About the Authors

Laurel Evelyn Dyson (BSc, Hons; BA, Hons; PhD; CELTA; GradDipABE; GradDiplInfTech, Distinction; CCNA; CCAI; MInfTech) is a lecturer in information technology at the University of Technology, Sydney, Australia, where she is one of the founders of the Indigenous Participation in Information Technology Project. As part of this project, Dr. Dyson led the successful introduction in January 2004 of the first university information technology tertiary preparation course for indigenous people ever offered in Australia. Having lived herself on the other side of the digital divide until a few years ago, her mission is to assist others to master the tools of the information age. In this role, her teaching in recent years has included computer education programs for indigenous Australians, senior citizens, adult literacy students and prisoners. In total, her experience in university and adult education spans a period of over two decades, with a focus on language, study skills, university preparation courses and, lately, information technology. Her research interests are predominantly in the fields of indigenous people and information technology and Australian culture and the role of indigenous Australians in its development and history. She has published two books and a number of book chapters, journal articles, and research papers in these two areas, has been interviewed 13 times about her research for radio and the press, and has had 33 reviews of her work in the media. Currently she is leading the evaluation, for UNESCO, of their ICT4ID Project involving indigenous people and information and communication technologies in Africa and Latin America.
Max Hendriks lectures in information technology at the University of Technology, Sydney, Australia, where he is also currently completing a master’s degree in Internetworking science. He has been an educator for over 35 years and taught all grades from pre-school through university postgraduate students, as well as holding senior executive positions in education. Over this time he has been a strong advocate for the rights of all peoples. He is involved in the Indigenous Participation in Information Technology Project at the University of Technology and took an active role in the development and delivery of the university’s first indigenous Pre-IT program. This involvement is ongoing. His research interests are in Internetworking and how this technology can bridge the divide between all communities. Of particular interest are wireless technology and related security issues.

Stephen Grant holds an academic position at the University of Technology, Sydney, Australia, where he is in charge of mentoring indigenous students in the Indigenous Participation in Information Technology Project. This is the first project of its kind in Australia and aims to boost indigenous enrollments in IT courses and the number of indigenous Australians working in IT. Already the success of his work on the project has been recognized with a University Equity, Social Justice and Human Rights award. It has also been largely due to his efforts that the indigenous Pre-IT program has been so successful. He is one of a handful of qualified indigenous IT professionals in Australia, with qualifications and industry experience in engineering and IT as well as in indigenous affairs. Since joining the Faculty of Information Technology, he has added to his networking industry certification by becoming a qualified networking instructor as well as commencing a Master of Science in Internetworking part-time, making him one of three indigenous IT postgraduate students in Australia. His current research interests are mobile networks and embedded products.

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Mehran Abolhasan received a BE in computer engineering (Hons) from the University of Wollongong, Australia (1999). He completed his PhD in the School of Computer, Electrical and Telecommunications Engineering, University Wollongong (2003). In July 2003, he started working as a research fellow with the Smart Internet Technology Cooperative Research Centre (CRC) and the Office of Information and Communication Technology (OICT) within the Department of Commerce in NSW. In July 2004, he joined the Desert Knowledge CRC and Telecommunication and IT Research Institute, where he is leading a project called Spare Ad hoc Network for Desert (SAND). His current
research interests are: wireless ad hoc networking, sensor networking and 3G and beyond 3G networks.

**Mark Apperley** is a professor of computer science and dean of the School of Computing and Mathematical Sciences at the University of Waikato, Aotearoa (New Zealand). After completing his PhD in electrical engineering, he has been involved in computer science education and human-computer interaction research for the past 30+ years. His research publications cover interface implementation and design, usability studies, information visualization, computer-supported collaborative work and large shared interaction spaces. His particular interest in the Niupepa Project was fuelled, in part, by the fact that his great-grandfather was an editor of one of the newspapers in the collection.

**Alex Arposio** (alex@aboriginalhunter.com) is a PhD candidate in philosophy at the University of Newcastle, Australia, and works with the Arwarbukarl Cultural Resource Association in the area of language recovery and revitalisation.

