About the Authors

Anne-Marie Armstrong and her husband Terry raised three children before she decided on a career in instructional design. She received her PhD in Instructional Design and Development from the University of South Alabama, Mobile, Alabama, in 1998. She spent several years on the Gulf Coast working on various design projects for the US Navy. Later she switched to Florida’s Atlantic Coast and worked on a multimedia supervisor course that is used by the Federal Aviation Agency. Following this she headed north where she was an Instructional Designer and Training Manager for Raytheon and Lucent. After a brief fling in the world of telecomm, Dr. Armstrong now consults for the Government Printing Office in Washington, DC. She likes to draw, garden, and design Web-based presentations and courses. She is presently taking courses in museum studies at George Washington University. At press time, she was hoping to put her new-found knowledge together with her instructional design skills while working for the Smithsonian Institute for the summer of 2003.

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Bruce Aaron is Chief Evaluator at Accenture, USA, joining the company in 1998 after several years as an Educational Program Evaluator for a large Florida school district. He received his MA in School Psychology and PhD with specialization in Educational Measurement and Evaluation from the University of South Florida. Dr. Aaron has authored and presented numerous papers at state, regional, and international professional conferences on topics including collaborative learning and decision-making systems, criterion-referenced as-
assessment and item analysis, statistical analysis of single-subject data, use of randomization tests, effect sizes indices, multiple regression techniques, identification of giftedness, discrimination of student achievement profiles, and evaluation of drug education programs.

Peter Arashiro is an Instructional Designer with the Michigan Virtual University, USA. His primary responsibilities include evaluating online courses, instructional design consulting, and faculty development training. He is also the Coordinator and an Instructor for MVU’s Online Instructor Training program. Prior to coming to Michigan Virtual University, Mr. Arashiro was an Instructional Designer at Lansing Community College, where he assisted in the development of their “Virtual College” and also developed instructional and information management systems. He received his MS in Instructional and Performance Technology and a BA in Music/Business from Boise State University.

Terry R. Armstrong is an Independent Organization Development and Training Consultant living in Washington, DC. For six years he was Director of Organization Development and Training at a Fortune 100 company where he was responsible for all aspects of corporate-wide training and development. Besides being a consultant, he has been a Professor of Management at the University of West Florida in Pensacola and a General Manager in corporations and academia. He loves sailing and “playing” with his ham radio and other electronic technology.

Mary F. (Frankie) Bratton-Jeffery is an Instructional Systems Specialist for the Educational and Training Strategies (ETS) Division of the Naval Education and Training Command. Dr. Bratton-Jeffery’s area of expertise lies in the practical application of cognitive learning theories, adult learning and motivation, performance improvement, and large-scale systems design. She received her doctorate from the University of South Alabama in Instructional Design and Development, and is an Adjunct Professor in the College of Education. She holds master’s and bachelor’s degrees from the University of Kentucky in Secondary Education. She also writes and provides training in the areas of women’s issues in business and executive communications.

Neil Carrick is an Independent E-Learning and Knowledge Management Consultant based in Dublin, Ireland. He has designed numerous e-learning solutions for manufacturing industry, corporate business, and for the Irish
secondary schools curriculum. Educated in Britain and the United States, he has taught at Trinity College Dublin and the University of Edinburgh. His research interests include learning theory, the work of Vygotsky, and twentieth-century Russian literature, thought, and culture. He can be contacted at carrickn@gofree.indigo.ie.

Geraldine Clarebout graduated in 1998 in Educational Sciences. At present she works as a Research Assistant at the Center for Instructional Psychology and Technology of the University of Leuven, Belgium. Her main research interests are educational technology and instructional design. She has been working on projects dealing with the influence of different support models, the evaluation of computer-based programs, and students’ and teachers’ instructional conceptions. Currently she is working on her PhD, studying how the (adequate) use of support tools can be encouraged.

John Lew Cox earned a BS in Mechanical Engineering from New Mexico State University and an MSE and PhD in Industrial Engineering from Arizona State University, concentrating in Information Systems. He has industrial experience with companies such as Texas Instruments and Motorola, primarily in information systems within manufacturing operations. In addition, he has academic experience as both Professor and Administrator with the University of West Florida and the University of Arkansas. Dr. Cox is currently Professor and Chairman of Management and Management Information Systems at the University of West Florida, USA, with teaching duties in the MBA program, and research interests in implementation of technology in organizations.

