About the Contributors

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**Camelia Cmeciu** is an Associate Professor in the Department of Communication Studies at the Danubius University of Galați, Romania. Her research interests cover semiotics, organizational, and political communication, advertising discourse, and linguistics. Camelia is the author of *Strategii persuasive în discursul politic* (*Persuasive Strategies in Political Discourse*, 2005, Universitas XXI, Iași, Romania) and *Semiotici textuale* (*Textual Semiotics*, 2011, Institutul European, Iași, Romania). She is the editor-in-chief of the journal *Styles of Communication*. Her work on social semiotics, organizational discourse and political discourse appears in academic journals like *Semiotica, Public Relations Review, International Journal of Humanities and Social Science, European Legacy: Towards New Paradigms, and Journal of Media Studies*.

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Belgium, Help Our World from Brazil, Coca-Cola in Romania, and Deloitte in the USA. She is also an Advisory Board member of the Social Media Global Education Connection Project (SMGECP), an education initiative of the Social Media Club (founded by Chris Heuer) focused on improving the quality of Social Media education in universities and empowering its community of Social Media professors.

Derek E. Baird, M.A., B.A. Brigham Young University, M.A. Pepperdine University, is an Educational Technologist and Digital Media Strategist specializing in the design of multi-platform experiences focused on kids, learning, and digital media. He is currently Director, Consumer Product Management at Disney Interactive. Recently he partnered with Facebook to co-author, Facebook for Educators (http://facebookforeducators.org/educators-guide), the official guide to help teachers learn how to integrate Facebook into their classroom. Derek has published articles on education technology, social media and online communities in several publications, including: Campus-Wide Information Systems, The Journal of Education Technology Systems, Ypulse.com, and Didactics World. He has also presented at educational technology events including the National Science Digital Library (NSDL) Conference, Anti-Defamation League (ADL) Conference on Cyberbullying and American Federation of Teachers (AFT) Technology Conference. Derek received his M.A. in Education Technology from the Graduate School of Education and Psychology (GSEP) at Pepperdine University and holds Masters Certificates in both Project Management (University of Utah) & Online Digital Strategies (University of San Francisco).

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Maria-Jesus Diaz-Gonzalez holds a PhD in Communication (University of Navarra) and a Master Degree in Education and New Technologies e-Learning (Universitat Oberta de Catalunya UOC). She is now a Lecturer at the School of Communication Sciences at the Universidad A Coruña. She had previously taught at the School of Communication at several Spanish universities, Universidad de Navarra and IE University, among others. Her main teaching subjects are Media Economics and Management of Cultural Industries. From 2008 she has been using Internet and e-Learning methodologies in her teaching. She is part of a research group at Instituto de la Comunicación, at Universidad Autónoma de Barcelona (InComm UAB) and she has a long standing research experience in university-business collaboration projects developed at Universidad de Navarra and IE University.

Luciana Duranti is Chair of the Archival Studies Master’s and Doctoral programs at the School of Library, Archival and Information Studies of the University of British Columbia, and a Professor of archival theory, diplomacy, and the management of digital records. She is also Affiliate Full Professor of the iSchool of the University of Washington. Dr. Duranti is Project-Director of InterPARES, the largest research project on the long-term preservation of authentic electronic records; Principal Investigator
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in three other related projects: “Digital Records Forensics,” “Universities Institutional Repositories: Copyright and Preservation,” and “Records in the Cloud,” and Co-investigator in the “The Law of Evidence in the Digital Environment” project. She is a member of the UNESCO International Advisory Committee of the Memory of the World Program; and has been honored with several research prizes, such as the Emmett Leahy Award, the Government of British Columbia Innovation Council Award; the Killam Research Prize; the Jacob Biely Research Prize, and the ARMA Foundation Award for Academic Excellence.

Martin Ebner is currently head of the Department for Social Learning at Graz University of Technology and therefore responsible for all university wide e-learning activities. He is an Associate Professor of Media Informatics and works also at the Institute for Information System Computer Media as Senior Researcher. His research focuses strongly on e-learning, mobile learning, learning analytics, social media, and the usage of Web 2.0 technologies for teaching and learning. Martin gives a number of lectures in this area as well as workshops and talks at international conferences.

Manuela Epure is a Professor at the Faculty of Marketing and International Business, Spiru Haret University, Romania, with 22 years of academic career. She has become in 2007 a full member of Chartered Institute of Marketing, UK, and a full member of Academy of Marketing, UK and elected in 2009 as Vice-president of the Alliance of Central-Eastern European Universities. Author and co-author of 11 textbooks, 6 distance learning course materials and more than 32 articles in Romanian and foreign scientific journals, getting involved in two EU COST research networks, being rewarded in 2004 with the second prize for special merits in education by the Romanian President.

Miikka Eriksson is a Post-Doctoral researcher in the Centre for Media Pedagogy at University of Lapland (Finland). He received his MS and PhD degrees in Biology from the University of Joensuu (Finland) in 2003 and 2007, respectively. Since his graduation he has also been working as a teacher in comprehensive and secondary school and as a researcher at the Finnish Forest Research Institute. In the educational context he has previously studied the use of laptops in higher education. His current research interests include the use of mobile technologies and social media tools in educational context.