**Glenn Auld** is a lecturer in language and literacy at Monash University, Australia. He has spent many years learning and researching with Kunibidji children, who live in Maningrida in the Northern Territory. Auld has submitted a PhD thesis on the literacy practices of Kunbiidji children on DVD. He is interested in the social applications of emerging technologies with reference to the linguistic human rights of speakers of minority indigenous Australian languages.

**Susan Rae Banks**, PhD, is an associate professor in the Department of Teaching and Learning at Washington State University, USA. Her specialties include curriculum development, assessment, special education and professional preparation of Native teachers. She is an enrolled member of the Arapaho Nation.

**Andrea Barr** is the manager of information services at Tairawhiti Polytechnic, situated in Gisborne on the East Coast of the North Island of New Zealand. She has responsibility for e-learning within the polytechnic and is committed to a vision of the polytechnic as a centre of excellence for e-learning, specialising in provision for Maori learners. She was part of a group that came up with the idea for the project “Critical Success Factors for Effective Use of e-Learning with Maori Learners” and has been involved in both governance groups, as well as providing advice and support for the project manager.
Te Arani Barrett joined the staff of Te Whare Wānanga o Awanuiārangi, a Maori tribal university in Aotearoa (New Zealand) following years of computer-related teaching in secondary and tertiary settings. She established the distance and e-learning framework which is now termed “e-Wānanga;” and this best describes the way in which delivery options are blended. Such blending requires particular cognisance and consideration for student audiences which are primarily Maori.

Andrea Berez is a research assistant with the LINGUISTList and the Dena’ina Archiving, Training, and Access Project. She has conducted documentary fieldwork with the Dena’ina language in Alaska and has investigated the role of middle voice in Athabascan languages. She is currently compiling a volume of Dena’ina texts with aligned audio.

Lars H. Bestle currently works as programme specialist for UNDP’s regional programme on ICT for Development (ICT4D) called Asia Pacific Development Information Programme (APDIP). He spent three years in Vietnam, where he was the ICT4D programme officer for UNDP. During this time, he assisted the Vietnam government in its policy-making activities for ICT4D, among others, to develop their national ICT strategic framework. More recently, he has consulted with the Asian Development Bank in assessing the demand and readiness for ICTs to improve basic social services in the countries of the greater Mekong sub-region, and with UNESCAP as economic affairs officer on ICT4D issues relating to digital divides and ICT applications for achieving the Millennium Development Goals in the least developed and landlocked countries of Asia and the Pacific.

J. David Betts is an assistant professor of literacy and technology. His courses include literacy and technology, media and literacy, computers in language arts research, multimedia authoring for teachers, and literacy and the arts. His recent research in the integration of art and technology in education includes work with the Tucson Pima Arts Council, several local school districts and the Pascua Yaqui Tribe of Arizona. Dr. Betts is also a multimedia producer and videographer, working in the area of social change and the arts.

Paul Boustead is a senior research fellow at the Telecommunications and IT Research Institute at the University of Wollongong, Australia. He is currently leading projects within the Cooperative Research Centre (CRC) for Smart Internet Technology and recently led a project in the CRC for Desert Knowledge. He completed a PhD at the University of Wollongong in 2000 in the area
of label switching protocols for high-speed networks. Dr. Boustead’s current research interests include: network and server support for the delivery of distributed services over the Internet, network games, content distribution networks, dense multi-party communication, providing applications over ad-hoc networks and developing cheap, reliable and sustainable communications technologies suitable for use in remote indigenous communities of Australia.

**Fiona Brady** has lived in a remote community in Cape York Peninsula for two decades and has many years’ experience in education and training, and recently completed a Master of Learning Management from Central Queensland University. She works with indigenous communities in Cape York Peninsula and the Torres Strait of Australia. She is involved in community development and particularly interested in the use of ICT in remote indigenous communities. Currently she is taking part in an indigenous cultural archiving and revitalization project recording hymns in indigenous language and making them more accessible to the community.

