About the Contributors

Tatjana Takševa studied Literature and Linguistics at the University of Belgrade, Former Yugoslavia, and the Humanities at York University, Canada. She holds an M.A. and a Ph.D. from the University of Toronto, Canada. Currently, she is Associate Professor at the Department of English at Saint Mary’s University, Canada, where she teaches courses in literature and culture. In addition to having published a monograph on 17th century reading habits in the manuscript medium and models of literary knowledge dissemination, as well as scholarly articles on literary subjects, she is the author of numerous articles and book chapters on ICT, pedagogy, cross-cultural communication and the digital humanities. Her research interests are focused on how different media in historical contexts affect human cognition, as well as cultural models of knowledge creation and dissemination.

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Cheryl Amundsen is Director of the Institute for the Study of Teaching and Learning in the Disciplines and Associate Professor in the Faculty of Education at Simon Fraser University, British Columbia, Canada. She has a long-standing interest in academic development and her research has focused on how academics develop pedagogical knowledge in relationship to their subject matter and the thinking underlying instructional decisions. More recently, she has ventured beyond the focus on classroom teaching to look at the pedagogy of doctoral education and identity development of early career academics (doctoral students, postdocs, and pre-tenure faculty).

Anne Beaulieu is project manager of the Groningen Energy and Sustainability Programme. She joined the University of Groningen following several years as senior research fellow at the Royal Netherlands Academy of Arts and Sciences (KNAW), where she also acted as deputy programme leader of the Virtual Knowledge Studio for the Humanities and Social Sciences between 2005 and 2010. Before that, she investigated the development of neuroimaging and cognitive neuroscience, (PhD University of Amsterdam 2000). In 1999, she was appointed Lecturer in Science, Culture and Communication, in Bath, UK. A dominant theme in Beaulieu’s work is the importance of interfaces for the creation and circulation of knowledge. Past research projects at the KNAW in the area of e-science and e-research focused on data-sharing, on knowledge networks, and on visualisation and visual knowledge. Beaulieu has also done extensive work in the field of digital humanities, on new (ethnographic) research methods and on ethics in e-research.
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**Werner Beuschel** is Professor of Information Management in Brandenburg, Germany, where he started the Business Informatics curriculum at Brandenburg University of Applied Sciences in 1993. He received his Diploma and Ph.D. in Computer Science from the Technical University Berlin. Dr. Beuschel has been involved in CSCL (Computer Supported Cooperative Learning) activities for many years. He was a co-organizer of the Virtual University of Applied Sciences in Germany, which is offering online-curricula since 2001. He worked as a lecturer and was a visiting researcher at the University of California, Irvine, where he is affiliated with the CRADL Lab at the Bren School of Information and Computer Sciences. His current research interests include Web-based learning environments, digital support of creative design phases, and social media in higher education.

**Filip Buekens** (1959) holds a PhD in philosophy and is Associate Professor at Tilburg University (Tilburg Center for Logic and Philosophy of Language) and Professor of Philosophy at the University of Leuven (Belgium). He is currently working on social ontology, applying John Searle’s theory of institutions to religious and anthropological phenomena. His published work also includes articles on the conflict between the scientific and the manifest image, theories of truth and accuracy, and semantics.

**Licia Calvi** is a Senior Lecturer at NHTV Breda University of Applied Sciences (The Netherlands), where she teaches Interactivity and Interaction Design and Media Theory in the Master of Media Innovation. She is Senior Researcher at ICEMER, the International Centre for Experimental Media Effect Research at NHTV where she is responsible for the Casual Medialab as part of the international project on “Biometric Design for Casual Games” she is coordinating since 2010. Her current research interests are in the field of culture and heritage, digital libraries, new media, interaction design and interactivity, interactive art. She is a member of the editorial board of the *International Journal of E-learning, of Social and Humanistic Computing*, and of *Technology Enhanced Learning*.

**Maria Cassella** is Librarian Coordinator at the University of Turin, as well as the Coordinator of the National University and Research Committee of the Italian Libraries Association. She is author or co-author of many scholarly articles, chapters and books published in Italian and in English. Her current research interests are in the fields of digital libraries, open access, scholarly communication, statistics and evaluation, mobile applications. Since 2008 Maria Cassella is part of the working group of the Wiki OA Italia, the Italian wiki on open access. Since 2009 she has been member of the IFLA Standing Committee on Statistics and Evaluation. She is in the editorial board of the *Italian Journal of Library and Information Science*.

