About the Contributors

**Patrick Felicia**, PhD, is a Lecturer, Course Leader, and Researcher at Waterford Institute of Technology, where he teaches and supervises postgraduate students. He obtained his MSc in Multimedia Technology in 2003 and PhD in Computer Science in 2009 from University College Cork, Ireland. His research interests and expertise are mainly in game-based learning, multimedia, educational psychology, and instructional design. He has served on program committees for international game-based learning and technology-enhanced learning conferences. He is editor-in-chief of the *International Journal of Game-Based Learning* (IJGBL), and is also editor of the “Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches,” published by IGI-Global in 2011. Patrick is currently conducting research in the fields of adaptive educational games, user profiling, and games for health. He is also investigating the factors that may facilitate or prevent the integration of GBL in primary, secondary, and third-level education. In addition to his research on GBL, he also focuses on promoting best practices for GBL amongst educationalists (e.g., keynotes and workshops), a task he believes is crucial for a wider understanding and acceptance of GBL.

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**Dietrich Albert** is professor of psychology at University of Graz, senior scientist at Graz University of Technology, Knowledge Management Institute and key researcher at the Know-Center Graz. Since 1993 Dietrich is the head of the Cognitive Science Section at the University of Graz, the Department of Psychology’s largest working group. In the preceding years he was with the Universities of Göttingen, Marburg, Heidelberg, and Hiroshima. His research topics cover several areas, including learning and memory, psychometrics, anxiety and performance, psychological decision theory, computer based tutorial systems, values and behaviour. Dietrich’s actual focus is on knowledge and competence structures, their applications, and empirical research. By working with psychologists, computer scientists, and mathematicians several academic disciplines are represented within his research team. Beside national activities, his expertise in European research and development projects is documented by several successful European projects.

**Kostas Anagnostou** has a PhD in Computer Graphics and has worked in the video game industry (Microsoft Game Studios) for several years. He has taken part in the development of one Xbox and three Xbox360 games. He is an adjunct Lecturer at the Department of Informatics, Ionian University, Greece, where he teaches courses on the Video game Industry and Development as well as courses on Virtual Reality and Computer Graphics. His research interests include Videogame and Virtual World technologies and their application in Education and Training. He has written a book in Greek on the Video game Industry and Development and is running two blogs (in Greek) on these subjects.
**Michael Andreen** is a Master of Fine Arts student in the Arts and Technology Program at the University of Texas at Dallas. He received his undergraduate degree in English with minors in Math and Business from the University of Texas at Austin. Mr. Andreen’s areas of research include achievement usage and implementation in videogames, and game design in relation to sound design, manipulation, and meaning. He is currently a research assistant and game designer working on the Digital Calculus Coach and Values Game Initiative projects at UT Dallas.

**Jill Attewell** is an expert in technology enhanced learning and has an international reputation as a pioneer in the field of mobile learning. Jill’s qualifications include a Business Studies degree and an MSc in Information Technology. She is a Chartered Information Technology Professional Member of the British Computing Society (MBCS CITP). Her ICT experience includes 10 years with a major international computer company in the UK and the Far East. She joined the Further Education Development Agency (FEDA) in 1996 and has led research and development projects and programmes for FEDA, LSDA and LSN. Jill Attewell leads LSN’s Technology for Learning team and is the Programme Manager for MoLeNET. The £16 million MoLeNET initiative has involved 40,000 learners in mobile learning over 3 years (2008-2010). Jill also manages LSN’s Technology Enhanced Learning (TEL) Research Centre. Research carried out within the TEL Research Centre focuses on the use of information and communications technologies (ICTs), or information and learning technology (ILT), to facilitate, enrich, enhance, support or improve access to teaching and learning. The centre’s work includes e-learning, blended learning, m-learning, iDTV and computer games for learning projects. Jill has contributed to the implementation of UK national e-learning initiatives including the Quality in Information and Learning Technology (QUILT) staff development programme (1996-2001) and the National Learning Network (NLN, 1999-2004). She led the first major mobile learning project to be funded by the EU. The “m-learning” project (2001-2004) explored, with partners, practitioners and learners in the UK, Italy and Sweden, the use of mobile phones and palmtop computers to engage young people in learning and help to develop their literacy and numeracy skills. Jill is Vice President of the International Association for Mobile Learning (IAMLearn).

