About the Contributors

Kathryn Moyle is the Executive Director of the Centre for School Leadership, Learning and Development and Professor of Educational Leadership at Charles Darwin University, Australia. Prior to holding this position, Kathryn was an Associate Professor at the University of Canberra, where she was the Director of the Secretariat for the peak national policy committee, the Australia, Information and Communication Technologies in Education Committee (AICTEC). Kathryn undertakes research into various aspects of including technologies into teaching and learning in education, particularly in relation to student voice and the relationships between school leadership and teaching and learning with technologies. Prior to taking up her academic positions, Kathryn worked as a teacher and policy maker in the Department for Education and Children’s Services in South Australia where she led national professional learning, and research and development projects.

Guus Wijngaards practiced the following professions before he started to work as Professor on eLearning at the Inholland University: Teacher, Researcher, Journalist, Foreign Secretary teacher union, Secretary General European Association of Teachers (AEDE), Editor in Chief and Projects Manager of CONTEXT, EUN (European Schoolnet) Communication Manager and Deputy Director. Since 1973, he was active in many organizations, to mention a few: Member of the General Board and Chairman of the Working Party Management Training and Education of the European Movement, Member of Scientific Institute of the Dutch Christian Democratic Party, Member of Society of Dutch Literature, Member of Team Europe, National Chairman of the Dutch Herpetology Association “Lacerta”. He attained in May 1973 an MA in Dutch and in February 1986, an Arts PhD on European cultural and scientific history. He has published several books and some 300 articles on educational, cultural, foreign political and literary subjects.

Karen Andrews leads Research and Planning, for the School Technology Sector of Alberta Education. She implements research to catalyze innovation and inform policy and practice in Alberta’s K-12 education system. She supports Research Communities of Practice in which multiple stakeholders design, implement and mobilize research to advance learning. Karen has lead national and provincial research initiatives exploring the connections between learning and a wide range of emerging technologies, broadband networks, 21st Century competencies, 1:1 Laptops, personal devices in schools and international space programs. Her work has been recognized by awards including the GTEC Premier’s Award of Excellence and YWCA Woman of Distinction.
Elizabeth A. Beckmann is a Senior Lecturer in the Centre of Educational Development and Academic Methods (CEDAM) at The Australian National University, where she is responsible for the Foundations of University Teaching and Learning course and contributes to the Graduate Certificate in Higher Education, as well as being an educational designer and advisor with a special interest in technology-enhanced learning and authentic learning. She also works with the university’s Research Student Development Centre to develop new skills development programs. A graduate of the University of Cambridge, The University of New England, and The Australian National University, Beth has a background in biological sciences, environmental management, heritage interpretation, museum education and higher education studies.

Jeroen Bottema works at the Centre for eLearning at Inholland University of Applied Sciences in Rotterdam (The Netherlands). Within Inholland University he holds a position in the School of Education, as a teacher and trainer in Information and Communication Technologies (ICT) and education and as a tutor for the Mastercourse Learning & Innovation. He is currently involved in ICT-literacy projects for the School of Education and Dutch education in general. He participated in projects concerning e-portfolios and streaming video. Before he started working at Inholland University, Jeroen held various positions in Dutch secondary education, as a teacher and eLearning specialist.

Bernard Brown is an Australian research student currently undertaking a PhD in Education at the University of Canberra. He completed his Masters in Education in 2006 at the University of Canberra, and also holds a post Graduate Diploma of Education from the Australian Catholic University and an Honours degree in History from the Australian National University. The focus of his research concerns digital technologies policies designed for schools and the ethical issues arising from the use of these technologies in school contexts. Bernard has been involved in teaching for nearly two decades and has taught in schools and universities both in Australia and South America. He currently works as a curriculum coordinator in a large secondary school in Canberra.

Steven Bruneel studied educational sciences and is currently researcher at the Centre of Instructional Psychology and Technology (University of Leuven, Belgium). His prime interests are digitalization in higher education, students’ ICT-skills related to higher education and future, study-related technologies.

Anne Campbell is Associate Professor of Education at the University of Canberra, where she teaches in post-graduate courses in education, and Director of the Master of Education program in Harbin, a program delivered jointly since 2005 by the University of Canberra, Australia and Harbin Normal University, China. Anne has published a number of books and articles in professional journals related to student reactions to learning with technologies in a range of educational contexts, including Developing Graduate attributes: Politics, Process and Assessment (VDM) ‘Learning with technology for pre-service early childhood teachers.’ Australian Journal of Early Childhood and ‘Developing generic skills and attributes of international students: The (ir)relevance of the Australian university experience’ Journal of Higher Education Policy & Management.