Vassilios Dagdilelis is currently an Assistant Professor in the Department of Educational and Social Policy at the University of Macedonia in Thessaloniki, Greece. Dr. Dagdilelis received a BSc in Mathematics (1976) from Aristotle University of Thessaloniki, a Didactique des disciplines scientifiques (DEA) (1986) from Universite Joseph Fourrier, and a PhD from the Department of Applied Informatics from the University of Macedonia (1996). Dr. Dagdilelis’s research interests include: using computers in education and training, and didactics of informatics. He has 15 years of mathematical teaching experience in secondary education and six years of teaching experience at the university level with Introduction to Computer Science, and Using Computers in Education and Training.
David B. Dawson is the Chief Technologist of the College of Professional Studies, University of West Florida, USA, and holds an MA in Communications from the University of Michigan (1990) and a BA in Radio-TV-Film from Florida Atlantic University (1976). Mr. Dawson develops working methods for integrating advanced Web technologies into collaborative instructional design and development processes for online professional development and performance support projects. His research interest and dissertation work is in the area of developing theory-grounded instructional design support tools for integration into reusable learning object database-driven instructional delivery systems. He is also interested in improving the efficiency and effectiveness of expert knowledge elicitation and documentation through the use of database-driven Web interfaces. He is Coordinator of the Division of Engineering and Computer Technology’s bachelor’s programs. He develops and teaches both online and traditional courses for the Instructional Technology programs. He has worked with institutional support of the Interactive Distributed Learning Laboratory, which includes digital video network teleconferencing facilities for which he has designed and implemented three generations. He provides expertise in network technologies and digital media production, including digital video capture, editing and streaming delivery systems, digital image processing, and manipulation. He served as Director of UWF’s Instructional Media Center for 10 years.

Jan Elen first studied to become a secondary school teacher in mathematics, physics, and chemistry. In 1986 he graduated in Educational Sciences. He promoted in 1993 the transition from description to prescription in instructional design. He is currently the Academic Chair of the Educational Support Office of the University of Leuven, Belgium. As a Professor he is linked to the Faculty of Psychology and Educational Sciences. He teaches courses on instructional design and general didactics. In his research in the field of educational technology, he focuses on optimizing the impact of instructional interventions.

Noel Estabrook is currently responsible for the design and instructional integrity of online courses produced by MVU. He has almost 15 years of teaching experience at all levels and has been building and developing online courses, knowledge management systems, and websites for education, industry, and government for almost 10 years. Author of a dozen books on Internet usage and design for Macmillan Publishing, he has spoken at national conferences and consulted on numerous projects designed to implement both
technology and education. Mr. Estabrook earned a bachelor’s in Secondary Education and a master’s in Instructional Design and Technology from Michigan State University, and served on MSU’s faculty for almost eight years before joining MVU.

**Elizabeth Hanlis** is an experienced Instructional Designer with a master’s in Instructional Technology and strong technical skills in curriculum design, authoring, and production of multimedia/Web-based courseware for both industry and post-secondary institutions. Her formal education and experience include a Bachelor’s in Education and Classroom Instruction, especially in the area of second language learning. She is skilled at providing effective instruction, coordinating training and distributed learning programs, and converting curriculum for online delivery through sound instructional design practices. Ms. Hanlis possesses proven experience and knowledge of learning and communication technologies. She offers solid and diverse skills in project management, research, evaluation, and dissemination of knowledge related to learning technologies.

**Arthur B. Jeffery** is an Assistant Professor in the Mitchell College of Business at the University of South Alabama, USA. He has a PhD in Instructional Systems Design from the University of South Alabama, an MBA from Kansas University, and an MSSM from the University of Southern California. Dr. Jeffery teaches in the areas of quality management and quantitative business methods. As an Army officer, he served in numerous operational command assignments, and in the latter part of his career served as an operations research and systems analyst in the training and simulation areas. Dr. Jeffery’s research interests are quality improvement in training settings, team performance, and human performance technology.

**Hee Kap Lee** is a Research Associate with the Education and Training Resources Office, School of Education, Indiana University, USA. He has been involved in several performance improvement projects in school and business settings. Prior to his doctoral studies at Indiana University, he was a Manager of the LG-Caltex Oil Company in Korea. Dr. Lee may be contacted at heelee@indiana.edu.

**Joost Lowyck** is a Professor at the University of Leuven (Belgium) where he teaches courses in educational technology and corporate training design. He is the head of the University Institute for Teachers and Co-Director of the Center
for Instructional Psychology and Technology. His main research areas are educational technology, instructional design, and corporate training design. He has been involved in different European research projects.

**Pam T. Northrup** investigates how technology can be used for teaching and learning. She led the development efforts of STEPS (Support for Teachers Enhancing Performance in Schools), a Web-based performance support tool used to help Florida’s teachers plan for school reform. She has also been involved in the development of a standards-based performance support tool: QuickScience. Within this work, she is developing a Web-based EPSS using the SCORM framework that allows teachers to drill down into pre-populated databases aligned to National and State Science Standards, and customize content for Web-based science in the classroom. Her work in Online Professional Development (OPD) has led to the creation of three online in-service workshops for teachers. She was Co-Developer of UWF’s first online program, a Master’s in Instructional Technology; she wrote the University’s strategic plan for distributed learning. She writes frequently of interaction’s role in online learning and is currently developing a framework for reusable learning objects for increasing the efficiency of online learning. She consults regularly with school districts, industry, and the Navy. She is an active member of the NW Florida Distributed Learning Consortium. Her primary interests include technology integration, distributed learning, and how EPSS can improve performance.

