About the Contributors

Mark Stansfield, PhD, is a senior lecturer in the School of Computing at the University of the West of Scotland. He has published numerous papers in areas relating to e-learning, games based e-learning and virtual campuses. Mark Stansfield also serves on the editorial boards of several international journals that include the *International Journal of Information Management, Journal of Information Systems Education, ALT-J* and the *Journal of IT Education*, as well as being an editor of the *Interdisciplinary Journal of E-Learning and Learning Objects*. He is project coordinator and principal investigator of the European Commission co-financed project ‘Promoting Best Practice in Virtual Campuses (PBP-VC).’

Thomas Connolly is a professor and chair of the ICT in Education Research Group at the University of the West of Scotland and is director of the Scottish Centre for Enabling Technologies and director for the Centre of Excellence in Games-based Learning. His specialisms are online learning, games-based learning and database systems. He has published papers in a number of international journals as well as authoring the highly acclaimed books *Database Systems: A Practical Approach to Design, Implementation, and Management*, *Database Solutions* and *Business Database Systems*, all published by Addison Wesley Longman. Thomas Connolly also serves on the editorial boards of many international journals, as well as managing several large-scale externally funded research projects.

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Paul Bacsich worked for 25 years at the UK Open University finishing as assistant director in the Knowledge Media Institute. In this phase he was project director of the JANUS satellite e-learning project under the DELTA programme of Framework 3. He then set up the Virtual Campus Programme at Sheffield Hallam University in 1997-99, including a research group in e-learning. Professor Bacsich became director of special projects for the UK e-University (UKeU) in 2003-04, and edited and published material from their archives in 2004-05. He then took on a series of assignments from the UK Higher Education Academy, concentrating on benchmarking e-learning and acting as a Critical Friend for Pathfinder and Enhancement projects at universities in England and Wales. He has also advised a range of universities on e-learning issues including Middlesex University, the University of Leicester, the Arab Open University and the Worldwide Universities Network.

Theo Bastiaens is director of the Institute for Educational Science and Media Research and chair of the Department of Instructional Technology & Media at the Fernuniversitaet in Hagen and part-time professor at the Open University of the Netherlands. His specialisation is in instructional design and didactics of new media. He has published frequently about these topics. Prof dr Bastiaens’ project
management and consultancy experience involves business (for example Royal Dutch Shell, ING insurances, European Patent Office Munich) as well as non-profit institutes (for example the Dutch Ministry of Education, the Dutch Digital University). He was the regional project manager for the Socrates IPSS-EE programme 2001-2003. He has delivered numerous lectures and presentations at renowned national and international conferences and events. In 2007 he was co-chair of the world conference for e-learning in Quebec, Canada.

**Helena Bijnens** holds a master’s degree in Romanic languages (French and Italian) and specialised in media and information sciences at K.U.Leuven. In 1999 she started at ATiT (Audiovisual Technologies, Informatics and Telecommunications) where she worked as a project manager and researcher, in the field of technology enhanced learning. She was involved in projects related to: costs of eLearning, streaming media in education, and satellite technology in education and digital divide issues. In March 2005, Helena Bijnens started working for EuroPACE ivzw. Her role in EuroPACE consists of writing and managing European Commission supported eLearning projects, representing the network and disseminating its expertise to the wider educational community, piloting and evaluating innovative educational applications.

**Dawn Birch**, Ph.D, is a senior lecturer in the School of Management and Marketing at the University of Southern Queensland. She has published in the areas of educational technology, domestic barter, international advertising, services marketing and shopping centre management. Her current research focuses on academics’ adoption and integration of educational technology for developing interactive multi-modal technology-mediated distance education courses.

**Luca Botturi** holds a PhD in communication sciences and instructional design from the University of Lugano, Switzerland. He is currently instructional designer at the eLearning Lab, and researcher for the NewMinE Lab at the same institution. He is an active as trainer, consultant and game designer, and has founded seed, a non profit organisation promoting the development of a culture of educational technologies for international development and non profit education. His research interests focus on creative instructional design, games and design languages.

**Christina Brey** is project coordinator at the European Association of Distance Teaching Universities (EADTU). She is involved in different European projects, EADTU Task Forces, Academic Networks as well as seminars and conferences. Christina Brey works on topics like virtual mobility, language learning and e-learning in Africa. Prior to her appointment at EADTU in 2008, Christina Brey worked as scientific assistant at the FernUniversität in Hagen, Germany, as well as working for the Bertelsmann Foundation in Germany, the National Commission for UNESCO in South Africa, and the German-American Chamber of Commerce in Chicago, USA. Christina Brey has studied Sociology at the University of Bielefeld and the University of Gothenburg and has graduated with a major in science and technology studies and sociology of organisations.