**Sheree Cairney** is a post-doctoral fellow based in the Top End of the Northern Territory. She has worked among aboriginal Australians living in remote regions in Arnhem Land investigating the effects on the brain of using kava, cannabis or petrol. Dr. Cairney is currently investigating brain-behavioural relationships in mental health and substance abuse among aboriginal people and the development of creative and appropriate means of communicating these concepts with aboriginal people.

**Sally Jo Cunningham** received degrees in computer science and Asian studies from the University of Tennessee, and a PhD in computer science from Louisiana State University. She has been a lecturer with the University of Waikato, New Zealand, since 1990. Dr. Cunningham is a member of the New Zealand Digital Libraries research group. Her research interests include human-computer interaction, digital libraries, computer education and computer applications in textiles.

**John Dallwitz** has been an artist, photographer, educator, heritage consultant and cultural adviser, based in South Australia since the 1960s. Throughout his life, he has travelled and researched extensively in the Australian outback. The diversity of these experiences has come together during his past 14 years’ liaison with the Pitjantjatjara and Yankunytjatjara people of the central desert. This has led to the successful development of the acclaimed Ara Irititja Project.
Anne Daly is an associate professor in economics at the University of Canberra and a visiting fellow at the Centre for Aboriginal Economic Policy Research at the Australian National University. Her research interests include the economic status of indigenous Australians, particularly women and families. This work has focused on labour market issues and the relationship between work and the welfare system. She has also conducted research on telecommunications policy with a focus on the implications of technological developments for indigenous Australians. A future project will involve case studies of selected indigenous communities in Australia and their current access to telecommunications facilities and potential uses of new technologies in the daily lives of the people.

Deborah Danard is a doctoral student at the Ontario Institute for Studies in Education, Canada, specializing in indigenous studies. She is Anishinaabekwe/Ojibway nation, Rainy River First Nation, Treaty #3. Her research focuses on aboriginal identity and the role culture and spirituality play in education, including traditional approaches to teaching and curriculum development. She is the recipient of the University of Toronto/McMaster University Indigenous Health Research Development Program Graduate Scholarship, funded by the Canadian Institutes of Health Research-Institute of Aboriginal People’s Health, for her research, “Finding Our Way: Culture as Resistance to Suicide in Indian Country.” The chapter in this book is her first academic collaboration.

Michael Donovan is a Gumbaynggir man from the North Coast of NSW, Australia, but grew up in the Western suburbs of Sydney. He has worked in aboriginal education since 1992 in various fields from community education, school, to higher education. His professional involvement with the aboriginal community comes through his role as an aboriginal education assistant and through the Aboriginal Education Consultative Group, the primary advisory body on aboriginal education in NSW, where he has represented his community from local to State levels. He has a Bachelor of Teaching with First Class Honours, the first aboriginal male to achieve this at the University of Western Sydney. He has worked at Wollotuka School of Aboriginal Studies at the University of Newcastle since 1996, lecturing in aboriginal studies with a current focus on the use of online technologies as a teaching and educational tool that can support the maintenance of aspects of aboriginal culture, including the revitalisation of aboriginal languages.

Leone Dunn is a senior lecturer in the School of Information Technology and Computer Science at the University of Wollongong, Australia. She was awarded her PhD at the University of Queensland in 1992. Dr. Dunn also holds a Master of Arts in linguistics from the University of Western Australia (1985).
Ron Eglash holds a BS in cybernetics, an MS in systems engineering and a PhD in history of consciousness, all from the University of California, USA. A Fulbright postdoctoral fellowship enabled his field research on African ethnomathematics, which was published in 1999 as African Fractals: Modern Computing and Indigenous Design. He is now an associate professor of science and technology studies at Rensselaer Polytechnic Institute, USA. His current project, funded by the NSF, HUD and Department of Education, translates the mathematical concepts embedded in cultural designs of African, African American, Native American and Latino communities into software design tools for secondary school education. The software is available online at http://www.rpi.edu/~eglash/csd.html.

Rosemary Foster is a lecturer at the Centre for Indigenous Health, University of Queensland, Australia, where she teaches research methods, applied research and project management courses in the Bachelor of Applied Health Science (indigenous health). Recently she has developed these courses with either substantial online components or for complete online delivery for a majority indigenous student population.

