About the Contributors

Steven Warburton is Professor of Technology Enhanced Learning at the University of Surrey and an Associate Research Fellow at King’s Learning Institute, King’s College London. Previously he was Senior Lecturer in Technology Enhanced Learning at the University of London. He is a Fellow at the Centre for Distance Education within the University of London International Programmes where he leads work within the research strategy group. He has led and cooperated on a range of national and European projects that have included: PLANET which developed a methodology for abstracting design patterns through shared expert practice, MUVEnation, LLL3D, and OpenHabitat in field of teaching in virtual worlds; managing digital identity issues via design patterns on the Rhizome project; and more recently he has been working on digital literacy, mobile learning, digital publishing models, open educational resources and business models for scaling flexible learning.

Stylianos Hatzipanagos is the head of eLearning at the King’s Learning Institute. He also contributes to the development and delivery of graduate programmes in academic practice. He is a Fellow of the Centre for Distance Education at the University of London and a Fellow of the Support Centre for Open Resources in Education at the Open University (2010-2012). His research portfolio includes: design and evaluation of interactive learning environments, formative assessment and technology-enhanced assessment, computer mediated communication and computer supported collaborative work, open educational resources, social media and social networking in an educational context. He has edited books and peer reviewed journal special issues on social media and assessment. He has developed and led successful research funding applications and participated in research projects at a national (UK) and European level.

Anne Adams is a Senior Lecturer in IET who is currently funded as a PI on the (250K) EPSRC ‘Digital Economy’ funded project ‘Out There and In Here’ (http://www.open.ac.uk/blogs/otih/). This project was looking at distributed learning investigations between a field base using mobile technologies and a mission control base using tabletops and large screen displays. The systems developed have been trialed with geology students (in quarries and the lab); biodiversity, special needs and school drama students as well as the public and historians. Project collaborators have been Microsoft Research Cambridge, The Sea (mobile learning solutions) and academics from Science (Steve Swithinby, Sarah Davies) Knowledge Media (Trevor Collins), Computing (Yvonne Rogers, Janet VanDerLinden) and Educational Technology (Canan Blake). Findings have established the valuable role of distributed collaboration in reflective learning, how to support discovery moments and generating hypotheses in the inquiry process.
Mónica Aresta is a PhD student at the University of Aveiro, Portugal.

Bünyamin Atici is an Associate Professor of Computer Education and Instructional Technologies at the Faculty of Education, Firat University, Elazig, Turkey. He obtained his PhD degree in Educational Technology and master’s degree in Curriculum and Instruction both from Firat University. His research interests include virtual learning environments, computer supported cooperative learning, distance learning, and strategic use of information technology to improve firm performance. He presented his research at several international conferences, including Global Learn Asia Pacific Global Conference on Learning and Technology (AACE), International Conference on Education and New Learning Technologies (IATED), and International Educational Technology Conference (IETC). His articles appeared in the Social Sciences Computer Review, Transylvanian Review of the Administrative Sciences, Problems of the 21st Education, and African Journal of Business Management. He is the Director of Distance Education Centre at Firat University.

Uğur Bati is an Associate Professor of Radio, TV, and Cinema at the Faculty of Communication, Yeni Yüzyıl University, Istanbul, Turkey. He graduated from Boğaziçi University and obtained his Master’s degree in Advertising and Publicity and PhD degree in Communication Studies both from Marmara University. His research interests are related about semiotics, consumer culture, experiential marketing, sensory branding, new media and advertising language. His articles appeared in the Social Science Computer Review, Journal of Theoretical and Applied Information Technology, International Journal of Information Systems in the Service Sector, International Journal of Emerging Technologies in Learning, Journal of Communication Studies, and International Human Sciences. Bati’s five books written in Turkish were released by important publishing houses. The subjects of these books are related to advertising, marketing communication, digital games and psychology of personality. He is also the member of Advertising Creators Association in Turkey.