**Christoph Brox**, PhD, is been engaged as a project manager at the Institute for Geoinformatics, University of Münster, Germany since 1997. After managing mainly research projects in the first years, his focus shifted to educational projects in the past six years. In the context of e-learning Christoph Brox coordinated and worked in the three European Commission projects - eduGI, eduGI.LA and eduGI.LA2
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(see www.eduGl.net/eduGl). Currently he is coordinating the Erasmus Mundus Masters Programme in Geospatial Technologies in cooperation with the New University of Lisbon, Portugal, and the University Jaume I, Spain (see http://geotech.uni-muenster.de) and managing the International Research Training Group in Semantic Integration of Geospatial Information in cooperation with University at Buffalo, USA, and the University of Bremen, Germany (see http://ifgi.uni-muenster.de).

Bruce Burnett, PhD, is a Senior Lecturer in the School of Cultural Language Studies in Education at the Queensland University of Technology. Bruce Burnett has a background in sociology of education and in particular the areas of narrative analysis, the socio-cultural impact of new technologies and Japanese education. His current research focuses both on the Australian and Japanese educational contexts.

Lorenzo Cantoni graduated in Philosophy and holds a PhD in education and linguistics. He is full professor at the University of Lugano (Switzerland), School of Communication Sciences, where he teaches e-learning and e-government. He is vice-director of the Institute of Institutional and Educational Communication, Director of the laboratories webatelier.net: production and promotion over the Internet, NewMinE Lab: New Media in Education Lab; is Executive Director of TEC-Lab: Technology Enhanced Communication Lab and scientific director of eLab: eLearning Lab. His research interests are where communication, education and new media overlap, ranging from computer mediated communication to usability, from eLearning to eTourism and eGovernment.

Ron Cörvers holds a MSc degree in environmental geography from Radboud University Nijmegen (1990) and a PhD in environmental policy and public administration from Utrecht University (2001). He is associate professor at the School of Science of the Open Universiteit Nederland. He developed a wide range of courses in the field of environmental policy and sustainable development, and is interested in innovative e-learning opportunities (virtual seminar, multimedia, games). In 2007, he joined the International Centre for Integrated Assessment and Sustainable Development (ICIS) at Maastricht University for two days a week. His research interests are in the field of governance for sustainable development, and participatory approaches.

Johannes De Gruyter holds a master’s in modern history (Katholieke Universiteit Leuven) and a master’s of science (social sciences, Universiteit van Amsterdam). Since August 2007 he is multicampus coordinator at AVNet-K.U.Leuven, which involves leading an expertise cell specialising in multicampus education, an advisory and consultancy function towards policy-making, a training responsibility and the management of a support team for any multicampus related questions for the K.U.Leuven and its association. Previously he was involved in AVNet-K.U.Leuven and the EuroPACE network as project manager and researcher for several EC-projects on ICT supported learning. He also contributed to the external communication, networking and graphic design for the EuroPACE network.

Pedro Fernández-Michels holds a master’s in education and ICT (e-learning) and works as a researcher and online tutor in the Open University of Catalonia where he has been collaborating with international teams in several European Research Projects dealing with e-learning provision, organisation, pedagogy, material design and quality. As an expert in instructional design and foreign language teaching he currently creates and offers teacher training events about ICT-application in the field of language learning. In his training activities he particularly explores and presents the possibilities of
Open Source programmes and Web 2.0 tools for teaching and learning purposes with a focus on constructivist and collaborative approaches.

François Fulconis, PhD, is an assistant professor of strategic and logistics management at the Institute of Technology, University d’Avignon and des Pays de Vaucluse (France). He is a permanent member of the CRET-LOG, REsearch Center on Transport and LOGistics (University of Aix-Marseille II). He also is an associated member of the GREDEG, UMR CNRS Research team in law, economics and business administration sciences (University of Nice-Sophia Antipolis). His research interests include strategic partnerships, organisational theories, network structures, supply chain management, and global competitiveness. He has published in academic journals, including Competitiveness Review, Gestion 2000, Management Decision, Networks and Communication Studies, Supply Chain Forum: An International Journal, Management & Avenir, Revue des Sciences de Gestion, Cahiers Scientifiques du Transport, Revue Française de Gestion and in the several international conference proceedings, reports and book chapters.

