About the Authors

Michael J. Keppell is an associate professor and head of the Centre for Learning, Teaching and Technology (LTTC) at the Hong Kong Institute of Education. He has been the director of three innovative educational technology units over the last 12 years and has worked as an instructional designer on over 200 technology-enhanced initiatives in areas as diverse as coal mining, medicine and teacher education. His expertise lies in his ability to combine the operational and development tasks of educational technology with the academic study of curriculum, instructional design and evaluation. His current research interests at the institute focus on technology-enhanced authentic learning environments, blended learning, peer learning, problem-based learning and learning-oriented assessment.

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Sue Bennett is a senior lecturer in the Faculty of Education at the University of Wollongong, Australia. She is an active member of the Centre for Research in Interactive Learning Environments, a research group which focuses on investigating the integration of technology to support learning in a wide variety of learning settings. Sue’s research interests include learning designs and learning objects, interactive whiteboards in the classroom, and case-based learning. Bennett teaches subjects on interactive multimedia and Web design to on-campus and distance students.
Jenny Bird is an educational designer at the Teaching and Learning Centre, Southern Cross University, Australia. She has a long history as a staff developer, an educational designer, a curriculum developer and a writer of distance education materials. She has a particular interest in curriculum design and development, and teaches *Curriculum Design in Higher Education* in the Graduate Certificate of Higher Education (Learning and Teaching) through the TLC. Her research interests lie in issues related to the profession of flexible learning designers/developers and the flexible delivery of programs.

Gwyn Brickell is a lecturer in the Faculty of Education at the University of Wollongong (Australia) with a teaching focus on ICT and science education. His professional interests are in instructional design, implementation and evaluation of digital technologies for educational purposes. He has a background of 22 years teaching in secondary schools (in NSW, Canada and the U.S.) in the curriculum areas of science and computing studies. His current responsibilities include leading the training and development of pre-service teachers for mathematics and science teaching in secondary schools.

Christine Brown was seconded from the Faculty of Education to Flexible Learning Services as acting manager in 2003. Part of her responsibility was the completion of a major CD-ROM based project (*Ridgeline*) in conjunction with the Interactive Multimedia Lab and emLab in the Faculty of Education. Within Flexible Learning Services, Brown engaged with more than 20 projects as a designer between 2003 and 2005. In addition, she provided academic mentoring and production guidance to teaching staff nominated for University of Wollongong and National Teaching Awards. She now works primarily as an educational/academic developer, liaises strategically with the Faculty of Science, and coordinates the Teaching Innovation and Evaluation Unit within CEDIR.

Katy Campbell, PhD, is associate dean, Faculty of Extension at the University of Alberta, Canada. Dr. Campbell’s research program and publications focus on three areas: the sociocultural process of learning design, the lifeworld of the designer, and the faculty experience of design as transformative practice. These main threads are framed by a feminist epistemology of ethical, relational knowing, and from a critical theory perspective. From within these frameworks Dr. Campbell explores, in her research, teaching, and instructional design practice, issues of inclusivity in learning design and practice (especially related to gender issues). She has authored the text *E-ffective Writing for E-learning Environments* (2004, IGI) and serves on several editorial boards.

Beth Cavallari is acting director of the Teaching and Educational Development Institute (TEDI) at the University of Queensland, Australia. Her career spans 30 years in primary and secondary school teaching, computer educational consultancy and Instructional Design and Headship of the Educational Resources Unit of the TEDI. As acting director of TEDI, she provides leadership in the areas of e-learning, educational resource development and problem-based learning. She is currently involved in implementing a range of university-wide e-learning initiatives and has been actively involved in managing the university-wide introduction of online learning management systems.
Tang Buay Choo is an instructional designer with the Institute of Technical Education, Singapore. She has many years of experience in the professional development of teaching staff and leaders in the application and development of educational technologies. Before joining ITE, she was a head of department (Information Technology & Media Resources) in a primary school, senior IT instructor with the Educational Technology Division of the Ministry of Education, part-time tutor with the National Institute of Education and Educational Technologist, training manager with private organizations that develop e-learning and CD-ROM based learning resources.

Susan Crichton is an assistant professor in the Faculty of Education at the University of Calgary, Alberta, Canada. She is in the specialization of educational technology, working on issues of online learning and teacher preparation (specifically as it relates to online learning). She has been involved in international work (CIDA and Asian Development Bank). Prior to coming to the university in fall 2001, Crichton lived in a small community in the West Kootenays in British Columbia, Canada for 23 years where she developed a program for returning adult students and at risk youth that was supported by distributed learning. Her interests include appropriate technology and issues of equity of access and social justice as they impact the sustainability of rural communities.