**Liz Bacon** – BSc, PhD, CEng, CSci, FBCS, CITP, FHEA – is Chair of the BCS Academy of Computing and a member of several BCS committees. She is also Head of the School of Computing and Mathematical Sciences at the University of Greenwich in London, United Kingdom, and Communications Officer for PITCOM (the all party Parliamentary IT Committee), with responsibilities for publishing PITCOM briefings to Parliamentarians. She has also served as Chair of the CPHC (Council of Professors and Heads of Computing) UK national committee. Dr Bacon is also an experienced systems designer and developer, with the bulk of her research and practice activity being directly industry facing, through knowledge transfer and consultancy.

**Matthew Ian Bates** is a final year PhD research student in the Interactive Systems Research Group at Nottingham Trent University in the UK. Matthew’s research is investigating methods of implementing serious-games design projects with children and adult learners to evaluate the hypothesis that serious-games created by participatory design teams of learners working with their educators as facilitators to the design process can provide more attractive and relevant products than those created by learners.
or educators alone. Matthew has worked with regional educational organisations including the library service, the probation service and local secondary schools to implement serious-games design projects into both curricular and extra-curricular activities.

**Steven Battersby** is a doctoral student in the Interactive Systems Research Group in the Computing and Technology Team at NTU. He has worked on many national and European research and development projects using computer games and games technology for the education and rehabilitation of people with disabilities. Two of his latest projects include the Virtual Cane; allowing blind people to develop spatial maps using virtual environments and Wii technology, and the Stroke rehabilitation project developing serious games and data gloves for home based rehabilitation.

**Katrin Becker** has taught Computer Science at the post-secondary level to both majors and non-majors for 30 years. Recently, she’s been teaching game design and technical writing. She holds a PhD in Educational Technology with a focus on instructional game design. She’s been using digital games to teach programming since 1998 and taught one of the first Digital Game Based Learning courses for an Education faculty. Her work centers on the design and analysis of commercial games for serious purposes and along with her “Magic Bullet” for evaluating digital games, she has also developed a new approach to the study of game design called Game Ethology that approaches the analysis of interactive software by combining software ethology and ethological techniques.

**Matthew Berland** is an assistant professor in the Department of Interdisciplinary Learning & Teaching at the University of Texas at San Antonio. He received his Ph.D. in Learning Sciences from Northwestern University in 2008, studying computational literacy, systems literacy, and the design of constructionist learning environments. In 2009, he completed a postdoctoral fellowship in the Institute for Computational Engineering and Sciences at the University of Texas at Austin working on AI systems and human-robot interface design. His current projects include a mobile robotics game/learning environment; a computational thinking project using tabletop board games; a project to investigate the learning processes of novice programmers; and novel assessments for constructionist classrooms.

**Rebecca Black** (Ph.D., University of Wisconsin–Madison) is an Assistant Professor of Language, Literacy, and Technology in the Department of Education at the University of California, Irvine. Her research interests center on how youth are using new technologies to learn, create, and communicate. Recently, her work has focused on the role that virtual worlds play in young children’s learning and development. Her publications include a recent book, *Adolescents and Online Fan Fiction* (Black, 2008) and articles in the *Journal of Digital Culture and Education* (Black, 2010), *Research in the Teaching of English* (Black, 2009) and the *International Journal of Learning and Media* (Lewis, Black & Tomlinson, 2009).

**Wolfgang Bösche** (born 1971) is research assistant and lecturer at the Department of Psychology, Technische Universität Darmstadt, Germany. He received his doctorate in 2002 for his dissertation on adaptive network models of classification learning. His research and teaching interests encompass media psychology (with focus on the effects of violent video games), cognitive and mathematical psychology, and methodology. At the moment, he is interim professor at the Institute of Media und Educational-Technology at Augsburg University.
David Brown is Professor of Interactive Systems for Social Inclusion at Nottingham Trent University, and Director of the Interactive System Research Group with the Computing and technology Team. He is EU Project Coordinator for several projects concerning games based learning and location based services for the education and rehabilitation of people with disabilities: RECALL Project http://recall-project.eu (Location based services for people with disabilities); GOET Project http://goet-project.eu (Serious games for people with learning disabilities); GOAL Project http://goal-net.eu (Serious games for people with learning disabilities); Game On Project http://gameon.europole.org (Serious games for prisoners with disabilities). David is a member of the International Steering Committees of the International Conference of Disability, Virtual Reality and Associated Technology (ICDVRAT), Interactive Technologies and Games (ITAG) and the European Conference of Games Based Learning (ECGBL).