Thierry Garrot, PhD, is an assistant professor in accounting, control and finance at the Institute of Business Administration (IAE), University of Nice-Sophia Antipolis (UNS) (France). He is a permanent member of the laboratory of IAE (CRIFP), Research Center on Financial Information and Public Finance. His research interests include performance and management accounting for public institutions as universities and hospitals. He has published in Revue Française de Comptabilité and RUSC Journal. He directed the Lifelong Learning Centre of his university (Asure formation) for five years where he developed several projects linked to e-learning. Recently, he coordinated a two year research workgroup relating to the indicators of e-learning included in the European virtual campus eLene (http://www.elene-ee.net/).

Lourdes Guàrdia, PhD, is full professor and researcher at the Universitat Oberta de Catalunya (UOC), in the Department of Psychology and Education, where she is professor of the master’s degree in education and ICT (e-learning) and the Psychopedagogy Programme. Since 1996 she has been working at UOC in other different roles; as the head of Multimedia Instructional Design Department and as Innovation Project’s coordinator. The focus of her interest in research is instructional design, educational technology, e-portfolio and e-learning. She has participated in several innovation and research related European and national projects, in addition to publishing several articles and chapters on instructional design and ICT. She is now participating in different research projects about the personalisation of the learning process, quality in e-learning and instructional design for e-portfolios.

Stefan Hrastinski is a research fellow and director of Master Studies in Computer and Systems Science at Uppsala University, Sweden. He received his PhD in informatics from Lund University with a thesis titled “Participating in Synchronous Online Education.” Previously, he was a PhD student and lecturer in informatics at Jönköping International Business School. Stefan Hrastinski’s research interests include e-learning, computer-mediated communication, online communities, social software, collaborative learning and work, and design science research. He has authored or co-authored close to fifty peer-reviewed articles on e-learning published in, for example, the journals Computers & Education and Information & Management, and in the proceedings of the International Conference on Information Systems. For further details, see http://www.anst.uu.se/stehr914.
Yukiko Inoue, PhD, is professor of educational psychology and research in the School of Education, University of Guam. Inoue is also head of the school’s Educational Research and Technology Department. Her research interests include interdisciplinary studies on student learning and development, educational technology for diverse learners, improving university teaching and learning, and social contexts and learning in higher education. Yukiko Inoue is the co-author of *Teaching with Educational Technology: The Case of the Asia-Pacific Region*, and the editor of *Technology and Diversity in Higher Education: New Challenges*, and *Online Learning for Lifelong Learning*. She is also a poet and the author of *Roses, You Must Be*, and *The Window That Reveals Tomorrow*.

Lars-Erik Jonsson is a senior lecturer at the University of Gothenburg. He started his career at the University as a teacher trainer. Today his research and teaching interests are about the development of e-learning and he bears the main responsibility for the distance education master’s programme “Learning, communication, and IT” at the IT University of Gothenburg. He has also participated in research into other educational settings where technology plays an important role. Among these are military fighter pilot training, engineering training and schooling from primary to upper secondary level. Lars-Erik Jonsson has also carried out research and evaluation assignments for the Swedish National Agency for Education and the Swedish National Agency for Higher Education.

Dolf Jordaan has been involved in e-learning in higher education since 2000. He is the project manager for the implementation of the Blackboard Vista Enterprise Edition Learning Management System at the University of Pretoria, South Africa. He is responsible for the management and coordination, in collaboration with other stakeholders, of the University’s Virtual Campus which includes student and lecturers’ portals. Dolf Jordaan has conducted consultation work at various levels for national and international e-learning projects, and has presented papers at various national and international conferences. He holds a master’s degree (University of Pretoria) in computer-supported education.

Anna-Kaarina Kairamo worked with several publishing companies for ten years as a Publishing Editor and a Publishing Manager and several years as an Information Manager with Helsinki University of Technology, Lifelong Learning Institute Dipoli. Since 1995 she has been participating as a project manager in several EU projects related to ICT in education within the programmes TEMPUS, TAP, LEONARDO, SOCRATES, IST and eLearning Initiative. She is the founder and the first Manager of Teaching and Learning Development support services at HUT. Currently, she is working as a training manager of Lifelong Learning and International Projects at TKK Dipoli, Finland.