Rhonda Friedlander, MS, is a speech-language pathologist and owner of Oneclaw Speech Therapy Services. She has provided speech/language services to native communities across the Northwest United States for the past 19 years. Rhonda is an enrolled member of The Confederated Salish and Kootenai Tribes of the Flathead Nation.

John Fulcher is a professor of information technology and director of the Health Informatics Research Centre at the University of Wollongong, Australia. He holds a BEE (Hons) from the University of Queensland (1972), a Research Masters from LaTrobe University, Melbourne (1981) and a PhD from the University of Wollongong (1999). His 100 or so publications include a best-selling textbook on microcomputer interfacing, a recent monograph on applied intelligent systems and three chapters in a handbook on neural computing. His research interests include microcomputer interfacing, computer science education, artificial neural networks (especially higher-order ANNs), health informatics and parallel computing.

Bethalia Gaidan is a Torres Strait Islander. She lives on Dauan Island in the far north of Australia with her husband and three children. She is currently council clerk of the Dauan Island Community Council. Mrs. Gaidan likes reading thrillers, sewing and fishing.
Russell Gluck is a lecturer in learning development at the University of Wollongong, Australia. He has worked for more than 20 years in squatter camps, prisons and the Aboriginal Education Centre at the University of Wollongong. This wealth of experience has led to the development of an engagement process that enables literacy-inefficient people to draw, compose, write and read stories — sufficient in some cases to successfully complete university studies.

Gale Goodwin Gómez is a linguistic anthropologist and chair of the Department of Anthropology at Rhode Island College in Providence, USA. Her degrees include a PhD in anthropological linguistics from Columbia University and an MA in linguistics from the American University, Washington, DC. A Fulbright scholar in Brazil in 2001, Dr. Goodwin Gómez has engaged in field research and advocacy of the Yanomami Indians of northern Brazil for over 20 years.

Roger W. Harris has a PhD in information systems and lives in Hong Kong but works with rural communities in Asia, helping them get connected to the Internet and to use it for their own development. As an independent consultant since 2001, he has been involved with rural IT projects in more than 10 Asian countries, working for a variety of governments and international aid agencies. Dr. Harris founded Asian Encounters, an organisation that promotes the use of the Internet by rural communities who operate community-based tourism as a way of generating incomes.

Kate Hennessy is a PhD student in the anthropology of media at the University of British Columbia, Canada. She is working on a number of community and academic projects related to the use of digital technology in First Nations communities in the Yukon, Alberta and British Columbia. Using methods of participatory ethnography while facilitating community media projects as a videographer, trainer and multimedia producer, she is examining the role of digital archives and multimedia in these communities as tools for the repatriation of language materials and cultural documentation.

Gary Holton, PhD, is an associate professor of linguistics at the Alaska Native Language Center, University of Alaska Fairbanks, USA. His research interests include endangered language documentation and revitalization, with a focus on Athabaskan languages and the languages of Eastern Indonesia. He has worked to develop standards for digital language archiving through involvement with international organizations, including the Open Language Archives Community and the Digital Endangered Languages and Musics Archive Network.
Baden Hughes (badenh@cs.mu.oz.au) is a research fellow in the Language Technology Group in the Department of Computer Science and Software Engineering at the University of Melbourne, Australia.

Martin Hughes is somewhat accustomed to bridging cultural divides. In 1984, he completed a Bachelor of Education at Victoria College, Rusden Campus, Australia, with majors in mathematics, drama and dance. For 10 years after that, he worked as a professional dancer in Australia and overseas. Hughes continues to perform when he can. He has been working as a database developer and consultant since 1990.

Ella Inglebret, PhD, is an assistant professor in the Department of Speech and Hearing Sciences at Washington State University, USA. She has been involved in professional preparation of American Indian and Alaska Native (AI/AN) students in the fields of speech-language pathology and audiology for the past 16 years. Her research focuses on factors associated with AI/AN student success in higher education and speech/language service delivery to native communities.