Kurt De Wit is policy officer at the Office for Educational Policy of the University of Leuven (K.U. Leuven) in Belgium, where he monitors national and European higher education policy and carries out institutional research on students and education. He has a PhD in Sociology and is editor-in-chief of two
sociological journals. He has published mainly on the Europeanization of higher education and policy frameworks in higher education.

**Mathias Decuyper** studied educational sciences and is currently pursuing his PhD in the same research area, investigating the impact of digitization on the professional life of academics. As a PhD researcher at the Laboratory for Education and Society (University of Leuven, Belgium), his prime areas of interest include the growing role of digital technologies in higher education, actor-network theory, the university in relation to globalization, qualitative research methodology, and the harmonization of higher and university education.

**Jonny Dyer** is a co-founder of the Inclusion Trust, where he serves as the Technical Director. He previously worked as a Senior Lecturer and Research Fellow at Anglia Polytechnic University (UK). His research interests involve using innovative digital technologies in such a way that they create real opportunities to improve learning for marginalized individuals through the application of new and advanced pedagogies. He has worked on a host of research projects including Notschool.net, Comeln, The Way Programme and In2ition. He has a Master of Science in Conservation and a Bachelor of Science in Resource Development.

**Jan Elen** is professor instructional psychology and technology at the Department of Educational Sciences, K.U.Leuven. He earned his PhD at the K.U. Leuven on the transition from descriptions to prescriptions. His main research interests relate to the use of instructional interventions by higher education students and how the adequate use can be promoted. He has mainly published on topics on the use of educational technology and the integration of research into teaching. He teaches introductory as well as advanced courses on learning, instruction, educational technology and instructional design.

**Jos Fransen** is educational staff member of the Faculty of Education of Inholland University of Applied Sciences, and Senior Research Fellow of the Inholland Centre for eLearning. He is currently involved in the curriculum development of the Master Programme Learning & Innovation and is participating in several research projects in the Centre for eLearning. Additionally, he is engaged with rounding off his PhD Research Project on the topic “team effectiveness in the context of collaborative learning in higher education”. This research project will result in an instrument for testing learning teams on effectiveness in an early stage of collaboration. Team-specific and tailor-made tutor interventions may be developed on the basis of this test resulting in learning teams becoming effective and productive in an early stage of the process.

**Bette Gray** is Director of School Technology Sector for Alberta Education, and works collaboratively with the province’s K-12 education sector to design innovative solutions for the use of technology to meet the changing needs of a contemporary education system. She has been involved in a range of initiatives including Alberta SuperNet, a provincial videoconferencing strategy, technology policy, the Alberta Information and Communication Technologies (ICT) K-12 program of studies, and numerous procurement, professional development and action research programs. Bette holds a doctorate in Educational Policy Studies with a specialization in applications of technology in education and a Master’s degree in Adult, Career, and Technology Education. In addition to various administrative positions, she
has worked as a community developer, high school teacher, school district technology facilitator, and an online instructor at the post-secondary level.

Sue Gregory (aka Jass Easterman) is a long term adult educator and lecturer in Information and Communication Technologies (ICT) in the School of Education, at the University of New England, Australia. She is also a Research Fellow with the Distance Education Hub (DEHub) research institute as well as being the New South Wales (NSW) Science, ICT and Mathematics Education in Rural and Regional Australia -ICT Representative. Sue is the Chair of the Australian and New Zealand Virtual Worlds Working Group and project leader of an Australian Learning and Teaching Council funded project. She is responsible for training pre-service and postgraduate education students on how to incorporate technology into their teaching. Since 2007 she has been researching Second Life with her students with respect to the various learning opportunities that virtual worlds provide and has been involved in many projects on the efficacy of virtual worlds.

Jean Johnson, after a number of years in working in industry, joined the teaching profession working in inner London Schools with difficult and disaffected teenagers. In 1993 she became involved in the introduction of the Internet to schools working in a variety of national and international projects focusing on the development of digital technology in the curriculum. In 2000 she began the current iteration of Notschool, an online learning community for disaffected youth. In 2005, Jean formed a charity dedicated to social inclusion through education. It has won several national awards for its work in this field. Jean is a frequent speaker at conferences including the Nobel event in 2006. She has published numerous papers and is a frequent contributor to TV and radio both here and overseas. Jean completed her PhD in the use of ICT as a pedagogical tool with those disaffected from education.

Ben Lockyer has a BA Hons in Philosophy. He joined Inclusion Trust Research Department in 2008. Since joining, Ben has co-authored several academic publications and presented his work at several conferences across Europe. He has worked on research projects such as the UK based Notschool.net and the European Commission funded project, ComeIn. Ben works closely with Jean Johnson and Jonny Dyer researching innovative methods to provide social inclusion using digital technologies. In 2009, Ben co-authored three reports for the ComeIn project, documenting the findings of ethnographic research into the needs of marginalized youth. Ben’s research interests involve developing new pedagogies for disengaged and disaffected youth.