Brian Ferry is associate professor and associate dean graduate at the University of Wollongong, Australia. His research interests include the use of online simulations in initial teacher education, alternative approaches to initial teacher education, and science education. He began his career as a teacher in an isolated rural primary school and later moved to secondary schools before becoming an academic.

Cathy Gunn works in academic development specializing in technology-facilitated learning. She has contributed to, and managed change at all levels within a large research university since the early 1990s. Research and teaching interests span a range of topics including organizational change, evaluating innovations, information technology in education and the psychology of learning. Gunn has many publications reflecting this breadth of experience, and is currently serving as president of The Australasian Society for Computers in Learning in Tertiary Education (ascilite). She has a PhD in computer-based learning research and an MSc in human-computer interaction from Heriot-Watt University in Scotland.

Doug Hearne is a lecturer in the Physical and Health Education Program in the Faculty of Education, University of Wollongong and president of the New South Wales branch of the Australian Council for Health, Physical Education and Recreation. His major teaching responsibilities are within physical and health education (PHE) curriculum and pedagogy. Hearne’s research interests include: PHE teacher preparation; online mentoring in teacher preparation; PHE curriculum implementation; and the place of professional teaching standards in teacher preparation and professional learning.

Richard F. Kenny, PhD, is an associate professor with the Center for Distance Education at Athabasca University (Canada), where he teaches learning theory and instructional de-
sign. He has a PhD in instructional design from Syracuse University and over 30 years of experience in education, having taught at both the K-12 and university levels. He has also worked as an instructional designer at the school system level and in university distance education. Dr. Kenny’s current research interests encompass three areas: instructional design and change agency; the design and development of online learning to foster problem-solving and critical thinking; and mobile learning applications and strategies.

Lisa Kervin is a lecturer in the Faculty of Education, University of Wollongong, Australia. She has taught across the primary grades and has been responsible for both the literacy and numeracy curriculum areas within schools. She has been employed in consultancy roles within New South Wales education systems. Kervin graduated in July 2004 with a PhD and her thesis was concerned with the professional development of teachers in literacy. Her current research interests are related to the literacy development of children, the use of technology to support student learning and teacher professional learning.

Myint Swe Khine was an associate professor and coordinator of the Master Degree Program at the Learning Sciences and Technologies Academic Group, National Institute of Education, Nanyang Technological University, Singapore. He received his master’s degrees from the University of Southern California (USA) and University of Surrey (UK), and Doctor of Education from Curtin University of Technology (Australia). He has co-authored and published books which include Studies in Educational Learning Environments: An International Perspective (World Scientific), Engaged Learning with Emerging Technologies (Springer-Verlag), and Technology-rich Learning Environments: A Future Perspective (World Scientific).

Coco Kishi has managed instructional technology projects and taught multimedia production courses at the University of Texas at Austin (USA) for over 10 years. Kishi initiated the Faculty And Student Teams for Technology (~FAST Tex) program, based on the successful practice of assigning students to work on faculty projects in her courses. As a senior systems analyst for the Division of Instructional Innovation and Assessment, Kishi coordinates new media research and development of campus instructional technology projects, as well as faculty and student training and support services in media technologies at the University of Texas at Austin.

Samuel Ng Hong Kok is the divisional director of educational design and technology at the Institute of Technical Education (ITE), overseeing the pursuit, development and implementation of innovative educational designs and solutions with learning technologies among the lecturers in ITE Colleges. He has been chiefly responsible for the development and implementation of the 5-year institution-wide IT master plan which has created an IT-based teaching and learning environment for students and teaching staff to engage in flexible and independent learning. Ng received a BSc (Hons.) in electrical and electronic engineering from Loughborough University of Technology, UK (1988) and Master of Business in information technology from the Royal Melbourne Institute of Technology, Australia (1994).
**Sarah Lambert** joined the Flexible Learning Services production unit of the Centre for Educational Development and Interactive Resources (CEDIR) in 1999. As project manager for the unit she has worked in project teams (approximately 30 client projects per annum), managed production processes and streamlined the project management procedures of multiple parallel multimedia projects. From 2002 her position shifted to the newly formed Learning Design Unit, which focuses on ensuring the educational quality of the products. Within CEDIR, Sarah has managed the Faculty Service Agreement Program that matches production resources with teaching priority projects in each faculty.

