About the Contributors

Youngkyun Baek is a Professor and Director of Game Studio at Department of Educational Technology at Boise State University. With a background in both computing and education, he is interested in research and design of educational games, especially mobile games. His research focuses on the design, implementation, and evaluation of games of learning.

Nicola Whitton is a Research Fellow at Manchester Metropolitan University. With a background in both computing and education, she is interested innovative ways in which to engage students in learning, particularly in the context of Higher Education. Her research focuses on the design, implementation, and evaluation of games for learning, the use of technologies to support learning, and the used of student-centered and play-based learning methods.

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Terence Ahern is an Associate Professor in Instructional Design and Technology in the College of Human Resources and Education at West Virginia University. He received his doctorate from Penn State. His research interests are in the use of instructional technology in the classroom. He has published extensively in the areas of distance education and social network media. Further, he is a Software Engineer and has created the IdeaWeb and RedPencil Web-based applications. He has researched these applications and is interested in the use of the technology to further collaboration and foster interaction within learning environments. Currently, he is using his expertise in instructional design and programming to create game-based learning environments for the middle school classroom.

Mete Akcaoglu is a Ph.D. student at the Educational Psychology and Educational Technology Program at Michigan State University. His current research interests include, but are not limited to, gaming in education, distance education theories and their practical applications, educational policy, and comparative international
education research. Previously, he worked with a team of creative individuals on creating an online MMORPG, Zon, which aims to teach Chinese to learners from all over the world. Recently, he is interested in using object-oriented game design platforms (i.e. Microsoft Kodu) as a scaffold for fostering higher order thinking skills (i.e. problem solving) in middle school settings. To this end, he both worked at summer and after school camps in the US, and created an academic summer camp teaching kids how to design games in Turkey.

**Kate Anderson** is a Lecturer in Science Education at the University of Sydney. She was also involved as an ICT Pedagogy Officer on the Australian Teachers for the Future Project. Prior to her role at Sydney University, Kate worked as a Head Teacher of Science and she has extensive experience as a secondary science teacher. Kate’s areas of research lie in science education, inquiry-based learning and pre-service teacher training. Her Doctoral research focuses on the nature of science and inquiry learning.

**Stănescu Ioana Andreea** is a Researcher at the Advanced Distributed Learning Partnership Laboratory established at CAROL I National Defence University in Bucharest. She also works as a Project Manager at Advanced Technology Systems, Romania. Her research focuses on game ecosystems, game-based learning, interoperability and semantics, decision support systems, knowledge management, mobile technologies, translation software, and creative learning. She is an ICT evaluator within the Joint Call SEE-ERA.NET PLUS and a member of the European Association for Language Testing and Assessment (EALTA). Since 2009 she is the Manager of the eLearning Think Tank Initiative that reunites over 25 researchers that operate at international level in the field of educational technology. She has been involved in the development and management of national and international RDI initiatives and currently activates within several European projects: the European Game and Learning Alliance (GaLA) Network – leading the technical Committee on Interoperability and Semantics; Game-Enhanced Learning (GEL).

**Antonio Ascolese** earned a PhD in “Subjective well-being, health, and cross cultural communication” at Milano-Bicocca University. He graduated in Developmental and Communication Psychology (Master’s degree) in 2006 at the Catholic University of Milan. He completed a post-doc as Researcher on serious games at CESCOM (Centre for Research in Communication Science) at Milano-Bicocca University. Presently, he’s working at Imaginary SRL, as Project Manager on serious games. His research interests include positive psychology, psychology of nonverbal communication, psychology of emotion, and learning processes in simulated environments. He is a Chartered Psychologist since 2007.
About the Contributors

Michelle Aubrecht is a game based learning specialist. She is making a multi-disciplinary educational video game about the Newark Earthworks. On this project, she is the coordinator and environment artist and part of the game development team. This project is funded by the National Endowment for the Humanities. In addition, she is the project coordinator for Earthworks Badges. In conjunction with Digital Watershed, she is developing an interactive badge system and website funded by HASTAC Digital Media and Learning competition 4. She also designed and hosted the game-based learning area for eTech Ohio’s 2012 conference.