Antonella Esposito has been an e-learning practitioner since 1996. She led the CTU (E-learning university center) of the University of Milan for seven years. Currently she is a PhD candidate in the E-learning program, Open University of Catalonia (UOC), working on a project focusing on doctoral e-researchers and new forms of research apprenticeship. In 2011 she was awarded the MRes in Educational and Social Research (Institute of Education, University of London), by submitting a dissertation on the interplay of digital scholarship and open scholarship practices of researchers in an Italian university. Her main research interests refer to social media in higher education, research ethics in online settings, issues related to emerging forms of academic scholarship and innovation in doctoral pedagogy. Among the most recent and forthcoming publications there are book chapters such as “Social media e didattica universitaria: tensioni e casi studio nel panorama internazionale.”
Mercedes Fisher, PhD, is currently Associate Dean Business and Information Technology at Milwaukee Area Technical College. Her expertise lies in the intelligent use of technology for learning and development, designing collaborative learning models in Web-based environments, and project-based learning. In March 2002, Fisher was named Fulbright Senior Specialist Scholar by the Council for International Exchange of Scholars, a position she held for five years. Recently, she has worked with grants from the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, Microsoft Corporation, the U.S. Department of Education, Technology Literacy Challenge, and the Wisconsin Department of Public Instruction. In 1997, she was selected as an International Group Study Exchange Team Member to study the development of online teaching and learning resources in Denmark and Germany. In January 2004 she published “Designing Courses and Teaching on the Web: A ‘How to’ Guide to Proven, Innovative Strategies.”


David Fonseca was born in Barcelona, Spain, 21/08/1973. He has earned Technical Telecommunication Engineer (Ramon Llull University -URL-, Barcelona, Spain, 1998), Degree of Audiovisual Communication (Open University of Catalonia –UOC-, Spain, 2006), Master’s of Science (URL, Barcelona, Spain, 2007), and finally, he presented his PhD Thesis title: “User’s Emotional Evaluation of the Architectural Imagery Experience according to the Visual Environment” (URL, Barcelona, Spain 2011). As a member of the research group Media Technologies Department (DTM) of La Salle (2005-2011), he has focused his research on HCI projects. He is a Main Educational Tutor of Architecture Degree La Salle (Barcelona, Spain), and with publications in: User Experiences and differences in viewing architectural images with various interfaces in International Journal of Creative Interfaces and Computer Graphics (IJCICG, 2011); book chapter: Multimedia Edutainment: Designing Professional Profiles, in Multimedia in Education, Adaptative Learning and Testing (Singapore, World Scientific Publishing, 2010); and other international Latin journals as well as chapter books.

Almudena González Del Valle Bren has been teaching in the field of Marketing, Communications, and Media regulation in several Spanish and British universities for the past decade. She is now teaching online for Universidad Internacional de la Rioja (UNIR), Instituto de Posgrado (IEP) and Bureau Veritas (BVBS), in Spain. She holds a Ph. D. in Communications (University of Westminster), a M.A. in Communications (The Annenberg School for Communication, U. of Pennsylvania) and is a Business Administration graduate from ICADE (Universidad Pontificia Comillas). She worked in media marketing both in Spain and in Italy, at Publiespaña S. A. Other professional experience includes free-lance research for the Advertising Association in the UK, which resulted in the publication of a report on children’s advertising regulation in the EU. Her research focuses on social media and mass media, CSR communication and European media policy and advertising laws for television.
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Olena Goroshko is Professor of Linguistics and Sociology of Communication, chairperson of Cross-Cultural Communication and Modern Languages Department at National technical University “Kharkiv Polytechnic Institute” (Ukraine). Goroshko’s professional interests cover psycho-sociolinguistics, gender and Internet studies, CMC, e-learning 2.0. She is the author of many articles and four books on sociolinguistics, gender and Computer-Mediated Communication. Goroshko’s works appeared in The Handbook of Research on Virtual Workplaces and the New Nature of Business Practices, Russian Cyberspace Journal, Yezyk@multimedia, Linguistica Computizionale, Gendered Transformations in New Media and the Wiener Slawistischer Almanach, among others. She teaches MA courses in Sociology of Internet, Sociology of Mass Communication, Gender Studies. She participates in a number of international projects as Oxford Colleges Hospitality Scheme, Joint Russian - German Project “Russian Cyberspace” (Developer of Distance Learning Module and Researcher on Gendered Facets of RuNet) sponsored by Volkswagen Foundation (Germany), etc.

Gabriela Grosseck is Associate Professor in the Department of Psychology at the West University of Timisoara, Romania. She received her PhD in 2006 with a thesis on marketing on Internet. She has particular expertise in ICT in education (teaching, learning and researching), a solid experience in students’/teachers’ training both f2f and online environments. Her research interests cover main aspects of Web 2.0 tools and technologies in education, collaborative aspects and proper use of social media (by teachers, students, researchers, policy makers and other educational actors). She is also an editor-in-chief of Romanian Journal of Social Informatics, an author of many articles in the field of e-learning 2.0, a speaker at different international events, a workshop organizer and a member of editorial committees (journals and conferences).