**Kar-Tin Lee** is a professor and head of the School for Mathematics, Science and Technology Education, Queensland University of Technology, Australia. She has wide experience in the design, development, implementation and evaluation of technology-mediated and online learning materials. Since 1995, she has been a lead investigator in research and development projects sponsored by government, university and industry partners. She has initiated, directed, and co-developed several high profile, successful e-learning solutions for education (tertiary and school sectors) in the Asia-Pacific region. Her research interests include e-learning and pedagogy and how the design and development of pedagogically sound teaching and learning resources for online delivery can impact or enhance learning. A key element in all her projects has been the successful generation of ideas to help schools to engage in successful change processes in order to change and sustain the change.

**Pamela Pai Wan Leung** has been teaching at the Hong Kong Institute of Education since 1995. Her areas of specialization include Chinese linguistics and teaching and learning of the Chinese language. Prior to her teacher-education employment, she taught at primary, secondary and tertiary levels in Hong Kong and Australia. She received a BA (Chinese language and literature) from The Chinese University of Hong Kong, an MA (applied linguistics) and MPhil (linguistics) from The University of Sydney and a PhD (education) from Griffith University, Australia. Her PhD study focused on how pre-service teachers learn to become teachers of Chinese in Hong Kong. Currently, she is involved in research on classroom instruction, learning-oriented assessment and collaborative professional development in teaching supervision.

**Min Liu**, EdD, is a professor of instructional technology at the University of Texas at Austin (USA). She has been teaching new media related design, production, and research courses over 15 years. Her research interests center on the impact of new media technology on learning and the design of engaging and interactive learning environments for all age groups. She publishes widely in leading IT research journals and serves on a number of editorial/manuscript review boards of IT research journals. She is also active in professional organizations such as AACE, AERA, and ISTE. She has directed and managed both CD-ROM and Web-based development projects, including award-winning ones.

**Lori Lockyer** is director of the Digital Media Centre, Director of Educational Development in the Graduate School of Medicine and teaches in the Information and Communication Technologies in Learning Program within the Faculty of Education, University of Wollong-
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Jacqueliné McDonald is a senior lecturer in the Distance and e-Learning Centre at the University of Southern Queensland, Australia. She is a teacher, online educator and a practicing instructional designer. She has designed training and distance education, blended learning materials for on-campus, national and international learners. Her research interests include instructional design, hybrid/blended learning, communities of practice, and interaction and engagement in online learning. She has written a number of journal articles and presented at international and national conferences. She holds a master’s degree in flexible learning and is researching online interaction as a doctoral student at USQ.

Elspeth McKay, PhD, MACS(Snr), is a senior lecturer in HCI Research at RMIT University, Australia. Dr. McKay investigates how individuals interpret text/graphics since gaining her PhD in communication science and IS at Deakin University, Australia. She has a bachelor’s degree in business, with distinction (business IS), a graduate certificate of applied science (instructional design), and a graduate diploma of education (computer studies). She identified that not all individuals cope effectively with graphical learning. McKay’s research interests include specialist e-learning shells implemented through Rich Internet Apps, interactive dynamics of Web-mediated knowledge mediation, ontological strategies of learning design with asynchronous Web-enabled frameworks, and development of enhanced accessibility through touch screen technologies.

Jennifer Martin, PhD, is an associate professor in social work at RMIT University, Australia. Martin has research and practice experience in conflict prevention, management and resolution. She has a Bachelor of Social Science, a Bachelor of Social Work, a Master of Social Work and a graduate certificate in developmental child psychiatry. Much of her academic and direct practice work is in multidisciplinary teams. She has developed a model for effective multidisciplinary collaboration. Her research interests include conflict prevention, management and resolution, mental health, and multidisciplinary and cross-cultural communications. She is a practicing mediator and forensic consultant.

Terry Mayes is currently a research professor at Glasgow Caledonian University, Scotland. He has experience as both researcher and practitioner in learning technology. He was director of research in the Institute for Computer-Based Learning at Heriot-Watt University, Edinburgh, from its formation in 1990. His early work with teaching machines was followed by 14 years as a lecturer in psychology at the University of Strathclyde, during which period he researched cognitive aspects of learning. Since the mid-1980s he has worked extensively on the development of interactive learning through technology. During the late 1990s, Mayes led collaborative projects funded through the UK Research Councils involving research on the educational potential of vicarious learning. He is currently chair of the Scottish Funding
Council/Quality Assurance Agency Steering Group on the Enhancement Theme of Flexible Delivery. He has published widely on human aspects of learning technology.