Andy Burton is a research fellow at Nottingham Trent University in the Interactive Systems Research Group. He joined this team in April 2010 initially assisting Steven Battersby with the development of the IR Glove hardware and CLAHRC stroke rehabilitation games software. Previously to this he was a research fellow/associate at The University of Nottingham. Most recently Dr. Burton was ‘research fellow for 3D graphics and virtual reality’ in the Spatial Literacy in Teaching (SPLINT) Centre for Excellence in Teaching and Learning (CETL). In this role he developed stereoscopic applications for augmented 3D environments, to aid teaching and learning in both specialised lecture rooms and in fieldwork scenarios, and recorded their pedagogic impact. His previous research was in applications of virtual reality and 3D graphics in teaching, simulation, forensics, psychology and health and safety training in the Computer Sciences and Mining Engineering departments at The University of Nottingham.

Tom Caswell is Open Education Program Manager at the Washington State Board for Community and Technical Colleges. His interests include Open Educational Resources, instructional game design, and micro-learning using Twitter (Tom co-founded http://TwHistory.org). Tom has consulted for many organizations, including the OpenCourseWare Consortium at MIT, The Open University of Catalonia, and Creative Commons. Tom is a Ph.D. student in the Department of Instructional Technology and Learning Sciences at Utah State University.

Darren Chappell was formerly a Research Assistant at the International Gaming Research Unit (Nottingham Trent University). He has now left academia and is working in the UK health services sector.

Helena Cole was a student and did both her Bachelors and Masters Degrees at Nottingham Trent University with particular interest in online gaming and cyberpsychology. She is hoping to further pursue her research interests by doing a PhD in the area of cyberpsychology.

Wayne Cranton is a Professor in Visual Technology in the School of Science & Technology at Nottingham Trent University in the UK. His expertise includes thin film technology, laser processing, and microstructure engineering for electroluminescent displays in near to eye and direct view applications. His laser processing research focuses on modifying thin film electronic materials deposited or printed onto flexible substrates for plastic, printed and transparent electronics and sensors.
About the Contributors

Mark Davies is Dean in the School of Psychology at the University of East London. Professor Davies holds a Bachelor of Science in Psychology and Zoology and a PhD in Science. He spent 17 years at Nottingham Trent University following academic posts at the University College London and Nottingham University. Professor Davies holds chartered status as a psychologist with British Psychological Society and as a biologist with the Society of Biology. His research interests include functional sensory processing; evolutionary theory as applied to psychological processes and cybernetics. He has published widely including many papers examining various aspects of computer gaming.

Sean C. Duncan is the Armstrong Professor of Interactive Media and an Assistant Professor in the School of Education, Health, and Society and Armstrong Institute for Interactive Media Studies at Miami University. He received his Ph.D. in Curriculum and Instruction (Educational Communications and Technology) from the University of Wisconsin-Madison in 2009, and his work has focused on the intersections of digital games, gaming culture, new literacies and learning. He is the co-editor (with Elisabeth Hayes) of the upcoming New Literacies in Videogame Affinity Spaces, to be published by Peter Lang.

Elizabeth Ellcessor is a PhD candidate at the University of Wisconsin-Madison. Her research include online media and disability, as well as new media forms of celebrity. Her work has appeared in Information, Communication & Society and Cinema Journal.

Monica Evans is an assistant professor of computer game design in the Arts and Technology Program at the University of Texas at Dallas. Dr. Evans has designed and developed serious games with numerous university partners, including the Dallas Museum of Art, Alcatel, Nortel, U. S. Army Training Doctrine and Command (TRADOC), Joint Forces Command (JFCOM), the Smart Hospital at UT Arlington, and Children’s Medical Center of Dallas. She is affiliated with the Mobile Innovations Lab, the Virtual Worlds Lab, and the Institute for Interactive Arts and Engineering at UT Dallas, and with the Serious Games Initiative within the University of Texas System. Dr. Evans is the principal investigator on the Digital Calculus Coach, an online game that teaches university-level calculus concepts, and is project lead for the Values Games Initiative, creating games to explore the ethics of human enhancement within the Center for Values in Science, Medicine, and Technology at UT Dallas.