R.S. Aylett has actively researched Artificial Intelligence for 20 years, starting at the AI Applications Institute at University of Edinburgh in 1989. She researches architectures for virtual agents, with particular emphasis on affective components. Professor Aylett coordinated the highly successful EU IST Framework V project VICTEC and currently coordinates the FP6 IST project eCIRCUS. She also coordinated the EU Asia-Europe IT&C project ELVIS – Empathic Learning with Virtual Interactive Synthetic characters. Professor Aylett has over 130 publications in journals, book chapters, and refereed conferences, and is the co-chair of the international workshop Intelligent Virtual Agents.

Christina Badman is the Dean of Curriculum and Middle School Language Arts Teacher (6th-8th grade) for Sacred Heart Interparochial School in Pinellas Park, Florida. She has her Bachelor’s degree in Elementary Education from Wright State University in Dayton, Ohio and her Master’s degree in Curriculum and Instructional Technology from Grand Canyon University in Phoenix, Arizona. Christina has been teaching for sixteen years and is always looking for ways to improve and further guide students through the learning process. She has been integrating the Wii gaming system into her curriculum for the past two years and is constantly amazed by the increased student engagement, excitement, and achievement the game lessons and units yield. Christina and co-presenter, Matthew DeNote, have presented about the topic using games in the classroom at both the Florida Educational Technology Conference in January 2012 and the 4T Virtual Conference in May of 2012.

Johannes Biba worked several years as primary school teacher after finishing his studies to obtain a degree as primary school teacher. Then he started his studies at the University of Vienna in Psychology and Pedagogy. After finishing his Dissertation, he is working now as a psychologist and professor at the University College of Teacher Education Vienna and lecturer at the Private University of Health Sciences, Medical Informatics and Technology, UMIT.
About the Contributors

**Catarina Calado** received her degree in Psychological Sciences from Faculdade de Psicologia e Ciências da Educação, Universidade de Coimbra, in 2008. Subsequently, she defended her Master’s of Psychology on the topic of vocational identity at the University of Coimbra, in 2010. Presently, she works as a Psychologist in Akademia. Research interests are in experiential learning, cognitive science, and neuropsychological bases of learning.

**Jos Darling** is a Senior Lecturer and the Department of Mechanical Engineering Director of Learning and Teaching. His research is in the area of vehicle dynamics and engineering education, specialising in three-wheeled vehicle dynamics and game-based learning.

**Matthew DeNote** is the Director of Technology for Espiritu Santo Catholic School in Safety Harbor, Florida. He has a Bachelor’s degree in Elementary Education from Barry University in Miami, Florida and his Master’s degree in Curriculum and Instructional Technology from University of Florida in Gainesville, Florida. Matthew has been teaching and facilitating the integration of technology in schools for nineteen years and is currently focusing on implementing a 1 to 1 program at his school with middle school students. He has been utilizing the Nintendo Wii gaming system into multiple curriculums for the past three years and has been successful in integrating this gaming platform into different school environments. Matthew and co-presenter, Christina Badman, have presented about the topic using games in the classroom at both the Florida Educational Technology Conference in January 2012 and the 4T Virtual Conference in May of 2012.

**Andy Diament** is a Senior Lecturer of AS/A2 physics at Penwith College of Further Education. Andy Diament and is also an experienced user and deliverer of e-learning.