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Lori B. Holcomb is an Assistant Professor of Instructional Technology in the department of Curriculum, Instruction, and Counselor Education at North Carolina University. Dr. Holcomb earned her doctoral degree from the University of Connecticut in Cognition and Instruction with an emphasis in Learning Technologies. Her research emphasis is governed by the integration of technology into teaching and learning. Dr. Holcomb has focused her research on distance education and emerging technologies. Her research in these areas provides empirical support that expands our understanding of emerging technologies and how they can be utilized to support learning and communication in distance education courses.

Charlotte Holland is Chair of Undergraduate Studies in the School of Education Studies at Dublin City University. She actively lectures, undertakes research and publishes at national and European levels in the areas of Information and Communications Technologies, Education for Sustainability, curriculum
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Carmen Holotescu teaches for the Computer Science Department of Politehnica University of Timisoara, Romania, having a large experience in using Social Media / Web2.0 technologies in education and collaboration. She has participated in many European projects, and has written papers and books/ebooks related to eLearning, Web2.0 technologies, teacher training. Carmen is also the Director of Timsoft, a company specialized in eLearning and mobile applications, and a certified online instructor for University of Maryland University College, USA since 2001.

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Miriam Judge is Program Chair of the BSc in Multimedia Studies in the School of Communications at Dublin City University (DCU), Ireland. In addition to lecturing on both the Masters and undergraduate programmes in multimedia Dr Judge regularly undertakes research in the area of ICT in Education. She has managed a number of national research and evaluation projects in this field on behalf of the National
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Centre for Technology in Education, the Department of Education and Science and IBM Ireland. These include the Wired for Learning Project (2001-2003), the Dundalk Learning Network (2003-2004), the Interactive Whiteboard Project (2005-2007) and the Hermes Thin Client Project (2004-2009). More recently, Dr. Judge has become active in the area of Education for Sustainable Development (ESD) and is currently involved in two EU projects in this area along with partner universities in Europe and the Middle East.

Matthew J. Kruger-Ross completed his BS in Middle Grades Education from NC State University in May 2005. Matthew stepped into the classroom at an independent Quaker school called Carolina Friends School in Durham, North Carolina where he taught math, music, and technology in the middle school. In May 2009, he chose to leave CFS and pursue advanced degrees in Educational Technology, Philosophy, and Critical Studies. In May 2012, Matthew completed his Masters of Science in Instructional Technology at NC State University in Raleigh, North Carolina. He is currently a Doctoral student in the Curriculum Theory & Implementation: Philosophy of Education program in the Faculty of Education at Simon Fraser University. His research interests include educational technology, Web-based tools and learning, educational philosophy, transformative learning, and critical studies.

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Francesc Pumarola is an expert in Internet issues with over 14 years of work experience in the field. He is Director at Gugleando (agency specializing in digital marketing) and academic director of the Master Degree in Social Media and Digital Marketing at IFFE Business School (http://www.iffe.es). He also writes a blog about these issues: Gugleando por la red (http://www.gugleando.com/blog/). From 2006 to November 2011 he was Head of Internet Area at La Voz de Galicia (newspaper) where he
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Elizabeth Shaffer is a Doctoral student at the School of Library, Archival, and Information Studies of the University of British Columbia from which she received a Master’s of Archival Studies degree in 2009. She is a researcher on the InterPARES (International Research on Permanent Authentic Records in Electronic Systems) 3, the “University Institutional Repositories Copyright and Long-Term Preservation,” “Records Management and Peer-Reviewed Journals: An Assessment,” and “Tweeting the Government: e-Government” research projects. Her dissertation research focuses on record creation in social media/networking environments and its implications for archival theory, recordkeeping and information policy. She has presented at national and international conferences on issues related to digital preservation and copyright, web 2.0, social networking, and policy development.

Laurențiu Șoitu, PhD, is Professor at the Faculty of Psychology and Education Sciences, “Alexandru Ioan Cuza” University of Iași, Romania. He is teaching special courses in the organization of scientific research and performs teaching activity with undergraduate, MA, and Doctoral students. Laurențiu Șoitu is involved in: coordination of training activities for teachers in higher institutions; coordination of work of first degree teacher candidates, coordination of assessment activities of skills acquired through formal, non-formal, and informal education. Among his areas of competences are educational communication, strategies of communication in adult education, mass-media and cultural integration, and conflict mediation.

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Hanna Vuojärvi is a researcher in the Centre for Media Pedagogy at the University of Lapland (Finland), where she also received her Master’s degree in Education in 2003. Since graduation, she has worked as a Lecturer of Information Technology, Project Manager, and Researcher at the same university. Her PhD studies and recent research interests include the use of mobile technologies in vocational tourism education and in the creation of and learning in personal learning environments in higher education.

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