About the Authors

Pamela T. Northrup is responsible for all aspects of distance learning at the University of West Florida (USA) including course development, faculty training, student support, marketing the programs externally, and implementation through the online campus. Dr. Northrup holds a PhD in educational research/instructional systems design from Florida State University and has spent her career designing instructional systems. She has led many development efforts for innovative instruction including working with IBM EduQuest to develop children’s software; development of a large system-wide multimedia training system for the Florida Department of Corrections; development of a teacher-based tool, STEPS, that was used for K-12 lesson planning; development of a science education tool, QuickScience™ (patent pending) that has been recently commercialized; eLON™ designed for higher education developers; several online professional development courses for classroom teachers in collaboration with local school districts; over 20 online courses and recently implemented a model and the PDA courses for the U.S. Coast Guard. Most recently, Dr. Northrup was awarded a 1 million dollar congressional earmark to further the mobile learning delivery efforts with the U.S. Navy in Iraq and other remote locations around the world.

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Cathleen S. Alfano manages The Orange Grove Project of the Florida Distance Learning Consortium (FDLC) (USA), assisting in the project’s wider implementation. Ms. Alfano’s background includes thirteen years experience as an instructional designer and project manager with a concentration in the area of distance learning for the past seven years. Before joining FDLC, Ms. Alfano assisted with implementation of Florida State University’s (FSU) distance learning degree programs and managed FSU research grant projects for the U.S. Navy. She holds a MS in instructional systems and a BA in English.

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Charlotte J. Boling is an Assistant Professor at the University of West Florida in the Teacher Education Department. She also serves as a university faculty fellow for the Academic Technology Center at the University of West Florida and a faculty fellow for the Florida Literacy and Reading Excellence program (FLaRE) at the University of Central Florida. Dr. Boling holds degrees from the University of Florida, Johns Hopkins University, and the University of Southern Mississippi. Along with her teaching position, she is a curriculum designer and advisory board member for the Florida Online Reading—Professional Development program (FOR-PD) and content expert and online professional development designer for the Florida Inclusion Network (FIN). Prior to her university experience, Dr. Boling spent thirteen years in the elementary classroom teaching students in Florida, Georgia, Maryland, and DODDS Germany.

Tom Cavanagh has worked on both sides of the academic divide. With a previous career in television entertainment, Dr. Cavanagh is an accomplished instructional designer, program manager, faculty member, and administrator. In the training world, he has developed award-winning e-learning programs for Fortune 500 companies, government agencies, and the military. The projects described in this chapter were produced while he was with the Florida Space Research Institute. Currently, he is the director of online course design and production for Embry-Riddle Aeronautical
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**David B. Dawson** develops collaborative instructional design and development tools. He has contributed to the creation of several performance support tools including one for which he is co-inventor in its patent, and one recently adopted University-wide for the development of Web and mobile technology degree programs. Research interests include instructional design support tools and reusable learning object instructional delivery systems. He is also interested in expert knowledge elicitation and documentation through database-driven Web interfaces. Dr. Dawson earned a BA at Florida Atlantic University, an MA from the University of Michigan, and an EdD in Instructional Technology from the University of West Florida (USA).

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**Michael J. Hannafin** is the Charles H. Wheatley-Georgia Research Alliance Eminent Scholar in Technology-Enhanced Learning and professor in the Department of Educational Psychology and Instructional Technology at the University of Georgia (USA). He directs the Learning and Performance Support Laboratory (LPSL), an
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**Tom Hapgood** teaches interactive design in the University of Arkansas (USA) Art Department (2005 to present). Before coming to the University of Arkansas, he worked in a digital arts research and development lab at the University of Arizona and taught there in the School of Art. Dr. Hapgood has presented at Siggraph, New Media Consortium (NMC), Museums and the Web, International Digital Media and Arts Association (IDMAA) and will be presenting soon at College Art Association’s (CAA) annual conference. His interests include typography, “Web 2.0,” motion graphics, information design, radio frequency identification (RFID), XHTML/CSS, and Pachyderm. Dr. Hapgood has a degree in journalism and a Master of Fine Arts from the University of Arizona.