**Angela Dowling**, originally from Racine, Wisconsin, earned a BS in Life Sciences from the University of Wisconsin. She also attended West Virginia University where she earned a MA in Secondary Education and an EdD in Instructional Design and Technology. She currently is in her 19th year at Suncrest Middle School in Morgantown, WV and teaches 8th Grade Science. Dowling has collaborated in the writing of several grants including a $30,000 Tech Connect grant and a $10,000 Toyota Tapestry grant. Dowling has presented at various state and national level educational conferences, including the West Virginia Science Teachers Association Conference, the West Virginia State Technology Conference, the International Society for Technology in Education Conference, and the Society for Information Technology in Teacher Education Conference.
About the Contributors

Benjamin Drew is a Senior Lecturer in Mechanical and Motorsport Engineering at the University of the West of England, in Bristol.

John Dudley is Manager of the Motor Vehicle College of Vocational Education. He teaches science and maths to engineering students. He has received funding from Eduserv to review resources for motor vehicle tutors and to publish web based tutor guides relating to a number of vocational courses.

Cristina Ferreira received her degree on Communication Sciences from Faculdade de Ciências Sociais e Humanas at Universidade Nova de Lisboa, in 2000. Subsequently she defended her post graduate on education sciences, on the topic of analysis and intervention in education, at the University Nova de Lisboa, in 2008. Presently she works as Pedagogical Director in Akademia. Research interests are in the impact of virtual environments in learning contexts. Some current work includes the development of an online study platform.

Vilma Galstaun is a Lecturer in ICT in the Bachelor of Education and Master of Teaching programs at the University of Sydney. In recent years, she has systematically redesigned core technology units to capture some of the essential qualities of knowledge required by teachers for technology integration in their teaching. Prior to her appointment at the University of Sydney, Vilma was Senior Curriculum Officer for Primary Education at the NSW Board of Studies. She is a former primary school teacher with a broad range of leadership experience in primary education and professional learning. She is currently completing her PhD studies at Macquarie University. Vilma’s Doctoral research investigates curriculum development processes and the role of stakeholders.

Carl Gavin is a Senior Lecturer and Deputy Director of the Managing Projects executive education programme at Manchester Business School. He founded Lateral Visions, a Serious Games software company that developed ‘Racing Academy’ and was Managing Director of the company for nine years.

Roxana Hadad, as Director of Math, Science, and Technology at the Chicago Teacher’s Center at Northeastern Illinois University (CTC@NEIU), designs, develops, and implements STEM (science, technology, engineering, and math) program services for Chicago-area students and teachers. She is currently a Doctoral student in Educational Psychology at the University of Illinois at Chicago. Her research focuses on increasing the number of students from underrepresented populations in the field of computer science. Roxana received her Master’s degree in Interactive Telecommunications from New York University’s Tisch School of the Arts and
has a Bachelor’s degree in English and Spanish from the University of Illinois at Urbana-Champaign. She has been named an Adobe Education Leader, a Google Certified Teacher, an NYU Graduate and Professional Opportunity Fellow, and a National Hispanic Foundation for the Arts Fellow.

Chris Haskell, with experience as a Music Educator, an M.S. in Educational Technology (Boise State, 2008), and an Ed.D. in Education, Curriculum and Instruction, Foundational Studies (Boise State, 2012), Dr. Chris Haskell has been teaching as a Clinical Assistant Professor in the Department of Educational Technology at Boise State University since 2007. In addition to teaching, he is an active presenter at conferences throughout the West sharing his knowledge and interest in online learning and education through social networks, virtual worlds, and gaming.

Brian Herrig is a seventh and eighth grade Technology Education teacher at Canonsburg Middle School, a 2011 Pennsylvania Don Eichhorn and National Schools to Watch middle school located in Canonsburg, Pennsylvania. He earned his Bachelor of Science in Education from California University of Pennsylvania in 2003 and his Master of Arts Teaching from California University of Pennsylvania in 2012. His research interests include cyber safety and middle level education. His publications and presentations include the incorporation of programming into middle level Technology Education and the implications of cyber safety for students and parents.