Over the past 20 years, **Mark Notess** has held a variety of positions in higher education and high-tech industry, including work in software development and user-centered design at Hewlett-Packard and e-learning at both Agilent Technologies and UNext. Mr. Notess holds master’s degrees in Education and Computer Science from Virginia Tech, and is pursuing a doctorate in Indiana University’s Instructional Systems Technology Program. Currently, he works as a Usability Specialist on a digital music library research grant (Variations2) at Indiana University, USA, where he also teaches human-computer interaction. His main interest is in designing innovative, humane learning technology.

**James A. Pershing** is an Associate Professor in the School of Education’s Department of Instructional Systems Technology, and Director of Education and Training Resources at Indiana University, USA. Currently, he is Editor-in-Chief of ISPI’s *Performance Improvement* journal. His research interests are performance improvement in corporate and public agencies, planning and
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Karen L. Rasmussen consults in the design and development of a variety of products, including Webquests for QuickScience, a tool for teachers, supporting science and technology initiatives. She was Co-Designer and Co-Developer of UWF’s first online program, a Master’s in Instructional Technology, which, in its initial cohort had a retention rate of 96%. She has worked in the creation of technology-rich, authentic learning environments for Florida’s PK-12 students. She collaborates extensively in the area of Online Professional Development, including OPDs for Florida’s teachers in technology integration, reading, and assessment and curriculum alignment. She has conducted hundreds of training sessions related to technology. Her primary interests lie in the areas of technology integration, online support systems, and the design and development of Web-based learning environments; she publishes in the areas of competencies for instructional designers, assessment and student performance for online expeditions, supporting learners in distance environments through support systems and mentors, design and development of learning communities, and distance learning programs.

Jillian Rickertt has 25 years of IT experience, coupled with 12 years training experience encompassing delivery and design. She has tertiary qualifications in IT and also in Adult Education. She specializes in telecommunications training and designs, and delivers training for both telecommunications Customer Service Representatives and technical software engineers who configure and maintain the system. She travels extensively, designing and delivering training to a large variety of Asian cultures. Ms. Rickertt is an advocate of authenticity in the training field, and firmly believes that skills and knowledge gained in the training environment should accurately reflect the nature of the tasks that the trainee is expected to perform on the job.

Rachael Sheldrick is an Evaluator with Accenture’s Performance Measurement team (USA) and joined the company in 2000. She received her MA in Psychology from the University of Chicago and worked at the National Opinion Research Center while earning her degree. She has been responsible for developing course and faculty evaluations, and has presented the results of evaluation analyses at local measurement society meetings. When she’s not surfing the rivers in northern Wisconsin or spending hours trapped in cross-
country car trips, she is working on a comprehensive testing and evaluation strategy for Accenture’s core learning program.

**Jef Van den Ende** obtained his Medical Degree from the University of Leuven, Belgium. He specialized in Internal Medicine at the same university and in Tropical Medicine at the Institute of Tropical Medicine in Antwerp. In 1996 he wrote his PhD on Imported Malaria at the University of Amsterdam. He worked as a Tropical Doctor in Dungu, Congo, for six years. He became Associate Professor in Tropical Medicine at the Institute of Tropical Medicine, Antwerp, Belgium, in 1998. In 2000 he went on sabbatical leave in Kigali, Rwanda.

**Erwin Van den Enden** obtained his Medical Degree in 1980 from the University of Antwerp, Belgium. He worked for several years in rural hospitals in Sri Lanka and Zimbabwe, and was a World Health Organization Consultant during the Ebola epidemic in 1995 in Zaire, Congo. He is at present working as a Clinician at the Institute of Tropical Medicine, Antwerp. He is also a Lecturer of Tropical Medicine in Antwerp and Utrecht, The Netherlands.

**Tad Waddington** is the Director of Performance Measurement at Accenture, USA. After earning his PhD in Measurement, Evaluation, and Statistical Analysis from the University of Chicago’s Department of Education in 1995, he worked for the Gallup Organization, where he was a Research Director until joining Accenture in 1997. He also has a BA in Psychology from Arizona State University, and an MA in the History of Chinese Religions from the University of Chicago. He is fluent in Chinese and served as a translator, interpreter, and writer in Taiwan prior to pursuing his doctoral studies. Dr. Waddington has solved the statistical, measurement, sampling, and other quantitative problems of scores of organizations. He has several hundred publications on such topics as sloths, ancient Chinese writing, a mathematical model of understanding, travels in the Soviet Union, the falling price of husbands, the origin of the clock, and how to use meta-analysis to inform policy decisions.