Yuri Kazepov (PhD in sociology), is professor of urban sociology and compared welfare systems at the University of Urbino. He has been Jean Monet Fellow at the European University Institute in Fiesole and visiting professor at the Universities of Bremen, Lund and Växjö. He is a founding board member of ESPAnet and the vice-president and treasurer of RC21 of the International Sociological Association. His fields of interest are urban poverty, social exclusion, citizenship, social policies in a compared perspective, urban governance. On these issues he has been carrying out comparative research and evaluation activities at national and international level. Within the field of e-learning he is responsible for the online courses of the BA in sociology and the MA in social policy management and has been responsible for the Eurex and E-Urbs European projects. He is the director of the Centre for eLearning of the University of Urbino.
Christina Keller is an assistant professor and research fellow in informatics and information science at Jönköping International Business School and Uppsala University. She received her PhD in information systems from Linköping University with the thesis “Virtual Learning Environments in Higher Education – A Study of User Acceptance.” Her research interests are e-learning, adoption of information technology in organisations and design research. She has authored or co-authored more than twenty peer-reviewed articles on e-learning published in, for example, the Learning, Media and Technology and Journal of Educational Computing Research, and in the proceedings of the European Conference on Information Systems. For further details, see http://www.ihh.hj.se/doc/7320.

Gill Kirkup, PhD, will be working for two institutions from 2008-2011. She is a senior lecturer in educational technology at the Institute of Educational Technology, Open University, UK, and Head of Research, Data and Policy at the UK Resources Centre for Women in Science Engineering and Technology. From 2004-2008 she was director of the Open University’s MA in online and distance learning, and deputy director of the institute with responsibility for taught courses. She is also a fellow of the Higher Education Academy and a member of the Association of Learning Technologies.

Joop de Kraker was trained as an applied ecologist at Wageningen University (MSc, 1989). In 1996 he obtained his PhD in agricultural and environmental sciences from that same university. After graduation, he has worked for more than 10 years in international educational and research projects in the field of sustainable agriculture in Africa, Asia and Europe. In 2001, he joined the School of Science of the Open University of the Netherlands, where he is currently associate professor of environmental sciences. His principal activity is the development and teaching of e-learning courses in environmental science and sustainable development and coordination of the school’s research programme. Current research interests focus on the interface between environmental science, learning and policy support for sustainable development and the potential of virtual learning environments to develop the required competencies.

Karen Lazenby, PhD, has fifteen years professional experience in higher education. She is knowledgeable in the fields of e-learning and innovation and has ten years experience of matrix project management. After successfully establishing the virtual campus of the University of Pretoria in 1999, she established a one-stop contact centre for students and other clients of the University and has been the Director: Client Service Centre since 2002. Karen Lazenby has presented more than a dozen papers at international conferences and has published several articles in the field of technology and innovation. She obtained her PhD in 2003 (University of Pretoria) and an executive MBA in 2006 (University of Cape Town).

Benedetto Lepori obtained his degree in mathematical physics at the University of Rome in 1988 and a PhD in communication sciences at the University of Lugano in 2004 with a thesis on the Swiss research policy. Since 1997, he has been responsible for the research office of the Università della Svizzera Italiana. His research interests cover Swiss higher education and research policy, the production of S&T indicators, especially concerning research funding and expenditure, and the introduction of new communication technologies in higher education. He is Coordinator of the indicators activities in the PRIME network of excellence and chair of the PRIME indicators conference series. He was involved
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**Irene le Roux** has extensive experience in the e-learning environment which started in 1991 with the successful development and implementation of the computer-based testing facility at the University of Pretoria. She holds a BSc (physics, mathematics) and a MEd from the University of Pretoria. Before Irene le Roux joined the corporate sector in June 2008, she was acting director and deputy director of the Department for Education Innovation at the University of Pretoria. Her responsibilities included the strategic management of the e-learning and education consultation service the University of Pretoria. She published various articles and presented numerous papers and workshops both nationally and internationally, some by invitation.

**Jörgen Lindh** is associate professor of informatics at Jönköping International Business School (JIBS). Jörgen has during almost three decades been involved in development work and research projects in the field of computer supported learning. He was one of the pioneers in the 1980s when computers were introduced in the Swedish school system, both as an author of several textbooks and coordinator of several projects (DIS, DOS). In the 1990s he was evaluating some of the KK-foundation projects in different Swedish communities. His doctoral thesis is entitled “Computer supported teaching in school – possibilities and problems” (1993). During the last five years he has put a lot attention into online learning. At the moment Jörgen Lindh is a coordinator of the research group “Networked Learning, Collaboration and Competence” at JIBS.

