About the Contributors

**Anders D. Olofsson**, PhD, is an Associate Professor, working at the Department of Education, Umeå University, Sweden. From a philosophical hermeneutical approach his research is aimed at understanding the meaning of social processes of teaching, learning, and ethics in higher education contexts being embraced by educational technology. Over the years Dr. Olofsson has developed a deep research interest in the field of informed design of educational technology practices. He is the scientific leader for a research group titled LICT (Learning & ICT). In addition he is a teacher and researcher involved in several development- and research projects focused on educational technology in medical education. He has contributed with numerous book-chapters, journal articles, and papers to conference proceedings on these specific topics. For example has Dr. Olofsson, together with Dr. J. Ola Lindberg, co-edited the book *Online Learning Communities and Teacher Professional Development: Methods for Improved Educational Delivery*. A list of publications may be found at http://www.pedag.umu.se/om-institutionen/personal/olofsson-d-anders

**J. Ola Lindberg** is presently a postdoctoral research fellow at the Department of Education, Mid Sweden University, and his primary research interest lies in teachers’ professional development (TPD) and distance education supported by ICT. His research departs from a philosophical hermeneutical approach with an overall aim at understanding social and ethical processes of teaching and fostering. In TPD and distance education his focus is on how participants negotiate meaning and learn using technology. Between 2008 and 2010 he has been the scientific leader of the project “Technology Enhanced Teachers Professional Development in Sweden and in China,” a joint research project between Mid Sweden University and South China Normal University. He has contributed with book-chapters, conference-papers, and journal articles; for example has Dr. Lindberg, together with Dr. Anders D Olofsson, co-edited the book *Online Learning Communities and Teacher Professional Development: Methods for Improved Educational Delivery*.

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**Serena Alvino** is Consulting Professor in the Educational Sciences Faculty of the University of Genoa for the “E-learning for adults and organizations” course. Serena Alvino has been collaborating with the Institute for Educational Technologies of the Italian National Research Council since 2002 on a number of projects about Computer Supported Collaborative Learning (CSCL) and online learning instructional design. She received a PhD in “Languages, Cultures and ICTs” from the University of Genoa in 2008, discussing the thesis “Computer Supported Collaborative Learning & reusability: an approach to the
integration of reusable resources in collaborative learning processes.” Her interests and activities mainly focus on learning objects, learning design models, educational metadata models, instructional design for CSCL, ontologies, and folksonomies supporting online learning and resource sharing.

Tel Amiel is Researcher at the Center for Informatics Applied to Education (Núcleo de Informática Aplicada à Educação; NIED) and a visiting Professor at the School of Education, both at the State University of Campinas (UNICAMP). Since 2003 he co-directs collaborative student-exchange projects between the United States and Brazil through grant programs focused on culture, education, and technology. He was a visiting fellow at the University of Wollongong in 2007. Current research interests revolve around educational change, open educational resources, new media, and technological resources in public schools.

Gary J. Anglin serves as a faculty member and Program Coordinator of the Instructional Systems Design Program at the University of Kentucky. His educational background includes degrees in mathematics and degrees in instructional systems technology from Indiana University. He teaches graduate classes in the areas of instructional design, instructional theory, distance learning, and foundations of instructional technology. Dr. Anglin has served as president of the Research and Theory Division, and the Division of Instructional Development, and currently chairs the Robert M. Gagne Award Committee for Outstanding Graduate Student Research, Association for Educational Communications and Technology. He is also a past president of the Instructional Technology Interest Group (IT-SIG) of the American Educational Research Association. His recent publications have been in the area of distance learning, and he is editor of the forthcoming book (in press), Instructional Technology: Past, Present and Future (3rd edition).

Leonor Barroca, PhD, is a Senior Lecturer in Computing at The Open University. Previously she has taught at the Universidade do Minho, Portugal. Her research is in the software engineering area where she has published in international conferences and journals and has been a member of international conferences programmes committees; she has recently been also carrying out research in the area of research skills development in distance education. Leonor has co-chaired the Virtual MPhil in Computing since its beginning. In teaching, she has been involved with the production and teaching of many undergraduate and postgraduate distance education courses in software engineering.