Danielle Herro is an Assistant Professor of Digital Media and Learning at Clemson University; she was formerly an Instructional Technology Administrator in the Oconomowoc Area Schools in Wisconsin. Danielle has worked as classroom teacher, Technology Resource Teacher, and Coordinator. Her research interests involve examining the influence of social media, games, and emerging technologies on learners and finding ways to help teachers and students connect relevant, engaging tools to learning. Danielle has extensive experience writing, implementing, and evaluating content-focused technology curriculum in K-12 schools. She recently served as chair of Wisconsin’s Department of Education Curriculum and Assessment Digital Advisory Committee and as a lead participant in the Consortium for School Networking (CoSN) Leading Edge Schools cadre.

Christopher Horne is currently a Lecturer at Forth Valley College, a Further Education college located in Central Scotland. He has been working within Further Education for the past 10 years, where he specialises in Sport and Fitness studies. Previously, Chris worked as a Web Developer and Animator for a number of international blue chip clients. He recently graduated from Edinburgh Napier University
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with an MSc in Blended and Online education, and during those studies developed
a keen interest in combining both elements of both aforementioned vocations in
order to help foster the encouragement of utilising Technology Enhanced Learning
within non-classroom based educational environments. This has led him to focus to
his current academic study and development within the fields of blended learning,
mobile learning, exergaming, and games based learning.

Ioanna Iacovides is currently working on a project investigating ways to improve
the safety of interactive medical devices. Her research is focused on understand-
ing errors that occur when using devices such as infusion pumps and developing
methods to evaluate usability in this context. Previously, she has been involved in
researching digital games with respect to considering how learning and involvement
come together in practice.

Helene Jennings is a Senior Fellow at ICF International, responsible for con-
ducting and overseeing research and evaluation studies. She has over 25 years of
professional experience, carrying out projects in a diverse set of areas including
literacy, STEM (science, technology, engineering, and mathematics), educational
technology, design education, and international studies. Additionally, she has di-
rected many community service, welfare-related research, and technical assistance
assignments. She has conducted numerous education studies using randomized
controlled trials (RCTs) and is also skilled in both survey and case study methodolo-
gies. A former teacher, she has led a number of studies designed to reach a broad
set of learners through technology and games and simulations. She has focused on
producing final reports in engaging and audience-appropriate formats. She has a
MA from Stanford University.

Richard Joiner is a Senior Lecturer in the Department of Psychology at the
University of Bath. His main area of research is the use of digital technology to sup-
port learning. He has long term interests in the use of digital games for supporting
students learning and computer supported collaborative learning, with a particular
interest in the role of technology for supporting the resolution of inter-individual
conflict.

Shannon Kennedy-Clark is a Senior Lecturer in Academic Development at
Australian Catholic University. In this role, she works across the University to embed
academic and ICT literacy into degree programs. Prior to this position, Shannon
was an ICT Pedagogy Officer on the Australian Teaching Teachers for the Future
Project. Shannon has worked as a Lecturer in Education and Academic Commu-
nication both in Australia and overseas. Her PhD is on the use of computer games in computer-supported inquiry learning. Her research interests lie in game-based learning, discourse analysis, and pre-service teacher training.

Simone Kriglstein, studied Computer Science at the Vienna University of Technology and graduated with honors in 2005. Her diploma thesis was about “Visual Perception and Interface Design.” She received her doctoral degree (Dr. techn., Computer Science, with honors) from the University of Vienna in 2011. In her Doctoral thesis she described an approach to the development process for ontology visualizations through the help of the human centered design approach. Since 2007, she is a Lecturer at the University of Vienna for the courses Visualization, Human Computer Interaction and Psychology, and Database Systems and also participated as a reviewer for several conferences (e.g., “CHI” and “VAST”). From 2007-2011 she worked at the University of Vienna as research assistant and teaching staff (Faculty of Computer Science, Research Group Workflow Systems and Technology). Since 2011, she works for several projects at the University of Vienna and the Vienna University of Technology.