Lindsay Evett is a lecturer in the Computing & Technology Team. Her research is on accessibility and assistive technology, especially with respect to Serious Games, and web-based content. She is a lecturer in Artificial Intelligence, and a member of Nottingham Trent University’s working group on accessibility. She is a co-investigator on the Recall European project on route-learning systems and location-based services for people with cognitive and sensory disabilities. She is a member of the ETNA European thematic network on assistive information and communications technologies.

Mark Griffiths is a Chartered Psychologist and Europe’s only Professor of Gambling Studies at Nottingham Trent University. He is Director of the International Gaming Research Unit and has won many awards for his work including the John Rosecrance Research Prize (1994), International Excellence Award for Gambling Research (2003), Joseph Lister Prize (2004), the Lifetime Achievement Award for Contributions to the Field of Youth Gambling (2006) and the NCPG Research Award (2009). He has published over 250 refereed research papers, three books, more than 65 book chapters, and has over 1000 other non-refereed publications.
Sabine Grusser was a Professor and psychologist at the Charité-Universitätsmedizin Berlin. She died unexpectedly in 2008 aged 44 years and is sadly missed by all her research colleagues.

Christopher Holden received his Ph.D. in Mathematics (Number Theory) from the University of Wisconsin-Madison in 2008. He is now an Assistant Professor in the University Honors Program at the University of New Mexico. His research focuses on games and learning, in particular developing connections between local place, learning environments, and the design and use of mobile games. He has designed and implemented mobile game curricula as a part of the Local Games Lab and at UNM, using the MITAR and ARIS platforms. His not-so-secret love is Dance Dance Revolution.

Zaheer Hussain is a Lecturer in Psychology at the University of Derby and teaches on a number of modules including Psychology in Practice, Research Methods and Analysis, Animal Learning and Cognition and Individual Differences. He did his PhD on excessive gaming while working at the International Gaming Research (Nottingham Trent University) and has published papers on various aspects of online gaming including excess, addiction and gender swapping in journals such as CyberPsychology and Behavior, International Journal of Mental Health and Addiction and Electronic Commerce Research.

Erin Jennings is a doctoral student in the Arts and Technology Program at the University of Texas at Dallas. She holds an M.S. in Instructional Design from Capella University and a B.A. in Arts and Technology from UT Dallas. Ms. Jennings is currently a research assistant at UT Dallas working on a cultural awareness training simulation for the US Army and a neonatal nursing education site for the UT Arlington College of Nursing. Her primary area of research is game-based learning and assessment. Ms. Jennings currently teaches courses in game-based learning at Richland Community College.

Florian Kattner (born 1982) is a PhD student and lecturer at the Department of Psychology, Technische Universität Darmstadt, Germany, since 2007. His research mainly focuses on (associative) learning processes, working memory, and the interplay of cognition and emotion. He has given classes in general psychology, cognitive psychology and methodology.

Cagin Kazimoglu – BSc, MSc – is currently part of the e-learning research centre at the University of Greenwich in London. Previously he lectured at the Girne American University in Cyprus where he was an education coordinator, student advisor and responsible for project supervision. He has also worked with commercial e-teaching companies such as Bromcom in UK. Cagin’s interest in video games began in childhood and this later developed into a passion as he sought to effectively find a way to integrate games and education, especially within the computer science discipline. His current research focuses on the use of games in higher education to seamlessly achieve given learning outcomes as an integral experience of game play within an e-learning environment.

Liz Keating is a fully qualified personal assistant who used to run a team of nurses in the NHS. She then went on to work towards a degree in history, carrying out research into Anglo Saxon stone sculpture. She became interested in assistive technology due to being registered blind as a way of maintaining her independence, and to find new ways to keep interacting with people so that she does not become socially isolated.
About the Contributors

Michael Kickmeier-Rust is a psychologist and software programmer. Since 2001 he is with the Department of Psychology at the University of Graz, Austria. His research and development activities are concentrating primarily on intelligent, adaptive educational systems. In particular, Michael is working on the evolution of psycho-pedagogical frameworks and models of adaptivity on the macro and micro levels. This work includes individualized navigation within learning environments, individualized presentation of educational material, as well as non-invasive assessment and interventions. Since 2006 his very focus is on the psychological aspects of learning with immersive digital computer games and the integration of intelligent educational technology in game-based learning. Since 2008 Michael is coordinating the FP7 ICT project 80Days that is dealing with game-based learning. Related fields of interest are human-computer interaction and specific fields of aviation psychology, dealing with education and training.