Claire Bradley is a Research Fellow at the Learning Technology Research Institute at London Metropolitan University. She has a Master’s degree in Interactive Multimedia. For the past 14 years she has worked on a number of UK and European research projects involved in e-learning, m-learning, online communities, multimedia, and in the general application and evaluation of e-learning in teaching and learning. She has co-authored a number of journal articles and papers in these areas. Prior to working as a researcher, she worked for 12 years developing and producing distance learning materials for adult learners at The Open College.

Urban Carlén specializes on continual professional development organised in online learning communities (OLC). His dissertation in Applied Information Technology at the IT-faculty, University of Gothenburg examined how Swedish general practitioners build an OLC within the specialist subject
of general/family medicine by using an e-mailing list. His academic background started in the inter-disciplinary fields of behavioural studies and computer science. Much of his work is related to issues of how people participate over the Internet. Research interests consider analysis of text based communication, social network analysis, Internet cultures, and design for online participation. Currently he lectures in IT and learning at the teacher training programme at University of Skövde.

**Helen L. Chen**, Ph.D., is a research scientist at the Center for Design Research and the Stanford Center for Innovations in Learning within the Human Sciences and Technologies Advanced Research Institute at Stanford University. She earned her undergraduate degree from UCLA and her PhD in Communication with a minor in Psychology from Stanford University in 1998. Through collaborations with national and international portfolio researchers, she co-led the development of Folio Thinking, a reflective practice that situates and guides the effective use of learning portfolios. Helen is a founding member and co-facilitator of EPAC, a community of practice focusing on pedagogical and technological issues related to e-portfolios broadly defined. She most recently co-authored a publication for the Association of American Colleges and Universities on Electronic Portfolios and Student Success. Helen’s current research interests relate to e-portfolios, engineering education, and designing approaches to document and evaluate the innovations in teaching and learning occurring in the technology-augmented classrooms.

**John Cook** is Professor of Technology Enhanced Learning (TEL) at the Learning Technology Research Institute, London Metropolitan University. He has over 8 years project management experience, which includes AHRB, BECTA, HEFCE (CETL Manager 2005-2008), and EC work. Furthermore, John has been part of research and development grant proposals that have attracted £4 million in competitive external funding. In addition, he has published/presented around 230 refereed articles and invited talks in the area of TEL, having a specific interest in four related areas: informal learning, mobile learning, augmented contexts for development, and work-based learning. He was Chair/President of the Association for Learning Technology (2004-06); he is currently the Chair of ALT’s Research Committee. John sits on various journal editorial boards and conducts assessor and review work for the EU, UK Research Councils, and Science Foundation of Ireland.

**Maarten de Laat** is member of management staff of the Ruud de Moor Centrum and Director of the Networked Learning research programme. He coordinates about 20 projects on teacher professional development, lifelong learning, and workplace learning. His research concentrates on professional development, knowledge creation, and sharing through social networks and communities. He has published and presented his work extensively in research journals, books, and conferences. He is currently a member of the local organizing committee of the EARLI conference in Exeter (2011) as well as the organizing committee of the international Networked Learning conference hosted at the Open University of the Netherlands in 2012.

**Mats Deutschmann**, PhD, is Associate Professor in Language Didactics at the Department of Language Studies, Umeå University, Sweden. He has over ten years’ experience in the field of online language learning and over the past five years he has worked extensively in virtual worlds. His research includes didactic design for collaborative language learning in online contexts, the language pragmatics of online education, and the use of innovative technology for raising engagement and active participation.
He is currently involved in a number of international telecollaborative projects, some of which involve the use of virtual worlds in language learning, for example “Access to Virtual and Action Learning live Online” (AVALON), an EU-funded project with the aim of developing new methods for language learning in virtual worlds. He has published extensively in the field and is co-editor of the book “Learning and Teaching in the Virtual World of Second Life,” (2009) eds. Molka-Danielsen, J. & Deutschmann, M., Tapir Academic Press, Trondheim.