**Grégory Lucas** graduated in 2004 from ENITA de Bordeaux with a master’s degree in agronomy and specialised in geographic information sciences. In 2005 he started at Cemagref (French agricultural and environmental engineering research institute) where he worked as a study engineer and researcher, in the field of water pollution and water management. He was involved in projects related to: rural development, agriculture, GIS network development and used GIS technology, databases, photo imagery and satellites images. In August 2007, Grégory Lucas started working for the University of West Hungary – Faculty of Geoinformatics as a project coordinator. His role in GEO consists of coordinating the e-learning projects in which the faculty is involved.

**Markku Markkula**, MSc (Tech) is the Director of the Lifelong Learning Institute Dipoli of Helsinki University of Technology TKK, in its field one of the largest continuing education providers among universities in Europe. He is chairman of the board of directors of EuroPACE, European Professional Association for Collaboration in eLearning; chairman of the board of the Finnish Information Society Development Centre TIEKE and chairman of the Continuing Education Working Group of the European Society for Engineering Education SEFI (a position he already held from 1987-1992). Markku Markkula was 8 years member of the Finnish Parliament (1995-2003) where he was an active member in the permanent Committee for Science, Education and Culture, and the Committee for the Future. In 2001 he served as the President of EPTA Council, European Parliamentary Technology Assessment Network. In 2001-2002 he also contributed as a member to the EU High Level Expert group on Technology Foresight. In 2002 he was appointed by the Finnish Ministry of Education to operate as a One-Man-Committee to make recommendations for the Finnish eLearning policy. This work was completed in 2003 and the report published in 2004.
Ilse Op de Beeck graduated in 1996 from the Katholieke Universiteit Leuven with a MA degree in communication sciences. In the framework of the Erasmus exchange programme she studied from January until May 1996 at Lunds Universitet, Sweden. In March 1999 she started working for EuroPACE ivzw, a European non-profit association of universities, educational institutions and their networks fostering collaboration in e-learning. Since then she has been involved in both European and Flemish projects and studies in the area of virtual mobility, virtual campus, networked e-learning, adult education and vocational training. She is currently e-learning projects coordinator. Her main tasks include (financial) project management, e-learning project proposal writing, we all as coordinating communications for the EuroPACE members.

Morten Flate Paulsen is professor of online education at the Norwegian School of Information Technology and director of development at NKI Distance Education in Norway. He is on the Executive Committee for the European Distance and E-Learning Network (EDEN) and on the European Association for Distance Learning (EADL) R&D committee. He has worked with online education since 1986 and published many books, reports and articles about the topic. Many of his publications and presentations are available at his personal homepage at http://home.nettskolen.com/~morten/. His book, Online Education and Learning Management Systems is available via www.studymentor.com.

Lalita Rajasingham, PhD, is associate professor communications studies, in the School of Information Management, Victoria University of Wellington, New Zealand. Since 1986, her area of pioneering research and innovative teaching approaches is in the application of information technology such as the Internet, virtual reality and HyperReality and artificial intelligence to human communication, particularly in education in multicultural environments. She is widely published nationally and internationally. Her co-authored books with Professor John Tiffin, titled In Search of the Virtual Class: Education in an Information Society (1995) and The Global Virtual University (2003) break new ground, sketch a philosophical foundation and present a paradigm for the future of higher education in an era of rapid technological change and globalisation. The books introduce the concepts of virtual classes, HyperClasses, virtual universities and e-learning on the Internet, and have been translated into several languages.

Sally Reynolds has a background in remedial linguistics and has worked for several years in radio and television in Ireland as a manager, researcher, presenter and producer. From the early 90’s onwards, she became increasingly involved in the field of technology enhanced learning and worked for University College Dublin, EADTU, EuroPACE 2000 and K.U.Leuven. Her work during this time was largely related to the management of European projects. In 1999, she set up the independent company ATiT, where she is now joint managing director and leading several projects in the area of audio-visual production, research and project management as well as training and consultancy services for clients including the European Commission, the European Space Agency and the World Bank as well as for corporate clients. She is an accomplished author of several publications largely aimed at users of ICT in education and training. Sally is also the conference programme manager for the annual Online Educa Berlin and eLearning Africa conferences.