Eleni Berki is an Assistant Professor at the School of Information Sciences of the University of Tampere, Finland. Prior to this, she studied, lived and worked in Greece, UK, and China. She supervises many MSc and Ph.D. students working in software industry projects focusing on software quality, social media and online communication, and security. She has co-authored and published around 100 internationally refereed papers, chapters, books, and industrial reports. Eleni’s research interests also are free/open source software communities and sustainable development, problem solving and cognitive processes, e-health IS, knowledge representation frameworks, and formal specification methods.

Jillianne Code is an Assistant Professor of Educational Technology at the University of Victoria, BC, Canada and Co-Director of the Technology Integration and Evaluation (TIE) Research Lab. She recently completed a post-doctoral fellowship at the Harvard Graduate School of Education. Her research combines several areas including: the role of agency in learning, learning environments and social networks, and measurement methods in educational research. Jillianne has been recognized by the American Educational Research Association with a Graduate Student Research award based on her work using item response theory to validate psychological inventories. Her most recent work is being featured in the “Handbook of Research on Social Software and Developing Community Ontologies” and “Handbook of Research on Effective Electronic Gaming in Education.”
**Duncan Fairfax** lectures on the MA Design Critical Practice, and MRes in Design at Goldsmiths, University of London. He is also the PhD Research Associate on the “Mediatised View” research project that is part of the larger Leverhulme funded Goldsmiths research programme on the “Future of Media.” His research interests include the limitations and contraints of the “productivist metaphysics” of design theory and practice, the significance of various strains within contemporary “materialist” philosophy to their possible reconceptualisation, and the question of the “ontogenetic” quality of design in general. He has previously lectured and tutored in the Faculty of Design, Architecture and Building and the University of Technology in Sydney, the Architecture Department at the University of Sydney, and the Design Department at the University of Western Sydney.

**Sarah Fleming** has a background in Journalism, and her expertise in information gathering, analysis and reporting enhanced the “This Is Me” project and its successors. She brings a fresh perspective to the development of synthesised narratives to use as exemplars, and provides essential grounding from a non-specialist, but technically literate viewpoint.

**Lesley Gourlay** is a Senior Lecturer in Contemporary Literacies in the Department of Culture, Communication & Media, and Director of the Academic Writing Centre at the Institute of Education, University of London. Her background is in Applied Linguistics, and her current research interests include academic literacies, multimodality and digital mediation in higher education, focusing on meaning-making, textual practices, digital literacies, and multimodality. She also works in the area of boundaries, transitions, and trajectories in HE, looking at issues such as internationalisation, support staff, practitioner-lecturers, and ‘non-traditional’ students. She is currently leading a JISC-funded project on Digital Literacies at the IOE.

**Katherine R.B. Greysen** is the Associate Dean of the Graduate School. Dr. Greysen has a Ph.D. in Organizational Learning and Instructional Technology, and certification in Adult Learning and Training from the College of Education at the University of New Mexico. She received her Master’s of Arts in Intercultural Communication from New Mexico in 1997. She has served in administrative roles as the Director of Graduate Research and the Dean of Academic Support Services at Sierra Nevada College and has taught qualitative research and thesis writing, as well as undergraduate coursework in communication and education. As a successful director in higher education, and in non-profit organizations, Dr. Greysen has valuable experience in recruitment, strategic planning, assessment, evaluation, fiscal management, and budget preparation.

**Mikko Jäkälä**, M.A., M.Ed. works as the Development Manager of the Language Centre at the University of Jyväskylä, Finland. His main duties include quality assurance, various development projects and staff training. Before joining the Language Centre he worked as a Lecturer of Computer-Mediated Communication for 15 years. His main research interest is the social aspect of computer-mediated communication, especially how technology is used to support human communication and how technology influences communication practices and social behaviour. He has published in several refereed national and international papers, journals, and conferences.
Michael Kerres is full Professor of Education and head of Duisburg Learning Lab at University Duisburg-Essen. Before that, he was Professor of Educational Psychology at Bochum University and Professor of Media Didactics and Media Psychology at Furtwangen University of Applied Sciences. He has earned a Dr. phil. in Psychology at Bochum University. His present research interests include learning innovations in education, instructional design of learning infrastructures, and e-learning.