**Pierre Dillenbourg** is Professor of computer science and pedagogy at Swiss Federal Institute of Technology in Lausanne (EPFL). A former teacher in elementary school, Pierre graduated in educational science (University of Mons, Belgium). He started to conduct research in learning technologies in 1984. He obtained a PhD in computer science from the University of Lancaster (UK), in the field of educational applications of artificial intelligence. He is past president of the International Society for the Learning Sciences. His work covers various domain of CSCL, ranging from novel interfaces for face-to-face collaboration (interactive furniture, tangibles, paper computing) to more cognitive projects on dual eye tracking and mutual modelling.

**Jan Arild Dolonen** holds a Master’s in Information Science from the University of Bergen, Norway. He has more than six years of experience as a systems designer and programmer, and almost three years of experience as a research assistant at InterMedia, University of Oslo. He had the role as a technical consultant in the DLC, DLP, and Calibrate projects. Currently, he is PhD candidate at InterMedia, focusing on Information Systems design research. His research interests are design and use of net–based environments. In his PhD project he uses a socio-cultural perspective to study the social processes inside a co-design project of a mathematical tool and how this tool is used in the classrooms of Norwegian high schools.

**Miikka J. Eriksson** is a Project Manager and Researcher in the Centre for Media Pedagogy at University of Lapland (Finland). He received his MS and PhD degrees in Biology from the University of Joensuu (Finland) in 2003 and 2007, respectively. Since his graduation he has also been working as a biology and geography teacher in comprehensive and secondary school and as a researcher at the Finnish Forest Research Institute. In educational context he has previously studied the use of laptops in higher education. His current research interests include the use of mobile technologies, social media tools, and virtual worlds and the development of pedagogical models to enhance and inform the use of these tools in both secondary and tertiary education.

**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.

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PhD from the University of Lapland, Finland, in 2007. Her doctoral thesis focused on the educational use of digital videos for supporting meaningful learning. Her research interests include higher education pedagogy, meaningful learning, pedagogical models, ICTs and media in teaching and learning, and internet in older adults’ everyday life. She has published her research in international scientific journals and compilation works. For further information, please visit: http://paivihakkarainen.wordpress.com/

**Michael Hammond** is Associate Professor in new technology at the Institute of Education, University of Warwick. He teaches several courses on the use of new technology in teaching and learning, many of which follow an action research methodology. He co-ordinates the Centre for New Technologies Research in Education at the Institute and is director of research degree students. He has written widely on the topic of new technology in professional and academic journals and has subsidiary interests in the experience of overseas students in high education and in research methodology.

**Trond Eiliv Hauge** is Professor of Education at the Department of Teacher Education and School Research, University of Oslo, Norway, and Visiting Professor at the Department of Education, Umeå University, Sweden. He is leading the research group *Teacher Professionalism and Educational Change: Practices, Purposes, and Policies* (TEPEC) at the Faculty of Educational Sciences, University of Oslo. He is researching in the fields of ICT and learning, teacher professional learning, school leadership, and school development. In recent years, he has been involved in international projects like: *Calibrating eLearning in Schools* (EU) and *Knowledge Practices Laboratory* (EU) and the *International School Effectiveness Project*.

**Caroline Haythornthwaite** is Director, School of Library, Archival and Information Studies, University of British Columbia. She joined UBC in August, 2010 after 14 years at the University of Illinois at Urbana-Champaign, where she was Professor in the Graduate School of Library and Information Science. In 2009-10, she was Leverhulme Trust Visiting Professor at the Institute of Education, University of London presenting and writing on learning networks. Her research concentrates on information and knowledge sharing through social networks and the impact of computer media and the Internet on work, learning and social interaction. Major publications include The Internet in Everyday Life (2002, with Barry Wellman); Learning, Culture and Community in Online Education (2004, with Michelle M. Kazmer), the Handbook of E-learning Research (2007, with Richard Andrews), and E-learning Theory and Research (2011, with Richard Andrews).