Kathie Irwin (Dip Teacher Training, Dip Tchg, BEd, BEd, Hons., 1st Class; MEd, PhD) descends from Ngati Porou, Ngati Kahungunu, Scots, Orkney Island and Irish forebears. Irwin started her professional career in education in 1974, training as a primary school teacher, and has served over 20 years as an academic at Massey and Victoria Universities, Aotearoa (New Zealand). She has held several senior positions in education, including head of the department and inaugural director of He Parekereke, the Institute of Maori Research and Development, Department of Education, Victoria University. She was appointed as the inaugural chair of the New Zealand Teachers Council by the Minister of Education. Dr. Irwin specializes in Maori research, education and development and has published extensively in these areas. Her doctoral thesis is entitled Maori Education: From Wretchedness to Hope. She currently holds the position of director of academic programmes, Awanuiarangi ki Poneke.

Judy Iseke-Barnes is an associate professor at the Ontario Institute for Studies in Education of the University of Toronto, Canada, where she teaches courses in aboriginal and indigenous studies in education for graduate students and teacher training. She is a member of the Metis Nation of Alberta. Her research activities have also engaged groups of aboriginal educators in interactions on the Internet in a Canada-wide discussion of aboriginal issues. Her recent publications include a book (with Njoki Wane) Equity in Schools and Society, published in 2000, and several international journal articles on indigenous peoples and the Internet.
Robyn Kamira (Te Aupouri, Te Rarawa tribal areas) has presented around the world on technology, indigenous and Maori subjects and is an early proponent of indigenous guardianship models for information in the health sector. She is committed to moving Maori well-being forward using technology in strategic and constructive ways. Robyn is a member of New Zealand’s national Digital Strategy Advisory Group and the National Kaitiaki Group for Maori women’s health data. She is a founding trust member of the Society for Professional Maori Women in Information Technology (Te Waka Wahine Wa-Hangarau), and internationally, is secretariat member to both the CIRN (Community Informatics Research Network) and the Global Community Networks Partnership (GCNP). She holds academic qualifications alongside her practitioner experience. Robyn is director of Paua Interface Ltd — a technology and knowledge company, and Rangatiratanga Canvases Ltd. — a creative technology company involved in indigenous storytelling, multimedia and film.

Te Taka Keegan is of Waikato-Maniapoto and Ngati Porou descent. He received a diploma in computer engineering from the Central Institute of Technology in Wellington, Aotearoa (New Zealand), and spent six years as a hardware engineer. He was awarded a BA and an MA at the University of Waikato through the Tohu Paetahi (Maori language) stream. Since 1994 he has been lecturing computer science in te reo Maori at the University of Waikato. He was the project manager for the Niupepa Web site. His research interests are primarily involved with the use of the Maori language in the computing and Internet environments.

Wanjira Kinuthia is an assistant professor at Georgia State University, USA, where she teaches courses in instructional design and technology. Prior to that, she worked as an instructional designer in higher education and business. She has a PhD in instructional design and development, a master’s degree in international affairs focusing on African studies and women’s studies, and a master’s degree in computer education and technology. She also has a bachelor’s degree in international business. Dr. Kinuthia has a special interest in international and comparative education. Her research focuses on socio-cultural factors influencing e-learning in developing countries.

Sachiko Kubota, PhD, is an associate professor in the Department of Integrated Arts and Sciences, Hiroshima University (Japan), and a visiting researcher at the National Museum of Ethnology. She did fieldwork in Arnhem Land (1986-87) and is continuing this study. Also, she has started a comparative study in Canada since 2000. Her interests are: (1) the changes in women’s roles
in indigenous society, (2) gender issues, and (3) indigenous representations. In Japan, Dr. Kubota has published *Aboriginal Society from Gender Point of View* (2005), *Indigenous People in Multi-Cultural Society* (co-edited with Dr. Shuzo Koyama, 2003), and many other works.