Soojeong Lee is a Professor of Home Economics Education at Kyungnam University in South Korea. She is interested in the research on curriculum, teaching & learning, and evaluation in home economics education. Especially, her interest is in describing and analyzing the actual scene of teaching through both qualitative and quantitative research. Now, she is Director of the Korean Association of Home Economics Education, Director of the Korean Association of Practical Arts Education, Director of the Korean Association of Population Education, and a member of AERA. She serves as an Editor of the Society of Korean Practical Arts Education and an Editor of the Korean Society for the Vocational Education.

Theodore Lim is an active member within the Digital Tools Group; part of the EPSRC-funded Innovative Manufacturing Research Centre (IMRC) at Heriot-Watt University (www.smi.hw.ac.uk). As both an academic and researcher with considerable industrial experience, he has been instrumental in the research, analysis, and development of virtual engineering environments in a variety of product engineering domains and now focuses his work on the acquisition of engineering knowledge information management systems within all aspect of product engineering, with a particular emphasis on conceptual design. He has also implemented game-based learning methods in design and manufacturing taught courses. With over 40 international publications, a book, and the successful commercialisation of his novel
About the Contributors

feature recognition algorithms, he is now applying his knowledge and expertise to
the domain of serious games, gameware, and computational biometrics for next
generation engineering applications.

Sandy Louchart is a Lecturer in Human Computer Interaction and Interaction
Design in the School of Mathematical and Computer Sciences (MACS) at Heriot-
Watt University. His PhD, awarded by the University of Salford in 2007, explored
the domain of interactive storytelling (IS) via the development of the emergent
narrative concept. The work was conducted in the domains of artificial intelligence,
synthetic characters, and interactive narratives, and involved the design of autonomous
synthetic characters and their affect-based action/selection mechanisms to simulate
characterisation within an interactive drama scenario. The research led to the de-
velopment of a novel approach to synthetic character action/selection mechanisms
featuring projection-based affective planning so as to select dramatically intense
actions and events for interaction; the double appraisal action/selection mechanism.
His work has been published internationally in intelligent agents, virtual reality,
game, and interactive storytelling journals and conferences.

Iván Martínez-Ortiz is an Associate Professor in the Computer Science Studies
at UCM and a member of the e-UCM research group. His research interests include
e-learning technologies and the integration of educational modeling languages,
serious games, and e-learning standardization. Within the group, he has led the
development of tools to support diverse IMS educational specifications including
the integration of games in the learning flow. He has contributed more than 40
academic publications in topics related to games based learning and technology
enhanced learning. He is part of the e-learning CTN71/SC36 technical committee
under the Spanish Standard Organization AENOR.

Gregory Mathews is the Media Designer in the Learning Design Development
Unit at the School of Nursing & Midwifery, Flinders University, where he has been
working since 2007. He previously worked as a professional multimedia designer,
jointly fronting a multimedia business working in health education and gaming.
Gregory has a keen interest in using affective design to motivate and engage students
in blended learning. He is also interested in creating novel, active learning experi-
ences, such as case-based learning environments and serious games. His co-work
on “Vital Essence – Lymphoedema” was a finalist in the education category in the
Australian Animation and Effects festival awards, he received a Silver Serif award
from the Australian Institute of Professional Communicators for work on Adage
Hypertension, and was the multimedia designer on the team that won an ALTC
citation in 2011 for the Clinical Communication Program.
About the Contributors

Mark McMahon is an Associate Professor and Director of Teaching and Learning in Edith Cowan University’s School of Communications and Arts. He is responsible for its Creative Industries programs and coordinates the Games Design and Culture course. He has previously worked as a multimedia developer and instructional designer. Mark’s PhD was in exploring approaches to developing metacognitive skills through learning technologies. His research interests are in the area of interface, information, and experiential design for elearning and serious games. He consults to industry in elearning and instructional design on projects such as the Australian Flexible Learning Framework – where he mentored the development of over 40 toolboxes of elearning for Australia’s vocational education and training sector.

