About the Contributors

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**Karin Alvemark** has her MA and is a lecturer in Educational Psychology within the field of working life and leadership at Högskolan Dalarna, Sweden. She is experienced in e-learning and distance education when making use of video conferencing in Marratech software. Alvemark has experience from both personnel training, and organisation and leadership development within the public sector as well as in private companies. Her main interest deals with adult learning, organisational preconditions for learning at work, and leadership.

**Zane Berge** is professor and former director of the training systems graduate programs at the University of Maryland System, UMBC Campus, USA. He teaches graduate courses involving training in the workplace and distance education. Prior to UMBC, Berge was founder and director of the Center for Teaching and Technology, Academic Computer Center, Georgetown University, Washington, DC. It was there that he first combined his background in business with educational technology to work in the areas of online journals, moderated online discussion lists, and online education and training. Berge’s publications include work as a primary author, editor, or presenter of 10 books and over 200 book chapters, articles, conference presentations and invited speeches worldwide.

**Silvia Braidic** serves as an associate professor in the administrative program for principals at California University of Pennsylvania. Her research interests include principal/teacher leadership, instructional strategies/differentiation, and online teaching and professional development. In addition to her work at the university level, she has experience as a principal and assistant principal in the Mt. Lebanon School District in Pittsburgh, Pennsylvania. She also served as the district’s coordinator for strategic planning. Prior to her work in administration, she taught middle school mathematics. She
MarySue Cicciarelli lives in Peoria, Illinois with her husband Greg and their five children. Her current administrative work as the executive assistant to the president at Peoria Notre Dame High School involves collaborating with the school’s principal, managing the school’s business department, advancement and admissions department, project and alumni department, Foundation Board, and its Board of Trustees. She received a BA from the University of Iowa in 1987, a MA in curriculum and instruction from Bradley University in 2001, and her EdD in instructional technology from Duquesne University in 2007. Recent articles written by Cicciarelli and published in the *International Journal of Information and Communication Technology Education* include *A Description of Online Instructors Use of Design Theory and Behavioral, Cognitive, and Humanistic Theories: Which Theories Do Online Instructors Utilize?* Her work on behavioral, cognitive, and humanistic theory can also be found in the *Encyclopedia of Information Technology Curriculum Integration*. Future work written by Cicciarelli will be on implementing secondary education global learning programs and, as her high school builds a new facility, constructing high schools equipped with technology that meets the needs of twenty-first century students.

Michele T. Cole is the director of the masters program in nonprofit management and the director of the Massey Center for Business Innovation and Development at Robert Morris University in Pittsburgh, PA. She received her AB in English Literature from Wheeling Jesuit University in 1968, a master’s in public and international affairs from the University of Pittsburgh in 1974, a juris doctorate from Duquesne University in 1982 and a PhD in public administration from the University of Pittsburgh in 1993. She is a former Peace Corps volunteer and is licensed to practice law in Pennsylvania. She has published in the areas of online education, accountability in the nonprofit sector, and models of vocational rehabilitation.

John DiMarco (dimarcoj@stjohns.edu) is a communications professor, consultant, designer, researcher, and writer. John is an assistant professor and the director of the undergraduate public relations program at St. John’s University in New York City. DiMarco teaches courses in mass communications, public relations, media graphics, advertising, and animation. He has held faculty positions at LIU, SUNY Old Westbury, Molloy College, and Nassau Community College. His latest book, *Web Portfolio Design and Applications*, was published in 2006. In 2004, he published an edited book titled *Computer Graphics and Multimedia, Applications, Problems, and Solutions* for Idea Group Publishing. He is the founder of PortfolioVillage.com, a company and website dedicated to providing educational products and services. DiMarco is in the final stages of completing a PhD in information studies at Long Island University. He holds a master’s degree in communication design from Long Island University and a bachelor’s degree in communication & public relations from the University at Buffalo.

Marianne Döös, adjunct professor in educational psychology within the field of organization pedagogies at Lund University, Sweden, and affiliated to the Swedish Agency for Innovation Systems. Her research deals with the processes of experiential learning in contemporary settings, on individual, collective and organizational levels. Topical issues concern interaction as carrier of competence in rela-
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Michelle Emerson obtained her PhD in sociology from Georgia State University. She has a MS in criminal justice from Northeastern University and a BS in public and social services from Kennesaw State University. Her area of research is in the area of violence against women, and international crime. She is also involved in the scholarship of teaching. She currently teaches at Kennesaw State University in the department of sociology and criminal justice. Her courses include Foundations of Criminal Justice, Victimology, Sociology of Violence, and Research Methods.

Eva R. Fåhræus has a PhD in technology focused on IT and learning, especially electronically mediated collaborative learning at a distance. 1995-2007 she was a teacher and researcher at the department of computer and systems sciences at Stockholm University and KTH (Royal Institute of Technology in Stockholm). Before that Fåhræus worked in the industry for 25 years with systems and organizations development, economic control, leadership and education. Fåhræus is the author or co-author of many articles and book chapters. Two examples in the English language: A Triple Helix of Learning Processes – How to cultivate learning, communication and collaboration among distance-education learners (PhD dissertation, 2003), and Competent Web dialogue: Thoughts linked in digital conversations (2007). Her most recent work is Learn where you are: a handbook for distance learners and others learning via the net (in Swedish, 2008).