**Jan Herrington** is Professor of Education at Murdoch University in Perth. The last 20 years of her professional life have been devoted to the promotion and support of the effective use of educational technologies in learning in schools and universities. Jan’s current research focuses on mobile learning, design-based research, authentic learning, and the use of authentic tasks as a central focus for e-learning courses. She has published over 150 refereed journal articles, conference papers, and chapters, and several books including a recently co-edited book entitled Authentic Learning in Higher Education and a co-authored book (with Thomas C Reeves and Ron Oliver) A Guide to Authentic e-Learning in 2010. She was a Fulbright Scholar in 2002 at the University of Georgia, USA, and has won many awards for her research including the Association for Educational Communication and Technology award for new researchers.
Jie Hu is Lecturer and Course Director at the College of Foreign Languages at the University of Chongqing, China. Her interests cover using technology to enhance students’ English language skills, pedagogies of English language teaching, and students’ English language learning experiences. She completed her PhD on online language learning for international students at the University of Warwick, UK. She continues to research in the field of language learning with a special interest in the experiences of learners using networked technology.

Camillan Huang-DeVoss, Ph.D., is a Lecturer in the departments of Human Biology and of Surgery, division of Anatomy and the Director of instructional technology and digital media for the Center for the Support of Excellence in Teaching K-12 at Stanford University. She was previously the director of the Wallenberg Global Learning Network at Stanford leading a multi-institutional international faculty grants program in ICT and K-12 education and the project director for the Virtual Labs interactive education media project. Her expertise is in global project management, interactive media production for education, human-computer interaction, instructional design, curriculum development with technology and science, and faculty and teacher professional development. Dr. Huang holds a PhD in Molecular and Cell Biology (neurobiology) from the University of California, Berkeley.

Su-Ling Hsueh holds a PhD degree in Instructional Psychology & Technology from Brigham Young University. She is currently an Assistant Dean to oversee and develop language technology at the Defense Language Institute Foreign Language Center. Her research interests include technology integration, faculty technology training, and technology assisted 2nd language learning and teaching, and related topics.

Lars O. Häll, MSc, is a doctoral student at the Umeå University Department of Education. His research focus is learning with educational computer-assisted simulations in health care education, with a developing interest for informed, practical models to support teachers and researchers in analysis and design. Research for his coming thesis has been performed within the research and development projects Learning Radiology in Simulated Environments and Nordic Safety and Security (NSS). A member of the Learning & ICT (LICT), and Learning in Simulated Environments research (LiSE) groups.

Jimmy Jaldemark is a Lecturer and Researcher at the Department of Education, Mid Sweden University, Härnösand, Sweden. He reached the PhD-grade in Education early 2010 with the thesis “Participation in a boundless activity: Computer-mediated communication in Swedish higher education;” a project that comprised four papers analysing different aspects of participating in online education. Influenced by other ideas developed within eco-psychological, pragmatist, and socio-cultural perspectives and theories, his research takes a transactional approach to human action. Research interests include studies within the fields of computer-mediated communication, distance education, educational communication, educational design, learning, online communities, online settings of higher education, and power.

Menko Johnson is Director of Technology at the Fremont Union High School District focused on effective integration of technology in teaching spaces emphasizing collaboration and flexibility. As a former technology teacher and professional development expert, he is dedicated to helping teachers become more effective, engaging teachers through innovative pedagogies and prudent use of technology. Currently he is part of design team creating a new vision for teaching and learning in the district
About the Contributors

through innovative spaces, technology and teaching. Formerly at Stanford’s Wallenberg Hall, Menko was a member of a team that was investigating the impact of flexible learning spaces on faculty and student learning experiences. Menko’s research focus is on how technology mediates and creates innovative teaching pedagogies. Menko has an M.A. in Instructional Technology and an M.Ed in Elementary Education. He previously helped launch San Jose State’s Academic Success Center and managed the Incubator Classroom from 2006-2008.