Pablo Moreno-Ger is an Associate Professor in the Dep. of Software Engineering and Artificial Intelligence. From a research perspective, he has a broad research experience on Web-based learning, adaptive learning, and educational games. He also has experience with educational standards and his research interests include many approaches to technology-enhanced learning. He was the original creator of the eAdventure project, a platform for the development of web-oriented educational adventure games. He has contributed more than 40 academic publications in topics related to games based learning and technology enhanced learning.

Dalia Morosini, Psychologist, graduated with honors in 2010 in Developmental and Communication Psychology at the Università Cattolica of Milan. During her studies she was particularly interested in issues such as: communication psychology, new media psychology and learning psychology. At present, she is involved in conceiving, designing, and writing contents of the serious games in the context of European research projects.

Amanda Müller’s professional qualifications include a Doctor of Philosophy in English, a Graduate Certificate in Teaching English as a Second/Other Language, and a Graduate Certificate in Higher Education. Her research interests include educational gaming, computer-assisted language learning, cognition-based instructional design, second language acquisition, inter-language transfer, and applied linguistics. Her language-based interests include Japanese, German, Spanish, Scots, non-Standard English, and nonverbal communication. She currently provides English for specific purposes support to over 500 international students in the School of Nursing & Midwifery at Flinders University. Dr Müller is keen to collaborate with other international researchers and welcomes any opportunity to be involved with language-based projects.
About the Contributors

**Anjum Najmi** is a Teaching Fellow in the Learning Technologies Department at the University of North Texas. She is working on her PhD. in Educational Computing through the College of Information, Library Science, and Technologies. Her research interests are problem-based learning, games and simulations, and distributed learning.

**Chrissi Nerantzi** is an Academic Developer at the University of Salford in the United Kingdom. She is leading the multi-disciplinary Postgraduate Certificate in Academic Practice Programme, a recognised teaching qualification in Higher Education for academics and professionals who support learning within the institution. Chrissi’s background is in teaching Modern Foreign Languages and Translation. She has worked in educational institutions in Greece, Germany, and for the last 12 years, in the United Kingdom. After arriving in the UK, she continued her postgraduate studies and gained a Master’s in Learning and Teaching in Higher Education and a Master’s in Blended and Online Education, as well as additional postgraduate qualifications in Coaching and Mentoring in Education. Chrissi has been working since 2007 in teacher education and academic development in adult, further, and higher education. She is a passionate lifelong and lifewide learner and her approach to learning and teaching is experimental. Her current research interests are game-based learning, social media e-portfolios for professional development, open learning, peer observation, as well as mobile learning.

**Scot Osterweil** is the Creative Director of the MIT Education Arcade and a Research Director in the MIT Comparative Media Studies Program. He is a designer of award-winning educational games, working in both academic and commercial environments, and his work has focused on what is authentically playful in challenging academic subjects. He has designed games for computers, handheld devices, and multi-player on-line environments. Scot is the creator of the acclaimed *Zoombinis* series of math and logic games, and has led a number of projects in the Education Arcade, including *Vanished: The MIT/Smithsonian Curated Game* (environmental science), *Labyrinth* (math), *Kids Survey Network* (data and statistics), *Caduceus* (medical science), and *iCue* (history and civics). He is a founding member and Creative Director of the Learning Games Network (www.learninggamesnetwork.org) where he leads the Gates Foundation’s *Language Learning Initiative* (ESL).