**Marcia Langton** is the inaugural chair of Australian indigenous studies at The University of Melbourne, Australia. She is also a chief investigator with the research project on Agreements, Treaties and Negotiated Settlements. Professor Langton is a descendant of the Bidjara and Yiman nation of central Queensland. She was previously founding director of the Centre of Indigenous, Natural and Cultural Resource Management, and ranger professor of aboriginal studies at the Northern Territory University. She has worked for three of the major Aboriginal land councils and is a specialist in aboriginal land tenure and resource issues.

'Alopi Latukefu works with the Australian government through the Australian Agency for International Development (AusAID). Prior to taking up this role, he worked as chief executive officer of Goolarri Media in Broome and in various senior management roles within the Outback Digital Network, where much of the information for his case study was sourced. Formally, Mr. Latukefu did research in electronic commerce and other aspects of the information economy for groups including the Centre for Corporate Change (Australian Graduate School of Management, University of NSW), the National Office for the Information Economy (Commonwealth Government of Australia) as well as undertaking consulting work researching the methodology for knowledge assessment within Pacific Island Countries for the World Bank.

**Brett Leavy** is an indigenous Australian from the southwestern Queensland Kooma tribe, part of the Gungari-speaking people. He has served in senior positions in a federal government organisation, serves on the boards of a number of indigenous organisations, initiated a successful indigenous newspaper and is the CEO of a multimedia company called CyberDreaming, Australia. He recently swung his energy and time into the Digital Songlines project, developing capabilities to digitise the arts, culture and heritage landscape of aboriginal Australia in a joint venture with the Australasian Cooperative Research Centre for Interaction Design.

**Carole Leclair** is a new member of the Faculty of Indigenous and Contemporary Studies at Laurier Brantford, Canada, and plays an active role in further developing the indigenous studies curriculum. She completed her PhD on *Metis*
Environmental Knowledge: *La Tayr pi Tout li Moonde*. Dr. Leclair’s academic interests include Aboriginal environmental thought systems, writing in English, gender and sexualities, radical democracy, cultural landscapes and women’s activisms. Her personal time is well spent as affectionate referee between two pug dogs and a cat, assorted children and grandchildren, tons o’ relatives and a husband with a great sense of humour (a house policy).

**Daryn McKenny** (daryn@aboriginalhunter.com) is an aboriginal person living in Newcastle, Australia, and is the manager of the Arwarbukarl Cultural Resource Association Incorporated. McKenny has led the development of software for the Awabakal community.

**Paul Maruff** is a full-time employee of CogState Ltd., head of the Neuropsychology Laboratory at the Mental Health Research Institute of Victoria, and a professor in the School of Psychological Science at La Trobe University, Melbourne, Australia. He is a neuropsychologist with expertise in the identification and measurement of subtle behavioural and cognitive dysfunction. Professor Maruff’s research integrates conventional and computerised neuropsychological testing with cognitive neuroscientific methods to identify subtle neurocognitive impairment, and assesses the efficacy of pharmacological treatment, in Alzheimer’s disease, mild cognitive impairment and the HIV dementia complex.

**Margaret Mau** is a Torres Strait Islander and lives on Dauan Island, Australia, with her husband and children. She is currently a chairperson of the Dauan Island Community Council and is an executive member of Torres Strait Regional Authority (TSRA) and Island Coordinating Council (ICC). Mrs. Mau holds the portfolio for women and families, and is a member of the Torres Strait Health Council. For relaxation she likes to fish, play volleyball, do puzzles and watch quiz shows.

**Odette Mazel** is a lawyer and research fellow with the research project on agreements, treaties and negotiated settlements. She is based in the School of Anthropology, Geography and Environmental Studies at The University of Melbourne, Australia.

**Michael Meehan** is a senior research officer at the Centre for Indigenous Health, University of Queensland, Australia. He manages the Centre’s flexible delivery strategy and translates course and problem-based learning material for online delivery to the external and remotely located indigenous student base. His research interests focus on the development of culturally appropriate educa-
tional multimedia titles and the emerging literacy of new technology and its impact upon the indigenous student.