Eileen O’Donnell was conferred by Dublin City University with a Bachelor of Science in Information Technology in March 1997 and a Master of Science in Business Information Systems for Managers in November 2008. While lecturing on the Post Graduate Diploma in Business Information Systems in the Dublin Institute of Technology a research interest in Technology Enhanced Learning (TEL) commenced. This research interest has since evolved into the pursuit of a PhD in Computer Science which she is currently undertaking in the Knowledge and Data Engineering Group, Department of Computer Science & Statistics, Faculty of Engineering, Trinity College Dublin, Ireland.

Susanne Owen is the director of an educational consultancy company which focuses on national work across a broad range of areas. She utilizes her educational expertise in research and project management
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roles. Her areas of focus include improving academic teaching and learning in various discipline areas, understanding youth and their Information Technology needs, international developments in school innovation and health workforce issues and national approaches. Susanne has published over 60 academic papers and reports in a broad range of books, journals and organizational contexts. Susanne’s previous experience includes primary and secondary teaching roles, high school and educational systems leadership, and leadership and senior research fellow responsibilities for an extensive range of national projects funded through the Australian Government.

L. Manning Pruden received a dual major, BS in Education and BA in Art from the College of Charleston, in 2006. After completing her degree, Manning worked as a literacy coach, an elementary teacher in South Africa, and a literacy outreach coordinator for an educational non-profit organization. Manning is currently working on her master’s degree in Education from North Carolina State University. She is a graduate research assistant at the Friday Institute for Educational Innovation, working on a National Science Foundation grant to develop a Web-based writing tool for middle school students. After completing her masters, she will relocate to Kenya to cultivate her interest in international education reform.

Susan Schroeder has 18 years experience in K-12 education in Canada. She taught high school mathematics, science and chemistry, developed high school science curricula, helped to develop a Web presence for provincial education departments, managed an online learning resource development team, and collaborated on the development of several resources designed to support K-12 educators. As director of Learning Cultures Consulting Inc., Susan continues to support K-12 education in Alberta by providing writing and facilitation services to a broad range of education stakeholders.

Mary Sharp is a lecturer and tutor in the School of Computer Science & Statistics, Trinity College Dublin lecturing on undergraduate and graduate programmes. She is the Chair of the School’s Ethics Committee and Erasmus co-ordinator for the school. She is involved at European Union level evaluating projects. Mary’s research interests include: the evaluation of eLearning systems, medical informatics, and ethics in Information Technology.

Hiller A. Spires is a professor of literacy and technology in the College of Education and Senior Research Fellow at the Friday Institute for Educational Innovation at North Carolina State University. She received her MA in interdisciplinary English and her PhD in literacy education from University of South Carolina. Her research focuses on effects of digital literacies on learning, including emerging literacies in gaming and Web 2.0 environments. Dr. Spires is co-Principal Investigator on two National Science Foundation funded projects focusing on game-based learning. She coordinates the New Literacies & Global Learning master’s program and co-directs the New Literacies Collaborative (newlit.org). She can be reached at hiller_spires@ncsu.edu

Pieter Swager works at the Centre for eLearning at Inholland University of Applied Sciences in Rotterdam (The Netherlands). Within Inholland University, he has held various positions, most of them in the School of Education as a teacher, co-ordinator, program manager and a member of the innovation team. In recent years, he has been concerned with the Centre for eLearning as project manager and
with the Master course Learning & Innovation as a tutor. He is also a PhD-student at VU-university in Amsterdam doing research on Blended Learning. He has participated in several major eLearning innovation projects, including those of the Digital University (DU). Subjects concerned were: eTutoring and Blended Learning.

**Bas van Goozen** teaches as a Teacher Trainer at Inholland University for Applied Sciences in The Netherlands. He completed his Masters in Education in 2010. He is involved as an eTutor in the Inholland Digital Teacher Training Course and as a tutor in the Master Programme Learning & Innovation. He is also a researcher at the Inholland Centre for eLearning.


**Meixun Zheng** is a PhD student in the Department of Curriculum & Instruction at North Carolina State University. She received both her BA in English as a foreign language education and MA in educational administration from East China Normal University. She is conducting research in literacy education, with a focus on technology integration and new literacies. Specifically, she is interested in how game-based learning can be applied in classroom content instruction. She is a graduate research assistant at the Friday Institute for Educational Innovation working on the NSF-funded Crystal Island project, which aims to enhance K-5 students’ science learning, problem-solving, and critical thinking through game-based learning.