Marguerite Koole is a Learning Designer and Administrator for the Doctor of Education in Distance Education at Athabasca University. She is currently completing her PhD in E-Research and Technology-Enhanced Learning at Lancaster University. Her thesis is on “identity positioning thresholds” of doctoral learners in networked learning. Over the years, she has been involved in teaching, instructional design, multimedia programming, content management, e-portfolios, and social software. She has designed interactive, online learning activities for various learning purposes and platforms—including print, web, and mobile devices.

David Kreps holds a BA (Hons.) in theatre and arts management, an MA in cultural studies, and a PhD in the Sociology of Technology. Kreps spent several years as a local government officer, running arts centres, and has been chairman of Kaos Theatre UK since 1997. He has been making websites since 1995, and is director of fourquarters IS Ltd (http://www.fourquarters.biz). After several years lecturing part-time, he joined the ISI in January 2004. He has since worked on the creation of the E-Government Master’s programme, delivered from September 2004, and lectures in Information Society and World Wide Web development.

K. Faith Lawrence is a Digital Humanities Specialist with the Digital Humanities Observatory. She did her first degree in ancient history with a special interest in comparative mythology. Progressing sideways she completed a Master’s in Archaeological Science (Computing) before finding herself in a computer science department researching online communities, narrative, and the Semantic Web. Her doctorate looked at Emergent Semantic and Web 2.0 Technologies through the case study of online fiction archives and author communities. Her most recent projects include Electronic Visualisation of C19 French literary-scientific texts: Flaubert’s Tentation de saint Antoine.

Karsten Øster Lundqvist is an experienced Research Assistant in the School of Systems Engineering. He has worked on a variety of research projects in area of eLearning and competency description, where his work has been internationally recognised. His interests range from knowledge representation via ontologies to virtual worlds and digital identity. He is currently working as a Teaching Fellow. Previously he worked on: Triangle (Developing a Foundation for eQuality), TRACE (TRAnsparent Competences in Europe), MeAggregator, RedGloo (Learning Landscape Project), MUVEnation (Virtual Worlds), LLL3D (Virtual Worlds), Mobi-blog (Blogging for mobile students), ASSET (Feedback system using Video), and iTutor (AI tutor).

Ivan Ferrer Maia, PhD in Visual Arts, does online research in Audiovisual Culture and Media (the Arts Institute of UNICAMP - São Paulo). He is Master in Multimedia at UNICAMP with specialization in Direction and Production Animation (Anhembi Morumbi University - São Paulo). He earned Bachelor of Visual Arts by UFPEL (Rio Grande do Sul). He works as a Lecturer at the Anhembi Mo-
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Rumbi holds a PhD in Languages Teaching Methodologies and is the Director of the Master’s Course and of the Doctoral Programme in Multimedia in Education, University of Aveiro, Portugal, where he also coordinates the Digital Contents Laboratory and the ERTE-PTE Competence Centre for teacher education in ICT. He supervises several MA, PhD, and Post-Doctoral students, both in Languages Teaching Methodologies and ICT in Education. He is also the general editor of the online journal *Indagatio Didactica*.

António Moreira holds a PhD in Languages Teaching Methodologies and is the Director of the Master’s Course and of the Doctoral Programme in Multimedia in Education, University of Aveiro, Portugal, where he also coordinates the Digital Contents Laboratory and the ERTE-PTE Competence Centre for teacher education in ICT. He supervises several MA, PhD, and Post-Doctoral students, both in Languages Teaching Methodologies and ICT in Education. He is also the general editor of the online journal *Indagatio Didactica*.

Gale Parchoma recently joined the University of Calgary where she is an associate professor of education. For the previous five years Gale worked as a lecturer in e-Research and Technology Enhanced Learning doctoral program and a researcher in The Centre for Study of Advanced Learning Technologies (CSALT) at Lancaster University in the UK. She supervises MA, MSc, and PhD students with interests in technology enhanced learning, networked learning theory, and simulation based medical education. Gale has been an invited speaker at conferences in the UK, Germany, and Singapore.