**Katina Michael** is a lecturer in information technology at the University of Wollongong, Australia. Her current research activities are focused on location-based services and the impacts of technology upon citizens. She was awarded her PhD in 2003 and received her Bachelor of Information Technology from the University of Technology, Sydney (1996). Most of her work experience was acquired as a senior network and business planner with Nortel Networks, where she gained expertise in the use of geographic information systems (1996-2001). Dr. Michael has also held positions as an analyst at United Technologies and Andersen Consulting.

**Victor Giner Minana**, born in Valencia, Spain, in 1977, holds a law degree from Valencia University. He pursued a Master of Science in Latin American studies at the Ortega y Gasset College at Madrid’s Complutense University and a Master of Arts in international humanitarian assistance at Louvain’s Catholic University in Belgium. In 2004, he collaborated as a consultant for UNESCO’s Information and Communication Technologies for Intercultural Dialogue Program. He currently works as project manager for the Spanish International Cooperation Agency in Morocco.

**Patrick J. Moore** is an assistant professor in anthropology at the University of British Columbia, Canada. He received his PhD from the University of Indiana in 2002. He has studied the languages and narrative traditions of Northern Athabaskans, and lived for many years in Slavey and Kaska communities in northern Alberta and the Yukon. He is the author, with Angela Wheelock, of *Wolverine Myths and Visions*, and he edited *Dene Gudeji: Kaska Narratives*, a collection of Kaska narratives published by the Kaska Tribal Council.

**David Nathan** is director of the Endangered Languages Archive, part of the Hans Rausing Endangered Languages Project at SOAS, University of London. He has worked with computing applications for endangered (especially Australian aboriginal) languages, and taught courses in computing, linguistics, cognitive science, multimedia development and English at universities in Australia, Japan and the UK. His publications include the textbook: *Australia’s Indigenous Languages*; papers on lexicography, indigenous people and the Internet, and multimedia; and multimedia CD-ROMs. He established several major Web sites, and was co-author (with Peter Austin) of the Web’s first hypertext bilingual dictionary (for Gamilaraay/Kamilaroi).
**Terry Neal** is project manager of e-learning for the Institutes of Technology and Polytechnics (ITP) of New Zealand. She was part of the group that came up with the idea for the project “Critical Success Factors for Effective Use of e-Learning with Māori Learners” and then managed the project. She led the implementation of e-learning initiatives in two ITPs in New Zealand. She has also worked with other ITPs to understand how e-learning fits with their strategic direction and how to establish it within their institutions.

**Pauline Hui Ying Ooi** graduated with a first class degree in information technology management from Multimedia University, Malaysia. She had worked for Motorola Malaysia as an intern prior to joining the University of Technology, Sydney, as a visiting scholar under the AIESEC International Graduate Traineeship Exchange Program in July 2004. She currently works for Intel Technology Penang, Malaysia. She is interested in intercultural interaction in information systems, mobility in creative and interactive art (music), business information systems and IT management.

**Lisa Palmer** is an Australian Research Council postdoctoral fellow with the research project on agreements, treaties and negotiated settlements. She is based in the School of Anthropology, Geography and Environmental Studies at The University of Melbourne.

**Mark H. Palmer** is a PhD candidate in the Department of Geography at the University of Oklahoma, USA. He is also a member of the Kiowa Tribe of Oklahoma. His research interests include geographic information systems (GIS) and society with an emphasis upon the impacts of these systems on indigenous communities in North America. His current research focuses upon the development and diffusion of GIS at the United States Bureau of Indian Affairs (BIA).

**D. Michael Pavel**, PhD, is an associate professor in the Department of Educational Leadership and Counseling Psychology at Washington State University, USA. His research focuses on American Indian and Alaska Native (AI/AN) education and native teacher preparation. He is the author of a series of AI/AN education reports published by the U.S. Department of Education, as well as the Ford and Kellogg Foundations. Dr. Pavel is a tradition bearer for the Skokomish Nation.