**Emily Clark** holds a Master of Science in Information Studies from the School of Information at the University of Texas at Austin with a focus in audio and digital media archives, and a Bachelor of Arts in Ethnomusicology from Oberlin College. She is particularly interested in investigating the use of audio, video, and other media as pedagogical tools for cross-cultural learning and communication. Other academic interests include field recordings, oral history, human rights archives, and intellectual property law in regards to traditional cultural and artistic expression. Emily currently volunteers as a consultant in the archives of a number of non-profit organizations in Chicago, acting on her belief that a lack of government or corporate resources should not prevent an institution from maintaining, developing, and sharing its material culture and history.
Cristóbal Cobo Romaní is a research fellow at the Oxford Internet Institute - University of Oxford. He coordinates research on innovation and knowledge transference, learning and future Internet: KNetworks or SESERV (FP7, European Commission). His research has been acknowledged as Distinguished by the British Council of Economic and Social Research (ESRC), and he received his PhD “cum laudem” in Communication Sciences at Universitat Autònoma de Barcelona. He is the co-author of Invisible Learning (2011). He has been a speaker in 15 countries (+ 2 TEDx).

Laurie Craig Phipps is a continuing faculty member in the department of Business Quantitative Methods at Kwantlen Polytechnic University. He is also currently a PhD student in Educational Technology & Learning Design at Simon Fraser University. His major research interest is the role of dialogue for learning within fully online or ‘blended’ courses in higher education. Other interests include the use of technology in higher education and the role of faculty in promoting learning with and through technology.

Karina van Dalen-Oskam is head of the Department of Literary Studies / Textual Scholarship at the Huygens Institute for the History of the Netherlands, a research institute of the Royal Netherlands Academy of Arts and Sciences (KNAW). She is a literary scholar in the discipline of digital and computational humanities, focusing on stylistic analysis of Medieval Dutch texts and Modern Dutch and English fiction. One of the stylistic elements she analyzes is proper names in modern novels, which she approaches with methods inspired by computational linguistics. She is project leader of eLaborate and of The Riddle of Literary Quality, in which she collaborates with researchers of the Fryske Akademy and the Institute for Logic, Language and Computation of the University of Amsterdam.

José van Dijck is a Professor of Comparative Media Studies at the University of Amsterdam. She has a PhD in Comparative Literature from the University of California, San Diego (UCSD) and previously taught at the Universities of Groningen and Maastricht. Her visiting appointments include MIT, UC Santa Cruz, Concordia University Montreal and University of Technology, Sydney. Her work covers a wide range of topics in media theory, media technologies, cultural memory, social media, television and culture. She is the author/editor of over one hundred articles and eight books, including Manufacturing Babies and Public Consent: Debating the New Reproductive Technologies (New York University Press, 1995); ImagEnation: Popular Images of Genetics (New York University Press, 1998); The Transparent Body: A Cultural Analysis of Medical Imaging (Seattle: University of Washington Press, 2005); and Mediated Memories in the Digital Age (Stanford University Press 2007).

Megan Fitzgibbons is currently a Liaison Librarian at McGill University, where she works with the department of Political Science, the department of Educational Counselling and Psychology, and the School of Continuing Studies language programs to meet students’ and faculty members’ learning and research needs through many facets of library services. Her research interests include learner-centered approaches to teaching, embedded librarianship, Web 2.0 tools for information management, information literacy, and library outreach to diverse populations. She completed her Master of Library and Information Studies degree at Dalhousie University in Halifax, Nova Scotia.

Andrew Flanagin (Ph.D., Annenberg School for Communication, University of Southern California) is a Professor in the Department of Communication at the University of California at Santa Barbara, where he also serves as the Director of the Center for Information Technology and Society. His research focuses
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**Tamara Girardi** is a PhD candidate at Indiana University of Pennsylvania where she is writing her dissertation “It Can Be Acquired and Learned: Building a Writer-Centered Pedagogical Approach to Creative Writing.” She has presented workshops on engaging Twitter as a means of networking with other published authors and publishing professionals such as literary agents and editors for Pittsburgh area writers’ groups and conferences. With a Master of Letters in Creative Writing from the University of St. Andrews in Scotland, she writes young adult fiction that features on fantastical and paranormal elements. She teaches composition courses at Westmoreland County Community College.

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**Lilian Landes** studied Art History and Archaeology at the Universities of Marburg and Munich. In Munich she received the Doctor’s degree with a dissertation about social genre painting in Germany in the 1840s. She joined the Centre for Electronic Publishing at the Bavarian State Library in 2008 after having worked four years at the University of Munich (Collaborative Research Centre “Early Modern Period”). At the BSB she has been a member of the academic editorial team of perspectivia.net. Since 2010 she has been co-ordinating the recensio.net project (review platform for European History). Furthermore she works on themes like open access, academic publishing, and scientific Web 2.0 culture.
Michael Mangus (B.S., University of Pittsburgh) is a graduate student in the Department of Communication at UC Santa Barbara. His research investigates the mechanisms that support dynamic social processes -- such as coordination, cooperation, and trust -- in mediated contexts. Michael holds a B.S. in Information Science from the University of Pittsburgh.

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Miriam Metzger (Ph.D., Annenberg School for Communication, University of Southern California) is an Associate Professor in the Department of Communication at the University of California at Santa Barbara. Her interests lie at the intersection of media, information technology, and trust, centering on how information technology alters our understandings of credibility, privacy, and the processes of media effects.