Mary Kiernan – BSc, MSc, PhD, PGDip – has held the position of Senior Lecturer in the School of Computing and Mathematical Sciences at the University of Greenwich since 2005 and previously held the position of Director of Quality at Peterborough Regional College. She holds a PhD in Computer Science from the Open University and is a European Chartered Engineer and Fellow of the British Computer Society. Her passion has always been related to maximising the learning potential of students and has published widely especially in the area of effective team-working within a virtual environment. Currently her research is focussed on identifying how to harness the power of computer games to motivate students and promote effective learning within the computer science discipline.

Elizabeth (Beth) King is a doctoral candidate at the University of Wisconsin-Madison in the department of Curriculum and Instruction majoring in educational communications and technology. Beth has nearly 20 years of experience in K-12 and post-secondary education involving entrepreneurship and innovation, business technology, career development and workplace learning and holds a B.A. degree in secondary education, as well as an M.A. degree in post-secondary business education. Her current research interests focus on digital media practices developed through informal learning and play that are efficacious for life and work in the 21st century and subsequently developing methodologies for bridging informal and formal learning environments.

Sebastian Ladhoff is studying the teachers programme at the University of Rostock, Germany. His subjects are Computer Science (specialisation: Computer Graphics) and Social Sciences (specialisation: Law). He has just completed his final thesis “Collaborative Tools in Multiplayer Educational Games” (in German) at the eLearning and Cognitive Systems lab. In this work, he discusses the potential of game-based learning from a computer-supported cooperative learning perspective. During the project, he identified collaborative tools in off-the-shelf massively multiplayer online role-playing games that promise to be useful for educational purposes, and developed an own prototype of a collaborative tool using the scripting language Lua.

Victor R. Lee is an assistant professor of Instructional Technology and Learning Sciences at Utah State University. His research involves the study of visual representations, cognition as it takes place in face-to-face interactions, science education and instructional materials, and new technologies to support teaching and learning in K-12 settings. Current projects include a design investigation into the use of physical activity data devices for math and science learning, a qualitative evaluation of schools...
moving to an online-only science curriculum, and a study of how students represent informal learning experiences with digital photography. On the side, he is an amateur gamer who maintains a slight preference to tabletop games over console-based ones. Lee obtained his Ph.D. in Learning Sciences from Northwestern University in 2008.

**James Lewis** is both a researcher and lecturer at Nottingham Trent University in the UK. His interests lie in creating accessible technologies using virtual environments and stroke rehabilitation using adaptive devices in combination with serious-games.

**Stephanie B. Linek** graduated from the University of Wuerzburg (Germany), in 1997 with a diploma (MS) in Psychology. From 1998 to 1999 she worked as a postgraduate researcher at the University of Heidelberg (Germany). After postgraduate studies at the University of Koblenz-Landau (Germany), in 2002 she received the Certificate “Media- and Communication Psychologist”. From 2003 to 2006 she was a postgraduate researcher at the Knowledge Media Research Center in Tuebingen (Germany) and worked on her PhD thesis on “Gender-specific design of narrated animations: Speaker/Gender Effect and the schema-incongruity of information”. In 2007 she received her Dr. rer. nat (D.Sc.) by the University of Tuebingen. From 2006 to 2010 she worked in the Cognitive Science Section at the University of Graz (Austria) in several EC-research projects and as university assistant. Since 2011 she is expert for usability evaluation at the ZBW – Leibniz Information Centre for Economics in Kiel (Germany). Her research interests are in several areas of social media and game-based learning as well as in usability, evaluation and methodology.

**Hao Liu** is a research associate of Computer Science department of Nottingham Trent University, where he is working for a NHS sponsored serious games project for stroke rehabilitation. His work focuses on designing a makerless tracking system to control a series of 3D games by user’s hand gestures and body languages. Hao obtained his PhD from University College London, where he examined the problem of flexible and transparent distributed computing. During that time Hao was also working for various projects including a NASA leaded project which was to calculate the lunar surface temperature using parallel processing technology. Hao has published more than 10 journal and conference papers.

**Dennis Maciuszek**, Dipl.-Inform., Lic., M.A., studied Computer Science, Psychology, and Media Author in Braunschweig (Germany), Linköping (Sweden), and Stuttgart (Germany). Previous work included research on Intelligent Tutoring Systems, natural language processing, assistive technology, film studies, and the development of several computer games. He is currently employed as a doctoral student and researcher at the University of Rostock (Germany), Department of Computer Science and Electrical Engineering, eLearning and Cognitive Systems group, where he is working in the area of game-based learning. Current research interests cover the design of digital educational games from three directions: software design, instructional design, and game design.

