About the Contributors

**David Parsons** is Associate Professor of Information Technology at Massey University, Auckland, New Zealand. He has a PhD in Information Technology from Nottingham Trent University (UK) and a Master’s degree in Computer Science from the University of Southampton (UK), and has wide experience in both academia and the IT industry. He is the founding editor-in-chief of the International Journal of Mobile and Blended Learning (IJMBL) and author of a number of texts on computer programming, web application development and mobile learning. His work has been published in many international journals, including Computers & Education, IEEE Transactions on Learning Technologies and Software Practice and Experience. He chaired the Conference on Mobile Learning Technologies and Applications in 2007 and was co-editor of ‘Innovative Mobile Learning: Techniques and Technologies’ (Information Science Reference, 2009). He also edits the annual compilations of papers from IJMBL that are published as a regular series of books. He is a member of the International Association for Mobile Learning and a professional member of the British Computer Society.

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**John Traxler** is Professor of Mobile Learning, probably the world’s first, and Director of the Learning Lab at the University of Wolverhampton. He is a Founding Director of the International Association for Mobile Learning, Associate Editor of the *International Journal of Mobile and Blended Learning* and of *Interactive Learning Environments*. He is on the Editorial Board of *Research in Learning Technology* and *IT in International Development*. He was Conference Chair of *mLearn2008*, the world’s biggest and oldest mobile learning research conference. He has guest edited three special editions of peer-reviewed journals devoted to mobile learning including *Distance Education*. He is now editing an African edition of the *International Journal of Mobile and Blended Learning*. John has co-written a guide to mobile learning in developing countries and is co-editor of the definitive book, *Mobile Learning: A Handbook for Educators and Trainers*, with Professor Agnes Kukulska-Hulme. They are working a second book together on contextual mobile learning. He has written more than 16 book chapters on mobile learning, and talks and writes frequently on the consequences of connectedness and mobility on learning, knowledge and societies.

**Anna Wingkvist** earned her PhD in Computer Science in 2009 from Växjö University, Växjö, Sweden. Currently, she is an Assistant Professor at the School of Computer Science, Physics and Mathematics, Linnaeus University, Växjö, Sweden. Her scientific interests and publications are mainly in the mobile learning domain with a focal point from an information systems development perspective, methodological and research methods reasoning, and project management. She has also been involved in utilizing podcasts in higher education as a learning tool.
Morgan Ericsson received his Ph.D. in Computer Science in 2008 from Växjö University, Växjö, Sweden. He is currently a Post-doctoral Fellow at the Department of Information Technology, Uppsala University, Sweden. His research interests are on how to best use technology to enhance learning and education, with a special focus on connected, mobile devices and personal learning. Software plays a major part in this research, and he has been involved in the creation of programming models and software development frameworks to aid developers working with Internet services and mobile devices.

Pamela Pollara is a Doctoral Candidate in Educational Technology at Louisiana State University. Her focus of study is on mobile learning and the formal and informal uses of mobile devices in the classroom. Ms. Pollara received her Bachelor of Arts degree in Journalism (summa cum laude) from Duquesne University in 2004 and her Master of Science degree in Secondary English/Language Arts Education from Duquesne University in 2007.

Kelly Broussard is a Highly Qualified Social Studies Teacher. Mrs. Broussard received her Bachelor’s of Education in Secondary Social Studies from Louisiana State University in 2003 and is currently pursuing a Masters degree in Educational Technology from Louisiana State University. Mrs. Broussard has 7 years of teaching experience teaching Honors and regular sections of World History and American History.

Marcus Winter is a Research Fellow in the Interactive Technologies Research Group at the University of Brighton. He has a background in computing, where he focused on the development of animation authoring tools. His experience in setting up and running an online animation community for children sparked a more general interest in the use of technology for creative purposes and how this can be leveraged to support formal and informal learning. As a researcher he has worked on several TEL projects, funded by JISC, the Technology Strategy Board and the European Commission, exploring augmented reality and ubiquitous computing technologies in educational contexts. His most recent work focuses on mobile content generation and sharing for situated language learning.