Michael Fedisson serves as a seventh grade language arts teacher at the Bellefonte Area Middle School. In addition, he is also the school’s newspaper advisor. He recently finished his MEd from California University of Pennsylvania in the administrative program for principals. In addition, he holds a BSEd in elementary education from Lock Haven University with minors in special education and reading. He also holds a mid-level English certification.

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**Diane Hui**, is a post-doctoral fellow and lecturer in the faculty of education, the University of Hong Kong. Hui, a Spencer scholar, received her PhD in education from Washington University in St. Louis, USA, and an M.Sc. in applied linguistics from the University of Edinburgh, Scotland. Her research interests have revolved around sociocultural and cognitive aspects of teacher and student learning in both formal and informal, individual and collaborative settings. Her current research involves the development of an online language diagnostic assessment tool to be used by teachers within the communities of school-based assessment within the Hong Kong education reform. The project is entitled, “Diagnostic and innovative assessment of language by oral genre with the use of engagement” (or DIALOGUE). Her doctoral dissertation examined Engagement in supporting new teachers: A role for computer-mediated communication in teacher learning within informal professional communities (2006). She has published several articles concerned with intersubjectivity and learning through technological mediation including: Understanding innovative professional development for educators through the analysis of intersubjectivity in online collaborative dialogues (2007), A new role for computer-mediated communication in engaging teacher learning within informal professional communities (2005), Managing intersubjectivity in the context of a museum learning environment (2003), and a published Review of We’ve got blog: How weblogs are changing our culture (2003).

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Heidi Schelhowe is professor for “Digital Media in Education” at the Computer Science Department of the University of Bremen since 2001. Her special field of research and teaching is application of digital media in schools as well as in university teaching, and vocational training. She is head of an interdisciplinary team of researchers. She studied theology and German in Freiburg/Brsg and Muenster and worked as a teacher in Bremen. Later she earned a degree and a PhD in computing science in Bremen (1989). She worked at the “interdisciplinary research center work and technology” (artec), University of Bremen and at the computer science department, University of Hamburg (1992-1996) and at the Computer Science Institute, Humboldt University of Berlin (1996-2001).

Daniel J. Shelley earned his BS in elementary education from Penn State University in 1971. He completed a master’s degree in social science with an emphasis in American history at Penn State in 1972. He earned his PhD in education at the University of Pittsburgh in 1986. Shelley is also a certified elementary principal and a curriculum program specialist. He began his teaching career as a fifth grade teacher in Connellsville Area School District in 1972. During his 14 years in Connellsville he taught fifth grade, fourth grade, elementary gifted education and secondary gifted education. In 1987, he accepted a professorship at Edinboro University of Pennsylvania, where he worked for 15 years. While a professor at Edinboro, he developed the Educational Technology Center for students and faculty. In addition, he served as the director of the Miller Laboratory School. The last six years at Edinboro University he served as department chair in elementary education (1995-2002). He was hired in August, 2002 by Robert Morris University to be the director of elementary education. Since his arrival he has revised and developed courses at the undergraduate and graduate level. He developed and co-taught the first course; Applications of Instructional Technology in Education (EDML 8110) in the new PhD in Educational Management and Leadership. One of his major areas of research and study has been enhancing pre-service teacher’s skills and expertise in applying educational technology to their teaching. He was the co-author of a three-year, $1.7 million PT-3 (Preparing Tomorrow’s Teachers to use Technology) grant (1999-2002). He currently serves as the director of the Southwestern region of the Pennsylvania Association for Educational Computing and Technology (PAECT). His classroom interests include robotics and instructional software and authoring. He has also written numerous articles and given presentations at national and international conferences on the integration of technology into classroom teaching. In recent years he has worked with professors at the University of Costa Rica, the London Institute of Education and the Institute for Pedagogical Advancement in Aruba who have similar interests in instructional technology. Shelley is also a certified online teaching instructor and has developed and taught several undergraduate/graduate courses in the online format. In recent years his publication and research agenda has focused on online instruction.

Louis B. Swartz, JD, is a full-time assistant professor at Robert Morris University, Moon Township, PA, in the department of economics, finance and legal studies. He teaches Legal Environment of Business and The Constitution and Current Legal Issues at the undergraduate level and Legal Issues of Executive Management in the MBA program. He received his bachelor’s degree from the University
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John Vandegrieft has been associated with consulting, project management, IT and development for over 20 years. Having consulted for a couple of years, he went to work for Hewlett-Packard in 1983, working as a programmer analyst, system programmer and system manager in HP’s Southern Sales Region IT. Then for 6 years, Vandegrieft was a technical consultant delivering training and consulting to HP customers. Moving back into what was now HP’s America’s IT, Vandegrieft was a Technology Research Engineer before taking the helm of the development arm of the Technology Solutions Lab, where he managed a group that grew to 22 people for 8 years. For the last 4 years at HP, Vandegrieft was a program manager delivering programs on a worldwide scale to HP’s internal as well as external customers. Vandegrieft joined Blackstone and Cullen in 2006 as a senior consultant, bringing with him enterprise level experience. Vandegrieft is in his final semester at Kennesaw State University and will be graduating in May with a MS in information systems. John has a PMP certification in project management and is a Microsoft Certified Technology Specialist in Microsoft Office SharePoint Server 2007.

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Andreas Wieser-Steiner is a sociologist trained in the field of science and technology studies. He works as a lecturer at the University of Applied Science in Bremen and has conducted interdisciplinary work in the fields of human genome research, climate change research and digital media in education. He studied sociology and economics in Bremen and has earned a doctoral degree at the Technical University of Darmstadt (2004).

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