Michael C. Johnson is a Senior Instructional Designer at Brigham Young University’s Center for Teaching & Learning. His research interests include the moral dimensions of teaching and learning, distance education, and the instructional use of technology and social media. He holds a Master’s degree in Instructional Technology from Utah State University and a PhD in Instructional Psychology & Technology from Brigham Young University.

Christopher R. Jones is a Reader in the Institute of Educational Technology at the Open University. He teaches on the Master’s programme in Online and Distance Education (ODE) and coordinates the ODE strand of the Doctorate in Education. His research focuses on networked learning and the utilization of the metaphor of networks to the understanding of learning in tertiary education. Chris has an interest in collaborative and cooperative methods of teaching and learning and in Communities and Networks of Practice. Chris was the principal investigator for a UK Research Council funded project “The Net Generation encountering e-learning at university.” He was previously co-leader of the European Union funded Kaleidoscope Research Team “Conditions for productive networked learning environments”. Chris has published two edited collections (most recently Analysing Networked Learning Practices in Higher Education and Continuing Professional Development, 2009, Sense Publishers), over 60 refereed journal articles, book chapters, and conference papers connected to his research.

Debby Kalk is an Instructional Designer, Project Manager, and e-learning Consultant with extensive experience in developing training and education programs for a broad range of institutions and audiences. As CEO of Cortex Interactive, she worked with educational publishers to produce award-winning learning technology products for secondary and higher education curricula in disciplines including foreign language education, mathematics, business management, and engineering. She is co-author of the college textbook, Real World Instructional Design (2005), published by Wadsworth/Cengage. She has worked on the design and delivery of instructional design courses and has investigated strategies for training instructional designers. Her current research interests include the social dimensions of distance learning, the efficacy of collaborative learning tools, and the design of complex and blended learning programs.

Maged N. Kamel Boulos, PhD, SMIEEE, originally a medical doctor, is currently Associate Professor in Health Informatics at the University of Plymouth, UK. He was previously Lecturer in Healthcare Informatics at the University of Bath, and worked before that at City University London. Maged has >90 peer-reviewed publications on a specialized range of medical and public health informatics topics. He is Co-Chair of WG-IV/4 (Virtual Globes) within the International Society for Photogrammetry and Remote Sensing Commission IV, 2008-2012. He is the Founder and Editor-in-Chief of International Journal of Health Geographics (http://ij-healthgeographics.com/). He also serves on the editorial boards of other peer-reviewed publications. His research has been partly funded by UK and international bod-
ies, including UK TSB KTP Programme, UK Arts & Humanities Research Council, WHO EMRO, and European Commission. He has delivered invited keynotes at a number of international events and his work has received wide media coverage in the UK and abroad.

**Adrian Kirkwood** (B.A. [London] M.Ed. [Manchester]) is a Senior Lecturer at the UK Open University. He has been monitoring and evaluating developments in media-based teaching and learning for almost 25 years, both within the UK Open University and in other education and training organisations. His primary interest is in student learning with media - with an emphasis on learning to a greater extent than on media technologies *per se*. Adrian has a long record of supporting professional development for staff at the UK Open University. Specifically, this has taken an evidence-based approach to making the most effective use of media technologies for learning and teaching in courses developed for independent adult students. He has also led professional development workshops on the selection, use, and evaluation of media technologies for academic staff in universities in the UK, Europe, and other parts of the world.

**Agnes Kukulska-Hulme** is Professor of Learning Technology and Communication in the Institute of Educational Technology at The Open University, and Programme Leader for the Next Generation Distance Learning research programme. She is President of the International Association for Mobile Learning. Agnes has been working in mobile learning since 2001, leading numerous research projects investigating learning innovation across the UK and in Europe. She is co-editor of two books on mobile learning: *Researching Mobile Learning: Frameworks, Tools and Research Designs* (2009) and *Mobile Learning: A Handbook for Educators and Trainers* (2005). Her work includes co-editing special issues of the *Journal of Interactive Media in Education* (2005), *ReCALL* (2008), *ALT-J* (2009) and *Open Learning* (2010). Agnes’s original discipline background is in foreign language teaching and learning, and from this perspective, she has a longstanding research interest in effective communication with technology and the experiences of non-technical users.