Lyn Pemberton is a Reader in Human Computer Interaction in the University of Brighton’s School of Computing, Engineering and Maths. She has worked on many learning technology projects, mostly concerned with aspects of communication, writing and language learning, reflecting her background in language, AI and HCI. Most recently she has been involved in projects involving interactive television for learning, augmented reality and in particular mobile learning. The Technology Strategy Board-funded project Invisible Buildings used context-aware mobiles to encourage schoolchildren to play an archaeology-themed game based on the Time Team concept. Through two recent JISC-funded projects, she has been exploring mobile techniques for integrating material captured in everyday life into classroom teaching. This continues in her current EU-funded Lifelong Learning project SIMOLA, which provides situated support for language learners across six European countries plus Japan.

Elizabeth FitzGerald is an Associate Research Fellow at the Learning Sciences Research Institute at the University of Nottingham. She has a BSc in Environmental Life Science and a PhD in Computer Science, both from the University of Nottingham and has previously worked as a secondary school teacher. Her work combines ubiquitous computing, usability and interaction design with education and pedagogy. Her current research focuses on geolocated user-generated content for informal learning and she is also investigating the use of audio narratives for effective visitor experiences.
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Mike Sharples is Professor of Learning Sciences and Director of the Learning Sciences Research Institute at the University of Nottingham. He has an international reputation for research in mobile learning and the design of learning technologies. He inaugurated the mLearn conference series and was founding President of the International Association for Mobile Learning. He is author of over 200 publications in the areas of educational technology, interactive systems design and artificial intelligence.

Robert Jones is a PhD student at the Horizon Doctoral Training Centre/Learning Sciences Research Institute at the University of Nottingham in 2009. With a background in linguistics and theatre studies, his research focuses on exploring the literary and emotional effects of interactive fiction. Bringing together findings from psychology, language studies and critical theories of game and play, he is working to form a cognition-based model of how interactivity affects our processing of narrative and conceptions of literary effect within such works.

Gary Priestnall is an Associate Professor within the School of Geography at the University of Nottingham. He has a BSc in Geography from Durham University and a PhD in Computer Science from the University of Nottingham. His research interests are focused in the area of geographic representation and visualisation. This includes landscape visualisation; technologies for augmenting reality; GPS-enabled mobile computing and locative media; Digital Heritage applications; geospatial models; and Geo-Art collaborations.

Andrew Middleton is an educational developer based in the Learning and Teaching Institute at Sheffield Hallam University. He teaches Creativity in various disciplines, researches academic innovation and literacy, and is an active member of the Media-Enhanced Learning Special Interest Group. He runs workshops on how Digital Voice techniques, like media-enhanced feedback, are being used in higher and further education.

Joke Coens is a doctoral student at the Katholieke Universiteit Leuven Kulak and member of the Center for Instructional Psychology and Technology. Her research focuses on the use of mobile technologies in higher education and more in particular on the multitasking aspect of it. Geraldine Clarebout and Bert Reynvoet are the supervisors of her research project.

Ellen Degryse was a masters student at the Katholieke Universiteit Leuven. She was involved in a research project on mobile learning, podcasting and multitasking within the scope of her masters thesis.

Marie-Paul Senecaut is a clinical psychologist who is presently engaged in the MAPLE-project (Mobile, Adaptive & Personalized Learning Experience) of the Interdisciplinary Research on Technology, Education and Communication Center. She is also involved in research on multitasking in mobile learning. She combines this with a private practice as a therapist.

Jorge Cottyn is a lecturer in Physical Education Teacher Training at the Katholieke Hogeschool Zuid-West-Vlaanderen, Department of Education RENO. His research interests are mobile learning, observational learning, video feedback and motivational processes.
Geraldine Clarebout is assistant professor at the Katholieke Universiteit Leuven and member of the Center for Instructional Psychology and Technology and the Interdisciplinary Research on Technology, Education and Communication group. Her research focuses on the design of learning environments and the use of technology in education. She teaches basic courses in learning and instruction, and more advanced courses on educational technology.

Laurel Evelyn Dyson is a Senior Lecturer in Information Technology at the University of Technology Sydney. Her research focuses on mobile learning and the use of mobile technologies by Indigenous people. She has over 20 years experience teaching in the university and adult education sector where she seeks to create innovative ways of engaging all students in their learning, including student-generated mLearning, mobile-supported fieldwork and interactive classroom systems. She is President and founder of anzMLearn, the Australian and New Zealand Mobile Learning Group.