**Patricie Mertova** is a research fellow in the Educational Development and Flexible Learning Unit in the Faculty of Law, Monash University, Australia. Her background is in the areas of linguistics, translation, cross-cultural communication and foreign languages. She has an interest in discourse across a broad range of disciplines and settings. Apart from her strong linguistic background and interests, she also has expertise in educational theory and research.

**Chris Morgan** is a lecturer and educational designer at the Teaching and Learning Centre, Southern Cross University, Australia. He has a 20-year span of work as a curriculum designer, staff developer and instructional designer in a variety of educational contexts. Morgan’s research and publication interests are in the area of student assessment. He has written two international texts on the subject in recent years, including *Assessing Open and Distance Learners* (Kogan Page, 1999) and *The Student Assessment Handbook* (Routledge US, 2004). He regularly consults with universities and industry on assessment issues.

**Meg O’Reilly** is a lecturer and educational designer at the Teaching and Learning Centre, Southern Cross University. O’Reilly has extensive experience in providing academic staff development, curriculum development and educational design for innovation and flexibility in teaching, learning and assessment. She has co-authored two international texts with colleague, Chris Morgan, and now teaches *The Scholarship of Teaching in Higher Education* unit in the Graduate Certificate in Higher Education (Learning and Teaching). Her doctoral studies involve action research to investigate how academic staff might improve their assessment practices online through critical reflection and transdisciplinary collaboration.

**John Patterson** is a professor and deputy vice chancellor (operations) at the University of Wollongong, Australia. Patterson was formerly the dean of the Faculty of Education (1993-1999). Before becoming a teacher educator in 1974 he taught physical education in secondary schools and was also a primary school teacher. Having held significant positions on state and national advisory councils and professional associations, Patterson has led policy change in areas of teacher competencies, teacher registration, physical and health education curriculum change, and the selection of pre-service teachers. His research interests include physical and health education, policy development in education, and information technology and education. He led the establishment of the *ActiveHealth* Web site.

**Stephen Quinton** is currently working with the Division of Humanities and the School of Information Systems at Curtin University as a researcher in knowledge networks and e-learning systems. He is involved in several research projects that focus on the application of emergent information and communications technologies (ICT) to support the design of advanced learning environments. Other research interests include the identification of learner preferences, needs, and attitudes to provide customised learning solutions. The intended practical outcome of all research activities is to demonstrate how individualised learning
approaches supported by advanced technologies can enhance the learner’s capacity for creative thinking and knowledge innovation.

**Suzanne Rhodes** has been managing projects and instructional design teams for 10 years with a focus on online and hybrid environments. She is a senior systems analyst for the University of Texas at Austin’s Division of Instructional Innovation and Assessment and manages the Faculty And Student Teams for Technology (FAST Tex) program. FAST Tex pairs faculty and students to develop technology-based projects to enhance teaching and learning. Prior to this, she worked as an instructional design lead and project manager for Human Code/Sapient. She has a Master of Arts in curriculum and instruction, specializing in instructional technology (University of Texas at Austin).

**Gregg Rowland** teaches physical and health education within the Faculty of Education at the University of Wollongong, Australia. He holds a PhD in professional development and education policy. Rowland has an extensive background in pedagogy and the use of information and communication technology for teaching physical and health education. Rowland has been a member of the ActiveHealth project team and is leading projects that provide online mentoring opportunities for undergraduate students whilst involved in their practicum experiences and for early career physical and health education teachers.

**Richard. A. Schwier**, EdD, is a professor of educational communications and technology at the University of Saskatchewan (Canada), where he coordinates the graduate program in educational technology. He is the principal investigator in the Virtual Learning Communities Research Laboratory, which is currently studying the characteristics of formal online learning communities. Dr. Schwier’s other research interests include instructional design and social change agency.

**Lalen Simeon** is a lecturer in the Faculty of Business at Pacific Adventist University, Papua New Guinea. Her teaching focuses on ICT use in teaching and learning with pre-service primary school teachers. Since completing her academic studies, majoring in Information Technology, Training and Education at the University of Wollongong, her research focus has been in developing effective ICT training programs for different groups of employees, students and women’s groups in developing countries such as Papua-New Guinea.

**Len Webster** is the faculty director for IT, flexible learning and multimedia as well as director of the Educational Development and Flexible Learning Unit in the Faculty of Law, Monash University. His experience includes research in teaching and learning in higher education with a special interest in narrative inquiry research methods. As an educational theorist, Dr. Webster has sought to link educational theory with learning and research models to provide educationally sound learning environments. Recently this work has been recognized in an award made to Dr. Webster by the Australian Society for Computers in Teaching and Learning for his co-creation of the online interactive environment “**InterLearn.**”