for E-learning research and development in schools.

**Si Fan** (PhD) studied at the University of Tasmania. She has over 20 publications in books, journals, and conference proceedings. Her research interests include second language learning, E-learning, Critical Discourse Analysis, and pragmatics. Si Fan is an Assistant Editor of *The International Journal Language, Society and Culture*. She is an Assistant Editor of the Journal *Langue, Society and Culture*.

**Darrell L. Fisher** (PhD) is a professor at the Science and Mathematics Education Centre at Curtin University, Perth, Australia. His major research interests include classroom and school environments, and curriculum issues related to science, particularly curriculum evaluation. He has published and presented on these topics throughout the world. He is a Fellow of the Australian College of Education and the Regional Editor for Asia and Australia of *Learning Environments Research: An International Journal*. He is a world leader in learning environment research and co-author of the book published by World Scientific, *Technology-rich learning environments: A future perspective*.

**Andrew E. Fluck** (PhD) is a Senior Education Lecturer in Information Technology at the University of Tasmania. He prepares new teachers to be change-agents and conducts research into AlwaysOn learning, eExaminations, and the pedagogical impact of one-to-one computing in schools. He relaxes as an archer using a self-bow and spending time on Maria Island off the Tasmania East Coast.

**John Garvey** (PhD) has a primary degree in Economics and English and a Masters Degree in Applied Economics from the National University of Ireland, Galway. In 2002, he obtained an MSc in Investment and Treasury from Dublin City University. He completed a PhD in Quantitative Finance in 2008.

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Sevinc Gulsecen (PhD) is a Professor of Management Information Systems and Head of Informatics Department at Istanbul University, Turkey. Her major interests are on the use of ICT in education, women in ICT and e-learning. She is very active in teaching and research on Information Systems. She has organized major research activities and events, particularly the “International Conference on Innovations in Learning for the Future: E-learning”. Dr. Gulsecen has been involved in a number of research projects and has a number of publications in journals and conference proceedings.

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Sun Hee Jang (MEd) from Seoul, Korea is currently working on a preparation for undertaking a research at University of Tasmania. She holds degrees of Bachelor in Statistics (Seoul, Korea), Information Systems (Sydney, Australia), Graduate Certificate in TESOL (Tasmania, Australia) and Master of Education (Tasmania, Australia). Her research interests include second language learning, team-teaching, phonological interlanguage, and multimodal storytelling practices on new forms of narratives.

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Serhat Kurt (PhD) is an assistant professor in the school of education at Ataturk University in Turkey. He received his PhD degree in Education from The University of Illinois at Urbana-Champaign. His research interests include Web 2.0 and the semantic web and their implications for education, open education and accessible education.

Mark Lê (MEd) is a teacher of English and currently conducting research on street children’s English in Vietnam. He has taught English in Australia, Vietnam, France, and England. He was awarded a Rotary Club scholarship to visit France and Africa for intercultural enhancement and international understanding. Apart from research, his interests include music and travelling.

Eunice Luyegu (PhD) is a faculty member at Franklin University, Columbus, OH, USA where she teaches courses in the Instructional Design and Performance Technology Master’s program. In addition to teaching, Eunice works with other faculty members at Franklin University in developing interactive and dialogic approaches to teaching and learning, in both virtual and face-to-face environments. She received her PhD in Instructional Design and Development from the University of South Alabama. Her research interests are in the integration of information communication technologies in teaching, learning, and assessment. She is also interested in E-learning in developing countries.
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Steve Mackay (PhD) has worked mainly in the automation, data acquisition, instrumentation, data communications and process control areas of engineering throughout Australia, Europe, Africa and North America for the past 25 years. He has had over 25 of his engineering books (3 of them of which he was a co-author and the remainder for which he has acted as editor) accepted for publication by Elsevier. Steve is currently leading a team of engineers and programmers in researching, designing and commercialising remote labs for science and engineering diploma and degree programs through the recently founded Engineering Institute of Technology.

Amanda McCluskey (nee Prieto) is the Senior Instructional Technologist for the Business School at Rutgers, The State University of New Jersey. Her current research is focused on academic technology and E-learning in higher education. Amanda continues to serve as a member of the Academic Board for the University of Fredericton in Canada. Amanda is also pursuing her EdD in Instructional Leadership at St. John’s University.

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Michelle M. Mukherjee (MSc) is a lecturer in ICT Education in the school of Maths Science and Technology Education. Her research interests are located in the field of productive technology integration in science education and visualisation of scientific ideas for conceptual development. She also has a strong interest in Human Computer Interaction and usability. She has lectured courses in Primary and Middle Years science and technology courses. Prior to that she was Head of Department for ICT in a secondary school in England, and taught ICT in industry.

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Matthew Piscioneri (PhD) lectures in the Arts Academic Language and Learning Unit at Monash University, Australia. He obtained his doctorate in Philosophy from the University of Queensland, Australia where his dissertation developed a critical reading of Jurgen Habermas’s Theory of Communicative Action. His research examines the internationalization of universities, ethical issues in student care, the delivery of teaching and learning resources at university and tertiary reading requirements. Recently he has been part of a major research project evaluating student preferences for modes of teaching and learning resource delivery: [www.teachanddelivery.net](http://www.teachanddelivery.net). Most recently he is engaged in advising the Government of South Sudan’s Separation Referendum TaskForce.

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Daniel Rolf (PhD) has degrees in Astrophysics and TESOL has been an academic in the field of information technology for the past twenty years, and with the School of Computing and Information Systems, at the University of Tasmania, since 2002. His current roles include those of associate head of school and interim co-director of the HIT Lab Australia (which is based at UTAS with the school).

Yongming Shi (MEd) is a Masters student in the Faculty of Education with TESOL concentration at the University of Tasmania. He holds a Bachelor of Arts degree from the Shanghai Jiao Tong University in 2005, and has been teaching IELTS and other EFL courses in China for more than four years. His research interests include Systemic Functional Grammar, task-based teaching and learning, intercultural communication, discourse analysis and genre theories.
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Angela Thomas (PhD) is a Senior Lecturer in English and Literacies Education at the University of Tasmania, Australia. Her research interests include children’s multimodal authoring, social semiotics, and new media literacies. Her publications include book chapters on topics such as: New Forms of Narrative, Exploring Literature in Virtual Worlds, Machinima, Fan Fiction, Fictional Blogging, Stop Motion Animation, and two books including Youth Online (Peter Lang 2007). Angela was a co-creator of the Second Life space of Virtual Macbeth.

Damon Thomas (BEd, Honours) completed a Bachelor of Education degree with Honours at the University of Tasmania, receiving a grade of First Class. His research interests include M-learning, children’s videogame authoring, and digital youth culture. He plans to undertake PhD study at the University of Tasmania.

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