**Berner Lindström**’s overarching research interest is geared to learning and teaching, especially communication and learning with media and information and communication technologies (ICT). His methodological interests lie in the relationship between learning and development in the individual and social, institutional, and material/technological conditions. Specific research areas are learning from multimedia representations, spatial cognition, learning styles and learning strategies, distance education and open/flexible education, and functions of information and communication technologies in changing educational practices. In terms of subject matter, his research focuses on mathematics and science. Berner teaches at the postgraduate and Master’s levels in areas like educational psychology, learning, communication and IT, distance education and flexible learning, and analysis of interaction.

**Eunice Luyegu** is a Faculty Member at Franklin University, Columbus, OH where she teaches courses in the Master’s in Science in Instructional Design and Performance Technology program. In addition to teaching, Eunice works with other faculty members at Franklin University on developing interactive and dialogic approaches to teaching and learning, in both virtual and face-to-face environments. She has a Ph.D. in Instructional Design and Development. Her research interests are in the integration, use, and evaluation of information communication technologies in teaching, learning, and assessment.
Colleen M. McLinn is an Extension Associate and Instructional Designer in the Education Program at the Cornell Lab of Ornithology. She oversees curriculum development and faculty outreach for the Online Research in Biology project, which strives to create feasible opportunities for undergraduate research about behavior and ecology in diverse classroom settings. McLinn has a doctorate in Ecology, Evolution, and Behavior, along with substantial expertise in application of information and communication technologies in science teaching. Current interests include: (1) scaffolding effective use of multimedia and databases in inquiry, (2) supporting faculty in articulating and assessing student learning outcomes, and (3) creating interactive online courses for free-choice learning about bird behavior.

Mark O. Millard is the Learning Design and Technology Specialist for the Department of Engineering Professional Development in the College of Engineering at University of Wisconsin-Madison. Mark is also a doctoral student in the School of Information Science at Indiana University. His professional and research interests include the areas of social and educational informatics, learning technologies, computer-mediated communication, computer-supported collaborative learning, HCI, ubiquitous computing, and ICT Literacy.

Shailey Minocha, PhD, is a Reader in Computing in the Department of Computing at The Open University, UK. The focus of her research is understanding users’ interactions with technology and investigating the factors that affect usability, user experience, and user adoption of technology-enabled systems. Her recent research projects have involved investigating the role of social software and 3D virtual worlds in virtual team working, socialisation, collaborative learning, and community building. She has also been investigating the role of 3D virtual worlds and gaming environments for non-teaching, research purposes, either where the behaviour of the gamers becomes the object of study, or where the 3D environment is used to investigate or simulate other behaviours, such as wayfinding and navigation. Shailey’s website has details of her activities and publications: http://mcs.open.ac.uk/sm577

David Morse, PhD, is a Senior Lecturer in the Computing Department at the Open University, UK. He studied for his undergraduate and doctoral degrees at the University of York before moving to the University of Kent where he taught computing at undergraduate and postgraduate level in the face-to-face context. On moving to the Open University he began teaching via distance-learning. At the OU, David has taught on a number of courses using a variety of approaches, from those which follow a supported open learning model, to those which are wholly online. In the latter category, David has been chairing a course on virtual teamworking since 2003. He has published extensively on collaboration in virtual teams.