Andrew Litchfield is a Senior Lecturer in the Faculty of Engineering and Information Technology (FEIT) at the University of Technology, Sydney, and co-ordinates the Faculty’s Technology and Education Design and Development (TEDD) Research Group. He has extensive professional experience in media production and the design and management of successful innovative educational projects through his production company Positive Image Ltd. He is an award-winning producer and director of many large-scale video projects. His current research interests include active experiential mobile learning, the diffusion of innovations, work-ready curriculum renewal, self and peer assessment and the design of mixed-media and online educational resources.

Anu Seisto (PhD) has a Doctoral Degree in Pulping Technology from Helsinki University of Technology (1998). She is currently the Team Manager of User Centric Media Concepts at VTT. She started her career by looking at the possibilities of utilizing organic solvents for producing paper for publishing and packaging purposes. In 2001 she started a new group at KCL, the research institute for the Finnish forest industry, to study the future use of paper based materials. The group concentrated on consumer studies and utilized methodology to study consumer perception and human technology interaction. In 2009 the whole group moved to VTT, the Technical Research Institute in Finland and continued consumer studies in the field of Media Technology. The main focus in the studies of the group is still in reading products and packages, but recent studies have also been made in the field of hybrid media combining print and digital media. Since 2001 the group has produced 9 MSc Theses works, 1 PhD, 20 conference papers and several confidential reports for the Finnish forest industry.

Maija Federley, M.Sc. (Tech.), is a research scientist at VTT Technical Research Centre of Finland. After graduation from Helsinki University of Technology she worked in the field of process modeling and analysis at KCL, the research institute for the Finnish forest industry. In 2005 she joined the research group studying the future use of paper based materials. Since that, she has been involved in projects that are focused on user-centric development of new product concepts for media, packaging and technology enhanced learning, particularly mobile learning. Her other areas of interest are human-technology interaction and applications of printed intelligence.
About the Contributors

Timo Kuula (M.Ed.) graduated from University of Helsinki. He has a degree in adult education, including studies in media education and social psychology. Since his Master’s Thesis, he has been interested in media use and media technologies. Currently Timo works as a research scientist at VTT Technical Research Centre of Finland. His main area of research is pedagogical and user-centric design of ICT-based learning solutions. Timo’s other areas of interest include mobile learning, development of learning materials, social media and reading habits.

Janne Paavilainen is a project manager at the Game Research Lab, University of Tampere, Finland. He has been involved in several games research projects focusing on casual, mobile, educational and social games, and he has published several articles on these domains. Janne’s interests in games research are in design and evaluation methods, especially in heuristics. Currently Janne is working in the SoPlay project studying games and play in social media. His current task is to develop design and evaluation heuristics for Facebook social games. Janne holds a master’s degree in economics and is currently planning his Ph.D. studies focusing on usability, playability and user experience in first-person shooter games.

Sami Vihavainen, M.Sc., is a researcher at Helsinki Institute for Information Technology HIIT where he is a member of Self Made Media research group. He is also a doctoral student at the Department of Human Centered Technology in Tampere University of Technology. During 2007-2008 Vihavainen acted as a Visiting research scholar at University of California Berkeley’s School of Information for 1.5 year. Sami’s research interests consist of understanding people’s use of media in their everyday lives and use that understanding for designing new media services. His doctoral thesis (in progress) concentrates on studying user’s interaction with automation in everyday social applications. He has several publications on the implications of media technology to people’s everyday social interaction.

Jalal Nouri is following the postgraduate program in Human-Machine Interaction at the Department of Computer and System Sciences, Stockholm University, Sweden, and taking part in the Swedish National Research School in Cognitive Science. Before starting his PhD studies he did a MSc in Mathematics and a MSc in Education. His research interest has a strong focus on pedagogical design aspects of technology enhanced learning in general and of mobile learning in particular.

Teresa Cerratto-Pargman is associate professor of Human-Computer Interaction (HCI) at the department of Computer and Systems Sciences (DSV) at Stockholm University (SU). She works with a particular focus on design, adoption and use of technologies for reflective and collaborative purposes. Teresa has published over 70 articles in international journals, refereed conferences, books and technical reports. She has also been presenting and giving lectures about her work in Sweden and abroad. During the last years she has been serving as a program committee member in a number of international scientific conferences. At the present, Teresa is the scientific responsible for the research network Nordic LEAF (Learning ecosystems and activities of the future) funded by NordForsk. http://nordicleaf.info/.