Roger Säljö is professor of educational psychology at the University of Gothenburg, Sweden. He specialises in research on learning, interaction and human development in a sociocultural and interactionist perspective. Much of his work is related to issues of how people learn to use cultural tools, and how we
acquire competences and skills that are foundational to living in a socially and technologically complex society. In recent years, he has worked extensively with issues that concern how digital technologies and the new media transform learning practices inside and outside formal schooling. He is currently the director of LinCS, a national centre of excellence in research on learning and media funded by the Swedish Research Council, and he is also a Finland distinguished professor at the Centre for Learning Research at the University of Turku.

Albert Sangrà, PhD, is full professor and researcher at the Universitat Oberta de Catalunya (UOC), Spain, where he has been director for methodology and educational innovation (1995-2004), in charge of the educational model of the University. He is currently the academic director of the Accredited Masters Degree in Education and ICT (e-learning). His main research interests are the use of ICT in education and training and quality in e-learning. He has played the role of consultant in several virtual training projects in Europe, America and Asia, and he has also served as a consultant for the World Bank Institute. He is currently member of the Executive Committee of the European Distance and E-learning Network (EDEN) and also member of the advisory board of the Portugal’s Universidade Aberta. He also serves or has served the editorial and advisory boards of several international academic journals.

Stefano Tardini is a researcher at the University of Lugano (Switzerland), Faculty of Communication Sciences, where he is also the executive director of eLab: eLearning Lab. His research interests lie in the overlap between computer mediated communication, e-learning, (online) communities, cultural semiotics and argumentation theory. In 2002 he completed his PhD thesis in the linguistic and semiotic aspects of virtual communities. From then on he has developed his research in three interrelated directions: in the field of CMC, focusing mainly on a socio-historical approach to CMC; in the field of e-learning, focusing on the introduction of e-learning activities and tools in given communities; in the field of communities, elaborating a semiotic approach to online communities and social networks.

Giovanni Torrisi (PhD in sociology of law) is IT professor at the University of Urbino, where he also teaches a course on sociology of law and is member of the Department on “Politics, Society and Institutions”. He received a MA in legal sociology at the University of Bilbao in 1997, a LL.M on European Law at the European Academy of Legal Theory (Bruxelles) in 2000, and a PhD in sociology of law at the University of Milan in 2003. During the period from 1997 to 2008 he worked as IT consultant and project manager for the University of Urbino and its online courses in sociology. Recently he has been the coordinator of E-Urbs (www.e-urbs.net). During the last 5 years he has related his interest in socio-legal issues with his IT expertise, contributing to an action/research stream on e-participation and e-democracy for the local government of the Marche region.

George Ubachs is managing director at the European Association of Distance Teaching Universities (EADTU). He coordinates European initiatives in relation to LOF learning by organising strategic expert meetings as well as thematic seminars and task forces. Next to this he is working on the development of projects and is coordinator of several running European projects on virtual mobility, quality assurance and university strategies. Before joining EADTU in 2002, George Ubachs has been working on various European projects in the public and private sector (MAECON/EAM Consultants) in the field of regional economic development and social improvement and was coordinator of the European Network of E2C-Europe (Cities for Second Chance Schools). George Ubachs graduated at the State
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**Wim Van Petegem**, holds two MSc Degrees, one in electrical and one in biomedical engineering. After completing his PhD in 1993 at K.U.Leuven (Belgium), he conducted post-doctoral research at the University of Alberta, Canada. From 1994-1996 he was a post-doctoral fellow at the K.U. Leuven, in the Division of Biomechanics and Engineering Design. In 1996 he was appointed senior researcher with LINOV, the Leuven Institute for Innovative Learning (K.U.Leuven), involved in research on the introduction of ICT in education. From 1998 he was assistant professor at the Science and Technology Department at the Open University of the Netherlands, involved in research on Web-based learning and in education on ICT and management. In 2000 he became part-time senior researcher at LINOV (K.U.Leuven) and part-time lecturer at the Katholieke Hogeschool Leuven, Department of Economics. Since 2002, Prof dr. Van Petegem is head of the Unit Audiovisual & New Educational Technologies (AVNet) at the K.U.Leuven. Since 2005 he is appointed vice-chairman and treasurer of EuroPACE.