**William T. Harrison Jr.** is the Web and systems administrator for the Academic Technology Center at the University of West Florida (USA). His academic focus is in the area of instructional technology and learning objects with an emphasis on usability, accessibility, and re-usability. He is currently conducting research on the design and delivery of college-level courses using a personal digital assistant (PDA) in support of a joint U.S. Coast Guard and University of West Florida project as well as in an additional initiative with the U.S. Navy. He has been developing and conducting online instruction for the past seven years and has expertise in numerous Web development and computer networking technologies. He is a currently on active duty with the U.S. Navy.

**Susan L. Henderson** is the associate executive director of the Florida Distance Learning Consortium (FDLC) (USA), working with Florida’s post-secondary institutions to leverage resources, facilitate cooperation, and develop statewide initiatives. She directs FDLC’s Orange Grove Project, a standards based K20 learning object repository for the state of Florida. Ms. Henderson has worked with committees of the Academic ADL Co-Lab, the Online Community Library Center, the Southern Regional Education Board, and MiCTA and collaborated on numerous publications related to learning objects, technical standards, and metadata. A technology and e-learning consultant, Ms. Henderson holds an MS in instructional systems and a BA in psychology and Asian Studies. She is currently directing a Fund for the Improvement of Postsecondary Education (FIPSE) project related to dissemination of repositories.
Janette R. Hill is an associate professor at the University of Georgia (USA), College of Education, Department of Educational Psychology and Instructional Technology. Prior to coming to the University of Georgia, Dr. Hill held academic appointments at the University of Northern Colorado and Georgia State University. Dr. Hill’s research interests include community building, resource-based learning and Web-based learning environments. Dr. Hill holds a master’s degree in library and information science and a doctoral degree in instructional systems design, both from Florida State University. Her articles have appeared in research and professional publications including *Educational Technology Research and Development* and *The Internet and Higher Education*.

Kira S. King is a freelance instructional systems designer who focuses on developing engaging and interactive learning environments using both computer-supported and face-to-face training. Her training includes a PhD in instructional systems technology from Indiana University (USA) and an MA in computers and education from Teachers College, Columbia University. Dr. King’s special interest is in harnessing creativity and storytelling to create impactful instruction that situates learning into real world contexts. Her areas of expertise include: simulation and scenario development, SCORM, and media design. Dr. King has consulted in a wide variety of areas, including the military (modeling and simulation, emergency management, and medical training), corporate learning (guest programs and employee training), and non-profit (museum learning evaluation). She has also taught as an adjunct professor, and also as a K-5 elementary school computer teacher. She can be reached via the Internet at ksing@iag.net.

Rosemary M. Lehman is senior outreach/distance education specialist at Instructional Communications Systems (ICS), University of Wisconsin-Extension (USA) and manager of the ICS instructional design team. She holds a PhD in distance education/adult learning, and a master’s in television/media critique. She authored *The Essential Videoconferencing Guide: 7 Keys to Success* (2001, ICS/ UWEX) and edited *Using Distance Education Technology: Effective Practices* (2002, ICS/ UWEX.) Her research interests focus on the relationship of perception/cognition/emotion to distance education instructional design, educational applications for media/technology, and the development/integration of learning objects. Rosemary has keynoted and presented at statewide, national, and international conferences. She was co-keynoter with Simone Conceição, at the Gallaudet University Videoconferencing Conference (2002).

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**Elspeth McCulloch** is the director of e-learning for Brevard Community College. She has worked in e-learning for over five years and in higher education for over 10 years. She has experience in student advising, LMS administration, faculty development and training, strategic planning and e-learning logistics. She has written several articles, has made numerous conference presentations; and most recently has developed a comprehensive, facilitated online orientation for new online students. Current areas of interest include Web 2.0 technologies, learning objects, student retention and open source learning management systems. McCulloch has a BA from the University of Waterloo and is pursuing graduate studies at Athabasca University.