Pat Parslow is an experienced researcher with grounding in artificial intelligence, cybernetic systems, and socio-technology. Involved in domestic and EU projects about eLearning, Digital Identity, and lifelong learning, his work on DI projects, designing, executing, and analysing research to elicit user narratives and synthesise exemplars provides him with experience and knowledge of the issues surrounding DI for people at different stages of life. Through producing teaching and learning material for students, job seekers and the elderly, managing IT roll-outs and technical support, software development, delivery and cascading user training, he has developed a unique blend of socio-technical research experience.

Luc Pauwels is Professor of Visual Communication, Vice-Dean of the Faculty of Political and Social Sciences, University of Antwerp, and Chair of the Visual Culture Research Group. He teaches and writes about visual research methodologies, visual ethics, family photography, website analysis, anthropological filmmaking, visual corporate culture, and scientific visualization.

Anna Peachey co-owns Eygus Ltd, a learning technology solutions provider with responsibility for managing The Open University in Virtual Worlds, among other projects. She has a particular research interest in identity and communities in virtual worlds and has published widely on these topics. Her avatar has wings and pink hair.
**Luís Pedro** is an Assistant Professor in Communication and Arts Department, University of Aveiro, Portugal. He is engaged in research activities in educational technology and communication sciences and technologies, namely in the multimedia communications Master’s, and in the multimedia in education and in the information and communication in digital platforms Doctoral programs. His research interests are related with technology enhanced learning, PLEs, and MUVE in Education.

**Stacey Pitsillides** is a graduate student at University of London, UK.

**Annabell Preussler** studied at the TU Dortmund University and received her Doctorate degree from the FernUniversität in Hagen. Annabell Preussler is currently a postdoc at the Department of Media Didactics and Knowledge Management at the University of Duisburg-Essen. She is conducting research on the topic of reputation management in online-communities, informal learning, evaluation, and assessment.

**Carlos Santos** is a Professor of DeCA/UA, the Executive Coordinator of labs.sapo.pt, and SAPO Campus project coordinator at University of Aveiro, Portugal.

**José Armando Valente** - Professor of the Multimedia Department at the Art Institute and Researcher of the Nucleus of Informatics Applied to Education, (Nied), Coordinator of the Management Group on Educational Technologies, at the Universidade Estadual de Campinas (Unicamp), and collaborating Professor in the Graduate Program in Education: Curriculum at the Pontificia Universidade Católica, (Puc-SP). PhD from the Department of Mechanical Engineering and Division for Study and Research in Education, at MIT, MS in the Interdisciplinary Science and Education Program at MIT, and MS in Computer Science at Unicamp. Research topics include development of ICT based learning environments and training methodology to be utilized in schools and in socio-economical disadvantaged communities, using face-to-face or on-line approaches, and the study of the potentials of ICT as educational tools.

**Shirley Williams** is Professor of Learning Technologies in the School of Systems Engineering at the University of Reading, an Honorary Professor in the Department of Information Studies at University College London, and a UK National Teaching Fellow. She has worked extensively on projects related to technology and learning. She leads a group of researchers with interests in: digital identity, communities, ontologies, distributed systems, information and knowledge, intelligence, social networks, new and emerging technologies, particularly related to eLearning, competencies, and virtual worlds.

**Mike Waller**, MA, RCA, is a Lecturer in Design at Goldsmiths, University of London. His career has been as an industrial designer for GEC, a Design Director of London-based design studio, leading a R&D blue sky products group at NCR’s Knowledge Lab, and in academia developing Master’s level courses in creative technologies. His research work predominately focuses on creative applications of emerging technology, ranging from wearable computing through to interactive intelligent products and furniture. He holds international patents in the area of ubiquitous computing products and context based technologies, and his work has been exhibited at the Science Museum in London and an IEEE wearable technology conference in San Francisco. Waller has also developed technologies that exploit network effects, which includes resource sharing and group cooperation.
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**Greg Withnail** is an Open University student with a background in Web Design. He works for Eygus Ltd and has responsibility for the daily management of The Open University’s main virtual world regions. He creates innovative interactive virtual world content. He is an outspoken advocate of bringing established Web usability to Virtual Worlds. His avatar is a raven that wears a black fedora and chain smokes. Greg rarely does either.