**Liachlan MacKinnon** – BSc, PhD, FBCS, CITP, MIEEE, MACM, MAACE – is Professor of Computing Science (Strategic Development) in the School of Computing & Mathematical Sciences, University of Greenwich, U.K., Visiting Professor of Information and Knowledge Engineering at the University of Abertay Dundee, U.K., and Visiting Professor of Games & Multimedia Technology at
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Colleen Macklin is an Associate Professor at Parsons The New School for Design in New York City and Director of PETLab, (http://petlab.parsons.edu) a lab focused on developing games for learning, social engagement and fun. Projects include Mannahatta: The Game (http://mannahattathegame.com), Budgetball (http://budgetball.org) and Activate! (http://activategames.org). Member of the game design collectives Local No. 12 (http://localno12.com) and The Leisure Society. http://colleenmacklin.com.

Birgit Marte has a Diploma in Psychology from the University of Graz (Austria). From April 2004 to April 2008 she was working at the Cognitive Science Section (http://css.uni-graz.at) of the University of Graz on several European Commission-funded R&D projects that focused on e-learning. Her research addresses the representation and assessment of knowledge and competences as well as the evaluation of the effectiveness of e-learning.

Alke Martens is Professor at the Department of Computer Science and Electrical Engineering at the University of Rostock, Germany. She is the leader of the research group “eLearning and Cognitive Systems”. She received her PhD in Computer Science from the University of Rostock in the research field of Artificial Intelligence in the context of Intelligent Tutoring Systems. Her current research interests are formal methods, software engineering, modelling and simulation, artificial intelligence, teaching and training systems, and a combination thereof, e.g. in game-based learning. Current application domains of her research and her projects are systems biology, medicine, and the education of computer scientists.

Elke Mattheiss is a psychologist working at the Department of Psychology at the University of Graz since 2008. Her research work focused hitherto mainly on the integration of motivational aspects and concepts in educational games. Currently she is concerned with approaches of adaptivity - on a macro and micro level - in the field of game-based learning, aiming for the non-invasive and individualized presentation of motivational interventions. Her research experience also implies the scientific evaluation of usability issues and learning effectiveness within the FP7 ICT project 80Days. Related fields of interests are cognitive psychology of learning and memory, and human-computer interaction, especially interaction design.

Patrick Merritt is currently a student at Nottingham Trent University studying for a BSc in Computer Science (Games Technology). As part of his degree he undertook a work placement at the university as a research assistant, working on several assistive technology and games projects. He is currently completing his final year, including a major project on virtual reality technology and its benefits to disabled user groups.
**Constantinos Mourlas** is Assistant Professor in the National and Kapodistrian University of Athens (Greece), Department of Communication and Media Studies since 2002. He obtained his PhD from the Department of Informatics, University of Athens in 1995 and graduated from the University of Crete in 1988 with a Diploma in Computer Science. In 1998 was an ERCIM fellow for post-doctoral studies through research in STFC, UK. He was employed as Lecturer at the University of Cyprus, Department of Computer Science from 1999 till 2002. His previous research work focused on distributed multimedia systems with adaptive behaviour, Quality of Service issues, streaming media and the Internet. His current main research interest is in the design and the development of intelligent environments that provide adaptive and personalized context to the users according to their preferences, cognitive characteristics and emotional state. He has several publications including edited books, chapters, articles in journals and conference contributions. Dr. C. Mourlas has taught various undergraduate as well as postgraduate courses in the Dept. of Computer Science of the University of Cyprus and the Dept. of Communication and Media Studies of the University of Athens. Furthermore, he has coordinated and actively participated in numerous national and EU funded projects.

**Anastasia Pappa** has a PhD in Astrophysics. Her research interests focus on the use of virtual worlds and video games in science communication and physics education. She is currently involved in the designing of a physics video game for secondary school children. She also develops educational workshops for schoolchildren and is an active science communicator. She is a regular contributor to Greek publications and runs a blog (in Greek) which discusses issues of new technologies in science education as well as science communication.

**Guy Parker** is a Researcher supporting the Technology for Learning MoLeNET programme team and the TEL Research Centre. Guy has a degree in Economics and International Development from the University of Bath. He has experience providing research support at the Department of Trade and Industry and Amnesty International.