**Ed Morris** is a senior lecturer in the School of Computer Science and Information Technology at RMIT University, Melbourne (Australia). As the inaugural online programs leader (2001-2003), he contributed to the development and delivery of first generation online courses. Specifics include a learning management model with demonstrable cost-effectiveness and educational effectiveness. Successful outcomes include an online course portfolio for Open Learning Australia (now Open University Australia) and a tendered learning management architecture for the African Virtual University. Morris has also contributed research in computer ethics, specifically a methodology for analysing ethical issues in cyberspace. He is the lead author of *Information Technology Issues: Ethical and Legal*.

**Christine H. Olgren** is director of the distance education certificate program, School of Education, University of Wisconsin-Madison (USA). She is responsible for program management, instructional design and development, teaching, evaluation, and marketing. She has taught online (1995 to present) and has developed courses for both collaborative and self-paced learning. Her research interests include learning strategies and the cognitive, metacognitive, and motivational aspects of learning with technology. Dr. Olgren recently completed a three-year FIPSE grant as co-project manager to develop and evaluate learning objects for online instruction.

**Kevin Oliver** is an assistant professor of instructional technology at North Carolina State University in Raleigh (USA). He holds a PhD in instructional technology from
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**Patricia Ploetz** is interim director of the Center for Academic Excellence and Student Engagement at the University of Wisconsin-Stevens Point (USA). She is responsible for developing and maintaining a faculty-driven resource center, the Center for Academic Excellence and Student Engagement, that promotes discussion on issues and trends concerning teaching and learning, provides opportunities for interdisciplinary collaborations, and sponsors professional development workshops, seminars, and brown bags, etc., on teaching, learning, assessment and online technologies for UWSP faculty. Patricia’s research interests include teaching and learning with technology and changing faculty roles in a knowledge economy. Patricia was co-project manager for a FIPSE grant that investigated the instructional use of learning objects using standards in online instruction (2002-2005).

**Karen L. Rasmussen** is the chair of engineering and computer technology, which houses graduate instructional and performance technology programs at the University of West Florida (USA). She has worked extensively in creating Web-based learning environments for online learners through development of academic programs, support systems, and learning object content repositories. She has co-authored a textbook on e-learning and is a co-inventor of two software systems.

**Arthur Recesso** is an associate research scientist in the Learning and Performance Support Laboratory (LPSL). His research centers on evidence-based methods and tools for decision making. His most recent efforts involve developing a four-stage systematic methodology to support assessment and improvement in performance, practice, and organization structures. The methodology has been instantiated in the video analysis tool (VAT), a Web-based system that enables user to collect evidence from remote locations, interpret it and take a course of action. The evidence-based methods and tools are currently being used in teacher preparation, leadership supervision, and assessment of teacher practices to support growth and development.

**Robert R. Saum** holds degrees in psychology, biblical studies, and ministry. As a youth, he created gadgets from dismantled household electronic appliances. In 1980, with screwdriver in hand and television in sight, he was promptly promised a computer, preempting his plans. He developed an immediate connection with computers. Since then he has built and fixed computers, and conducted nearly 300
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**Argiris Tzikopoulos** is a research associate of the Informatics Laboratory of the Agricultural University of Athens (Greece) (2004 to present). His first degree is in technology education and digital systems (2003) and he also holds a master’s degree in e-learning (2006), both from the University of Piraeus (Greece). Currently, Mr. Tzikopoulos is a PhD candidate in the Informatics Laboratory of the Agricultural University of Athens, in the field of knowledge management systems. His main research interests are related to intelligent educational multimedia, learning objects and metadata, and online technologies that may support learning communities.

**Riina Vuorikari** is currently pursuing her PhD in the K.U. Leuven (Belgium). Additionally, she works in European Schoolnet (Belgium) where she has been dealing with the issues related to digital learning resources, quality, repositories and various aspects of semantic and technical interoperability within a network of European educational authorities (2000 to present). She has a master’s degree in education from University of Joensuu (Finland), and a postgraduate degree in hypermedia from Paris 8 (France). Her main research is actually focused on social information retrieval and how it can enhance the discovery and reuse of learning resources.