Gary R. Morrison received his doctorate in Instructional Systems Technology from Indiana University and is a Professor and graduate program Director in the instructional design and technology program at Old Dominion University. His research focuses on cognitive load theory, instructional strategies, K-12 technology integration, and distance education. He is author of two books: Morrison, Ross, & Kemp’s Designing Effective Instruction (6th Edition) and Morrison & Lowther’s Integrating Computer Technology into the Classroom (4th Edition). He has written over 25 book chapters and over 40 articles on instructional design and educational technology. Gary is the editor of the Journal of Computing in Higher Education. He has worked as instructional designer for three Fortune 500 companies and the University of Mid-America. Gary is a past president of Association for Educational Communication and Technology’s (AECT) Research and Theory Division and Design, Development Division, and Distance Learning Division.
**Jari Multisilta** is the Professor of multimedia in University of Helsinki, Information Technology at Pori, Finland. He got his M. Sc from the University of Tampere in 1992 in Mathematics and his Dr. Tech. at Tampere University of Technology in 1996. The title of his doctoral thesis was “Hypermedia Learning Environment for Mathematics.” Prof. Multisilta has studied learning and modern communication and Information Technologies and has taken part in several research projects on this area. Currently, his research interests include networked and mobile learning and mobile social media. Professor Multisilta has published over 100 international conference papers and journal articles on his research area. He was a Visiting Fellow at Nokia Research Center on 2008-2009. Multisilta has also been a Visiting Scholar at Stanford University, H-STAR Institute for summers in 2007 and 2008 and six months in 2010.

**Alyssa J. O’Brien**, Ph.D., is a lecturer at Stanford University, where she teaches writing, public speaking, and cross-cultural communication in the Program in Writing and Rhetoric. Since arriving at Stanford in 2001, Alyssa has written or co-authored three writing textbooks and three adjacent instructor’s manuals (Pearson Longman, 2004; 2008; 2010; Bedford St. Martin’s, 2003, 2008, 2010). She directs the Stanford Cross-Cultural Rhetoric project, a research endeavor originally funded by the Wallenberg Global Learning Network that now connects students across five continents through video-conference technology and blogs. Dr. O’Brien won the Phi Beta Kappa Outstanding Teaching Award in 2006. She has been an invited speaker in Asia, Europe, and the Middle East on subjects such as global learning, communication for leadership, visual rhetoric, and “mapping a change in writing.”

**Anne T. Ottenbreit-Leftwich** is an Assistant Professor of Instructional Systems Technology at Indiana University – Bloomington. Dr. Ottenbreit-Leftwich’s expertise lies in the areas of the design of digital curriculum resources, the use of technology to support pre-service teacher training, and development/implementation of professional development for teachers and teacher educators. Dr. Ottenbreit-Leftwich has experience working on large-scale funded projects, including projects supported by the U.S. Department of Education and the Indiana Department of Education. Her primary research focuses on teachers’ value beliefs related to technology and how those beliefs influence teachers’ technology use, adoption, and integration. She is currently working on a FIPSE grant developing technology-based scaffolds for preservice teachers to create problem-based learning units.

**Simon Pratt-Adams** is Head of the Department of Teacher Education at Anglia Ruskin University. Anglia Ruskin is one of the leading providers of Initial Teacher Education in the East of England. He has researched and lectured in the area of urban education. His second book on the subject - ‘Changing Urban Education’ - was published by Continuum International Publishers in 2010. Recent articles have included ‘Improving the English urban primary school: questions of policy,’ ‘Urban Primary School Headship in England: an emotional perspective,’ and ‘Urban Education, Equality and Inequality’ with Professor Meg Maguire. He has a contract with Continuum as series editor for Contemporary Issues in Education Studies with Dr. Richard Race and to date has seven books commissioned in this series.

**Linda Price** (MSc [CS Ed], Ad Dip FE, Ph.D, FHEA) has worked at the UK Open University since 1995 promoting pedagogically driven uses of new technology in higher education. She coordinates staff development activities across the university and has developed evidence-based professional development programmes that promote student-centred learning for Open University faculty and external bodies, such
as the UK Higher Education Academy. Her professional development activities draw upon institutional, national, and international research on the student experience to promote the synergy between research and practice. Linda was an early pioneer of e-learning (particularly electronic assignment and assessment support) and has conducted many evaluations of e-learning in various settings. Her research concentrates on investigating how variations in context relate to students’ conceptions of learning and perceptions of their educational experience, particularly in relation to new technology.