**Christopher Robbins** has worked as a designer and developer for organizations as diverse as the University of the South Pacific, Fiji; the Museum for African Art, New York City; the Union Bank of Switzerland, New York City;
the Children’s Discovery Centre, London; and a Reuters “dotcom” joint-venture, London. He studied links between design and society in Japan, and developed cross-cultural instructional materials as a Peace Corps Volunteer in Benin, West Africa, before focusing on educational technology at the Media Centre of the University of the South Pacific. He is currently exploring physical interfaces to digital media at the Rhode Island School of Design (RISD) in the USA.

Juan Francisco Salazar is a Chilean anthropologist and media producer living in Sydney, Australia, since 1998. He holds a PhD in communications and today lectures in media studies and production at the School of Communication, Design and Media, University of Western Sydney. He has worked extensively in a wide range of cross-disciplinary research projects including consultancies for government and international non-governmental organizations. Dr. Salazar has published on media anthropology, Chilean cinema in exile and indigenous media in Latin America. He is associated with several transnational networks such as OurMedia and CLACPI, the Latin American Council of Indigenous Film and Video.

Tish Scott (tishscot@uvic.ca) is a doctoral student in education studies (curriculum and instruction) at the University of Victoria, BC, Canada. She is a teacher and curriculum developer. Her research interests include teaching and learning with educational technology, using technology to support and strengthen language and culture, online interactive curriculum development, health education, student motivation, assessment, evaluation, culture and participatory research.

Ryan Sengara has been the project leader of Redfern Kids Connect since August 2002. He first became involved in the project while on exchange from his home country of Canada and has since completed a research thesis on his experiences at the Centre for Culture Research (University of Western Sydney) titled: Redfern Kids Connect: Technology and Empowerment.

Linda Sioui was born in 1960 and is a Huron-Wendat from Wendake, Quebec. She holds a bachelor’s degree in sociology from the University of Ottawa. She is presently a part-time student at Université Laval, Quebec, Canada, working on her master’s in anthropology. In 1983, she worked on compiling the field notes of Quebec ethnologist Marius Barbeau (Huron-Wyandot Collection) for the Canadian Museum of Civilization. She has travelled extensively and worked for several Native organizations. She currently holds the position of cultural affairs advisor for the Huron-Wendat Nation’s Council.
Mary Loy Stone, MA, is a speech-language pathologist for the Browning School District on the Blackfeet Reservation. She has provided speech/language services to native communities in Northwest and Southwest Regions of the United States. She is an enrolled member of the Blackfeet Nation.

Shigenobu Sugito is a professor in the School of Human Sciences, Sugiyama Jogakuen University, Japan. He has done fieldwork in Australia, mainly Arnhem Land, since 1984 and his concern is population study and social structure using information technology and aboriginal art. His most significant research is contained in the article “Marriage Rule as a Population Control Factor: A Computer Simulation Study” (1991).

Andrew Turk has undergraduate degrees in surveying, applied science (cartography) and arts (psychology and philosophy) and a PhD. In the 1970s and early 1980s he worked for the Australian government on the production of topographic maps. In 1983 he commenced research at the University of Melbourne concerning design and production of tactual (raised-line and low-vision) maps and other graphics for blind and partially-sighted persons. In 1992 he completed his PhD on human factors aspects of geographic information systems. Since 1993 he has worked at Murdoch University, where his teaching, graduate student supervision and research activities concern design and evaluation of computer applications (user interfaces, Web sites and interactive TV), including cultural and ethical considerations.

Doug Vogel is a professor of information systems at the City University of Hong Kong. He has been involved with computers and computer systems in various capacities for over 30 years, including the position of president of a 50-person manufacturing company. Professor Vogel’s interests bridge the business and academic communities in addressing questions of the impact of management information systems on aspects of business process improvement, group problem solving, education and organizational productivity. Professor Vogel is widely published and has directed extensive research on aspects of business process improvement in conjunction with a series of research contracts and organizational applications.

Sandi Warren is a PhD candidate at Trent University, Canada, in native studies where her dissertation is entitled: Respect, Responsibility, and Reciprocity: Examining Indigenous Knowledge Systems as Best Practices for Aboriginal Business Development. Ms. Warren’s career has followed a specialist route as a project lead and business strategist. In this capacity, she has contributed to
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