Ananda Mitra (PhD, University of Illinois) teaches the relationship among human communication, society, culture, and the new digital technologies at Wake Forest University. He has published ten books including his most recent book, *Alien Technology: Coping with Modern Mysteries* (SAGE, 2011), where he argues that most people are increasingly alienated from the tools they use leading to a variety of challenges in everyday life. Professor Mitra is also the inventor of the idea of “narbs” that suggests that digital social media have offered individuals an opportunity to create tiny narrative bits that produce the digital identity of a person. In addition to his work with new technologies, culture, and society, Dr. Mitra also leads students in a summer course in India where the students are offered an immersive learning experience in various parts of India.

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Rebecca Pure (M.A., University of California at Santa Barbara) is a Doctoral candidate in the Department of Communication at the University of California at Santa Barbara, and has completed an external emphasis in Technology and Society. Rebekah’s research focuses on how Internet users manage their uncertainty online regarding information credibility, online aggression, and privacy.

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Frederik Truyen (1961) is Associate Professor at the Faculty of Arts, University of Leuven in Belgium since 1997, where he teaches Information Science and Online Publishing. He holds a PhD in Philosophy (Logic) since 1991, based on a study of Gottlob Frege’s Theory on Object and Concept. He has been Coordinator ICT for Humanities and Social Sciences at Leuven University since 2006 and Head of ICT Services at the Faculty of Arts KU Leuven since 1989. He has been in charge of Digital Humanities at the Institute for Cultural Studies. He is active in the area of ICT at several levels of the University, mostly related to Web technology and E-Learning. He currently chairs the ICT Council for Humanities and Social Sciences, and is involved in many projects on Open Educational Resources. He publishes on E-Learning, ICT Education, and Epistemology.


Christopher Sweet is the Information Literacy Librarian at The Ames Library (Illinois Wesleyan University, Bloomington, IL). He graduated with a B.A. from Augustana College (Rock Island, IL) and a MS degree from Graduate Studies in Library and Information Science program at the University of Illinois (Urbana-Champaign). Christopher’s background includes a wide range of experience in archives, public libraries and community colleges. His current research interests include information literacy pedagogy, the impact of new media on information, and service learning. He is also active in campus and community environmental causes.
Christopher Watts is Director of the Newell Center for Arts Technology and Associate Professor of Music at St. Lawrence University in Canton, New York. A teacher, composer, and media artist, Watts holds the Doctor of Musical Arts degree from the University of Cincinnati. In classes, composition, performance, and writing, Watts explores the relationships among people and the technologies they use. He teaches courses in music technology, composition, digital media art, programming, and physics/perception of music. Recent creative work includes fixed-media pieces as well as live-interactive performances. Watts has published articles on the role of technology in higher education—especially in liberal education and as a vehicle for collaboration—and given numerous conference presentations on related topics.

Rebecca A. Wilson is Associate Professor and Associate Director of the Blough-Weis Library at Susquehanna University in Selinsgrove, PA. She earned her Master’s of Library Science at Florida State University, and her Doctorate of Education at Penn State University. Earlier research focused on students’ use of the Internet for course-related research, an interest that led into her current research on students and their use of social media. In her former position at Penn State, Dr. Wilson participated in the NEH-funded United States Newspaper Program for the State of Pennsylvania, a project designed to locate, catalog and preserve historic newspapers across the country. She currently oversees the internal operations of the Library at Susquehanna University.

Alyssa Wise is Assistant Professor of Education at Simon Fraser University in Vancouver, Canada, associated with the Educational Technology & Learning Design Program. Taking a constructivist perspective on learning, she is interested in the tensions and overlap between current “consumer” and “community” models of interaction in online spaces. Her research examines the design, use, and evaluation of online learning environments with an emphasis on experiences that foster a dynamic interplay between individuals’ trajectories of understanding and groups’ collective development of ideas. In her current work she is focusing on learning in the context of asynchronous online discussions, investigating how learners “listen” to others’ comments, take on different conversational roles, and engage in argumentation and knowledge construction practices.

Joris J. van Zundert is a Researcher and Developer in the field of computational humanities at the Huygens Institute for the History of The Netherlands, a research institute of The Netherlands Royal Academy of Arts and Sciences (KNAW). As a researcher and developer he is interested in the applications and capabilities of digital algorithms for historic and literary analysis. As a Project Manager Joris van Zundert headed several IT infrastructure projects in the humanities domain. He is also Chair of the European ‘Interedition’ project aimed at furthering interoperability and collaboration in digital humanities tool building. Joris van Zundert studied Dutch literature and linguistics at the University of Utrecht (The Netherlands) and specialized in historical literature. In 2005 he was appointed scientific researcher at the Huygens Institute. In 2006 he became Head of the ‘Digital Humanities Software R&D Team’ of the same institute.