**Rebecca Petley** is a Senior Researcher in the Technology for Learning team and the Technology Enhanced Learning Research Centre currently focussed on delivery of the research and evaluation strand of the MoLeNET programme. Rebecca has a first degree in Psychology and has previously worked as a researcher for the University of Kent. Her research focussed on social and developmental psychology, specifically investigating interpersonal relations and prejudice reduction. In addition Rebecca has a PGCE and has taught in both the primary and adult education sectors.

**Paul Pivec** has worked in computing for over 30 years in all aspects of the industry. He has consulted to both game development and publishing companies, and teaches game development at tertiary level. He has a Masters degree in Computer Technology with specific emphasis on digital games. His thesis showed that multitasking skills are enhanced from player immersive computer games. He also has a graduate diploma in higher education and is completing his PhD in Game-Based Learning at Deakin University in Melbourne, Australia. Paul’s academic history can be seen at http://www.paulpivec.com.

**Maja Pivec** is professor of Game-Based Learning and e-Learning at the University of Applied Sciences FH JOANNEUM in Graz, Austria. For her research achievements, Maja Pivec received in the year 2001 Herta Firnberg Award (Austria) in the field of computer science. In the 2003 she was awarded
by European Science Foundation in form of a grant for an interdisciplinary workshop organisation in
the field of affective and emotional aspects of human-computer interaction, with emphasis on game-
based learning and innovative learning approaches. She is currently the project coordinator for Engage
Learning, an EC funded portal for GBL dissemination. Maja’s full academic resume can be viewed on

Elaine Raybourn is a Principal Member of the Technical Staff at Sandia National Laboratories where
she leads computer game research in creativity, multi-role experiential learning, novel in-game assessment
& debriefing techniques, and designing personalized training systems that stimulate intercultural com-
munication competence and metacognitive agility. She has a Ph.D. in Intercultural Communication and
has designed computer games for experiencing cultural dynamics for 11 years. Elaine’s greatest passion
is engendering intercultural communication and multicultural understanding for all through the design
of experiential and collaborative virtual worlds, simulations, and games. She has led the development
of two serious game titles for the U.S. Government. Elaine is a former ERCIM (European Consortium
for Research in Informatics and Mathematics) fellow, and is currently a National Laboratory Professor
at the University of New Mexico’s Department of Communication. Elaine is a high sensation seeker
and her favorite thing to do on and off the job is… grow.

Stephanie M. Reich is an Assistant Professor in the Department of Education at the University of
California, Irvine. Trained as a community psychologist with a focus on child development and program
evaluation, her research interests focus on child development with the explicit goals of understanding
children’s social lives and how to promote healthy development. The bulk of her work explores direct
and indirect influences (i.e., transactions) on the child, specifically through the family, peers, and media.
Her research on socio-emotional development and the educational affordances of social interactions
ranges from educational interventions with new mothers to observing social interactions in virtual spaces.

Allan Ridley was awarded an MRes with distinction in Computer Science by Nottingham Trent
University in 2008. He is a PhD student carrying out research into accessible interactive systems. He
is an assistive technology specialist has worked as a trainer in a blind and visually impaired person’s
resource centre. He is registered blind.

Maria Saridaki is a Research Associate at the Laboratory of New Technologies at the Faculty of
Communication & Media Studies of the National & Kapodistrian University of Athens. Her research
interest lies on Digital Games and New Multimedia Social Environments with a special interest on Com-
puter Games as an educational, motivational and recreational tool for people with cognitive disabilities.
She obtained an MSc in Information Management from the University of Strathclyde and a Bachelor in
Media and Communication Studies at the University of Athens. She also has diplomas in Counseling
and Play therapy with a focus on young people with special needs. She has been teaching workshops on
Applied Gaming and Digital Media awareness targeted at students with disabilities, educators, journalists
and communication managers. She has also been involved, or is currently participating, in various EU
and National projects as a researcher, game based learning specialist and project manager.
Tom Satwicz is UX Researcher at Blink Interactive in Seattle WA and a Part-time Lecturer in the Museology Graduate Program at the University of Washington. He specializes in using field research and usability testing to inform design decisions. Tom has worked on a range of gaming technologies including web-based casual games and natural-user interfaces. In 2006 he graduated from the Learning Sciences Ph.D. program at the University of Washington.