Johan Eliasson is following the postgraduate program in Human-Machine Interaction at the Department of Computer and System Sciences, Stockholm University, Sweden, and taking part in the Swedish National Research School in Cognitive Science. Before starting his PhD studies he did a MSc in Computer Science: Human-Computer Interaction and MA in Computer and Systems Science: Cognitive Science. His current research has a focus on interaction design for location-based and contextual learning activities supported by mobile devices.
Robert Ramberg got his PhD in cognitive psychology at the department of psychology, Stockholm University and now holds a position as professor at the department of computer- and systems sciences at Stockholm University (SU). At the department he is the research director of K2-lab (the Knowledge and Communication Laboratory). He has published numerous articles in journals and refereed conferences. He has served as program committee and editorial board member for several international conferences as well as acted as reviewer for several international journals within the field of technology enhanced learning.

Susan Gwee is a Ph.D. candidate at the National Institute of Education, Nanyang Technological University in Singapore. Her research interests include mobile learning, literacies, and assessment.

Yam San Chee is an Associate Professor in the Learning Sciences & Technologies Academic Group and the Learning Sciences Lab at the National Institute of Education, Nanyang Technological University, Singapore. His research focuses on new literacies and new media in education, with a special emphasis on game-based learning. Recent games developed for research include Space Station Leonis and Escape from Centauri 7. Current games developed through National Research Foundation funding are Legends of Alkhimia and Statecraft X. Chee was the founding executive editor of Research and Practice in Technology Enhanced Learning, the journal of the Asia-Pacific Society for Computers in Education. He is currently an Associate Editor of the International Journal of Gaming and Computer-Mediated Simulations and an Advisory Board Member of Journal of Educational Technology and Society.

Ek Ming Tan is a trained schoolteacher on secondment to the Learning Sciences Lab, National Institute of Education, Singapore, as a Lecturer (Research). He obtained his BArts from the National University of Singapore and a Masters in education from the University of Western Australia. Prior to his current position, he was a level head in a Singapore Secondary School and acting head of Department for English Language and Literature.

Lisa Soon is a lecturer in Central Queensland University, Mackay, Australia. She holds a Bachelor of Information Technology from Queensland University of Technology, Australia, and Master of Arts (International Studies) as well as Doctor of Philosophy from Griffith University, Australia. She has considerable industrial as well as academic experience. She is a member of the Institute of Electrical and Electronics Engineers, Association for Computing Machinery, Australian Computer Society and Australian Institute of Export. Her main research interests include knowledge management, knowledge and technology, and knowledge in online learning.

Vani Kalloo is currently pursuing an M.Phil. in Computer Science at the University of the West Indies, St. Augustine, Trinidad and Tobago. She is currently doing research work in mobile learning for mathematics with secondary school students, game-based learning and personalization. She was a secondary school teacher for four years and is currently a Teaching Assistant at the University of the West Indies.
About the Contributors

**Permanand Mohan** is a Senior Lecturer in Computer Science in the Department of Computing and Information Technology at the University of the West Indies, St. Augustine Campus in Trinidad and Tobago. He has a Ph.D. in Computer Science. Dr. Mohan was a Fulbright Visiting Scholar to the School of Information Sciences at the University of Pittsburgh. He was the principal investigator of a Microsoft Research funded mobile health project for diabetic patients. He is currently working on several research projects investigating the use of mobile technology to provide on-going education to diabetic patients and to support the learning of mathematics at the secondary level. He presently supervises several postgraduate students in the areas of mobile health, mobile learning, e-learning, and games for learning. Dr. Mohan is also the Chief Examiner of the Caribbean’s CXC CAPE Examinations in Computer Science.

**Claire Bradley** (MA) is a Research Fellow at the Learning Technology Research Institute. For the past 14 years she has worked on a number of UK and European research projects involved in mLearning, eLearning, online communities, multimedia and the general application and evaluation of digital technologies in teaching and learning. She has co-authored a number of journal articles and papers in these areas. Her current interests are in looking at the potential to harness students’ own mobile devices for mobile learning and looking at current student mLearning practice.

**Debbie Holley** (PhD MSc FCILT MCIPS FHEA FRSA) is a Principal Lecturer in the Faculty of Education at Anglia Ruskin University. Debbie uses a range of innovative technologies to engage her students both inside and outside the classroom. She is interested on digital literacies for students, and is part of the JISC funded Anytime Learning Literacies Environment (ALLE) project. Her research interests include second life for educational purposes, web 2.0 technologies for communication and collaboration and the creative curriculum initiative.