Lucia Rapanotti, PhD, is a Senior Lecturer in the Computing Department at the Open University, UK, where she has worked on a variety of programmes at undergraduate and graduate levels, with roles which span from educational software designer to academic author, to chair of production and delivery of innovative educational initiatives. She is a Member of the Editorial Board of Expert Systems and a Member of the British Computing Society (BCS). Previously she was a researcher at Newcastle upon Tyne and Oxford Universities, Editor-in-Chief of Expert Systems, and Secretary of the BCS Requirements Engineering Specialist Group. Her main research focus is problem solving in design and engineering. She has published widely in international conferences and journals, has delivered keynotes at international conferences, and is a member of numerous international programme committees. For more information, please see http://mcs.open.ac.uk/lr38/.

Paul E. Resta holds the Ruth Knight Milliken Centennial Professorship in Instructional Technology and serves as Director of the Learning Technology Center at The University of Texas at Austin. His current work focuses on the research and development of web-based learning environments, computer-supported collaborative learning strategies and tools, and online teacher professional development. He served as President of the International Council of Computers in Education and is the Founding President of the International Society for Technology in Education. He currently serves as President of the International Jury for the United Nations Educational, Scientific and Cultural Organization (UNESCO) King Hamad Bin Isa Al-Khalifa Prize for the Use of Information and Communication Technologies in Education. He also serves as Chair of the Association for Teacher Educators National Commission on Technology and the Future of Teacher Education.

Heli Ruokamo is a Professor of education, specialty media education, and Director of the Centre for Media Pedagogy in the Faculty of Education at University of Lapland, Finland. She is also Docent of Media Education at University of Helsinki and Docent of network-based learning environments at University of Turku. Last semester (2009-2010) she was working as a Visiting Scholar for six months in the H-Star Institute at Stanford University in California, US. Heli Ruokamo is a member of several boards in her field; e.g. CICERO Learning, the Graduate School of Multidisciplinary Research on Learning Environments, InnoSchool Consortium, TravED, and MediPeda projects [see: www.ulapland.fi/emp]. She is also a member of Collegium at University of Lapland. Her research interests are in meaningful learning, pedagogical models, ICTs and media in teaching and learning, mobile learning, VR and simulation-based learning, and playful learning environments. She has published approximately 150 scientific publications in these areas. For further information, see: http://heliruokamo.wordpress.com/
Donald E Scott is the Coordinator of ICT for Learning in the Office of Professional and Community Engagement, Faculty of Education, University of Calgary. Dr. Scott is a highly experienced educator and professional developer. His expertise spans both educational and technical expertise in the areas of: information communication technologies; adult learning; professional development; and teaching, learning, and assessment. He has held the roles of teacher, network administrator, senior administrator, and university professor. He teaches in the postgraduate programmes and manages ICT learning projects. Dr. Scott has been an Information Technology consultant to business and government organisations. Dr. Scott’s research interests encompass: explorations into the role of technology to support optimal learning for both teachers and students and to increase organisational effectiveness and culture; investigations into students’ and teachers’ techno-efficacy; and examinations of the viability of technological solutions to increasing communication between agencies and schools to provide better support of at-risk youth.

Shelleyann Scott is the Director of Professional Graduate Programs within Professional and Community Engagement, Faculty of Education, University of Calgary. Dr. Scott teaches in the postgraduate leadership programmes and supervises doctoral and Master’s students. She is an experienced tertiary and secondary educator with expertise in professional development, simple and complex instructional strategies, curriculum and programme design and evaluation, and information communication technology as it applies to learning environments. Her research interests include: establishing and evaluating professional development within education, business, and government contexts; the creation and maintenance of learning communities; the use of technology to support educational experiences for students and teachers; and developing and supporting quality teaching and learning improvement cycles. Dr. Scott has an established publishing record within national and international journals and conferences. She is an experienced professional developer and has designed and facilitated programmes in Australia, Canada, Hong Kong, Indonesia, Malaysia, Philippines, Singapore, and Sri Lanka.

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