Brett E.Shelton, Ph.D., is Associate Professor in the Department of Instructional Technology and Learning Sciences at Utah State University. He has interests in researching effective teaching and learning strategies--grounded in cognitive studies--using advanced visualization technologies. Brett teaches graduate courses in instructional games and instructional simulations, as well as data visualization theory and practice. He continues his work in engineering scientific visualizations for a wide variety of complex applications.

Nasser Sherkat received a B.Sc Honours degree in Mechanical Engineering from University of Nottingham in 1985. He received a Ph.D. in high speed geometric processing for continuous path generation, from the Nottingham Trent University in 1989. He is currently Associate Dean of Science and Technology at The Nottingham Trent University. His interests are use of intelligent pattern recognition in facilitating ‘natural’ human computer interaction and multimodal biometrics.

Nick Shopland has over 10 years experience in design, implementing and evaluation virtual training environments, serious games, location based services and assistive technology for people at risk of social exclusion, including people with a learning disability, people at risk of unemployment and young people at risk of social exclusion. He has a particular experience in the development of virtual training environments to travel train young people with learning disabilities in accessing work based opportunities; to train people with low level skills in entering the Care Industry, and is currently extending the travel training and route learning work to mobile devices.

Penny Standen is Professor in Health Psychology and Learning Disabilities at the University of Nottingham. Her main area of research is developing and evaluating virtual environments and interactive software for people with intellectual disabilities and from this grew an interest in the value of using serious games to help the acquisition of independence skills and improve cognition. She is currently collaborating with colleagues on the use of VR in stroke rehabilitation. She is a member of the programme committee for the International Conference Series on Disability, Virtual Reality and Associated Technologies an Associate member of the British Psychological Society and on the editorial board of the Journal of Health Psychology.

Christina Steiner completed her Diploma (MS) in Psychology at the University of Graz. She is currently a researcher at the Cognitive Science Section, Department of Psychology of the University of Graz. Her work within several European R&D projects on e-learning focuses on the representation, modelling, and assessment of knowledge and competence. She is doing research on psycho-pedagogically founded design and adaptation of digital educational games. Furthermore, her work includes the evaluation of the effectiveness of learning technologies based on sound psychological methods and
techniques. Further interests lie in the use of concept maps as a means to build prerequisite structures among learning objects and competences, on the validation of concept maps, and their application as a learning and teaching strategy.

**Julie M. Sykes** (Ph.D., Minnesota) is an Assistant Professor of Hispanic Linguistics. Her research focuses on the use of digital games for language acquisition, with a specific focus on interlanguage pragmatic development and intercultural competence. Sykes’ recent projects include the design, implementation, and evaluation of Croquelandia (a synthetic immersive gaming environment for learning pragmatics) as well as the use of place-based, augmented reality mobile games (*Mentira*) to engage language learners in a variety of non-institutional contexts. She has presented and published various articles on CALL-related topics including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments.

**Ralf Thalemann** is a psychotherapist at the Charité-Universitätsmedizin Berlin. He did a PhD examining various aspects of online addiction (including online gaming) with the supervision of recently Dr Sabine Grusser. He has published widely in such journals as Behavioral Neuroscience, CyberPsychology and Behavior, and Wiener Klinische Wochenschrift.

**Marion Walker** is Professor in Stroke Rehabilitation at the University of Nottingham. She is an occupational therapist and has played a leading role in developing a research culture within her own profession. She has served as President of the Society for Rehabilitation Research, the only multidisciplinary rehabilitation research group in the United Kingdom and was also Chairman of UK Stroke Forum from 2006-2008. She is Associate Director (Rehabilitation Lead) of the UK Stroke Research Network. Marion has both led and steered many stroke rehabilitation research projects including service evaluations of stroke patients not admitted to hospital, centre care for young stroke patients and therapy provision in nursing homes. Her research experience also encompasses evaluations of specific components of stroke therapy including: leisure, dressing, outdoor mobility and behavioural approaches in patients with aphasia and depression. Marion is a strong advocate of patient partnership and co-chairs the Nottingham Stroke Research Consumer Group.

**Nicola Whitton** works as a Research Fellow in the Institute of Education at Manchester Metropolitan University. Her background is in information technology and online learning and she is interested in pedagogic and technological innovation, particularly in the areas of collaborative and problem-based learning. Her research focuses on the use of computer games in Higher Education and in the context of lifelong learning and she is particularly interested in the nature of motivation and engagement with games.