**Martin Owen** is an Independent Researcher and Developer in applying technology to support learning. He was formerly Director of Learning at Futurelab, researcher, teacher educator, and school teacher. He has specific interests in social & collaborative media, games for assessment & learning, how to invent and innovate, mobile & location technologies, using and designing smart objects, and designing learning.
Lucia Pannese graduated in Applied Mathematics, has extended experience in research projects with special attention to technology enhanced learning solutions, particularly based on the use of serious games. After working for more than 10 years in mainly technology companies with training and research/innovation responsibilities, in February 2004 she founded Imaginary S.R.L, a company belonging to the Innovation Network of the university Politecnico di Milano. Imaginary specialises in the design and development of serious games and virtual worlds. At present, she is covering the position of CEO and manager for international (research) activities. In October 2008 she founded Games2Growth Ltd based at the Serious Games Institute, Coventry University Technology Park, another SME specialising in the design and development of serious games and virtual worlds. With numerous Italian and international publications and presentations about serious games, learning, and training, she is often invited to international conferences dealing with the serious games and storytelling topic.

Joe Pereira teaches English as a Foreign Language at the British Council in Porto, Portugal. He holds an MA in Educational Technology & TESOL from The University of Manchester, where he focused his research on digital game-based language learning in virtual worlds. He has participated in projects involving digital game-based learning and virtual instruction in Second Life for the British Council, and was a Tutor and Researcher for the EU-funded AVALON project. Currently, his research interests have moved away from 3D virtual worlds to the completely text-based worlds of interactive fiction, which he considers to be the perfect digital game-based language learning tool.

João Pereira is Associate Professor at the Computer Science Department of the Technical University of Lisbon (Instituto Superior Técnico - IST/UTL) of the Technical University of Lisbon, Portugal, where he teaches Computer Graphics. João Pereira holds a PhD in Electrical and Computers Engineering (Computer Graphics) from IST/UTL, Technical University, earned in December 1996. He received also an MSc and a BsEE degree in Electrical and Computers Engineering from IST/UTL in 1989 and 1984, respectively. He coordinates the Visualization and Simulation action line of the VIMMI group at INESC-ID (Computer Systems Engineering Institute).

Michael Prilla is a Post-Doc Researcher at the Information and Technology Management working group at the University of Bichum, Germany. He holds a Diploma degree in Computer Science and a PhD in Engineering. Michael’s work is focused on cooperation research, including fields such as computer supported cooperative work (CSCW), human computer interaction (HCI), computer supported collaborative learning (CSCL), and technology enhanced learning (TEL), as well as
business process management (BPM). His special interest is the merging of digital and real world communication and cooperation, especially concerning the access to cooperation infrastructures. In the MIRROR project funded by the EC (http://www.mirror-project.eu/), Michael is responsible for a joint work package on collaborative knowledge creation. He has (co-)authored more than 50 national and international papers in books, conferences, and journals.

**Shani Reid** is a Technical Specialist at ICF International where she manages evaluation and research projects in the field of education. Her work has included evaluation and research in the areas of teacher professional development, mathematics education, reading, arts education, college and career readiness, online learning, and learning games. In addition to managing projects, Dr. Reid also often serves as the Lead Quantitative Analyst on studies. She has designed and conducted several quasi-experimental studies that examine the effect of a variety of interventions on student outcomes. Dr. Reid is a former middle and high school computer science teacher, and is an adjunct at The George Washington University’s Graduate School of Education and Human Development where she also obtained her Doctorate in Curriculum and Instruction.

**Claudia Ribeiro** received her BsCS and MsC in Information Systems and Computer Engineering from the Technical University of Lisbon (Instituto Superior Técnico - IST/UTL), Portugal. Presently, she works as a Researcher in the Visualization and Intelligent Multimodal Interfaces Group in INESC-ID where she is doing her PhD. She has also participated in several European founded projects focusing on: serious games, virtual environments, artificial intelligence and digital storytelling. Since 2007, she lectures several courses of the BsCS and MSc in Information Systems and Computer Engineering at IST/UTL, addressing topics such as: artificial intelligence, simulation and game development, and databases. Research interests are in Agent-based modelling, game theory, simulations, artificial intelligence, and serious games.

**J.M. Ritchie** specialises in design, manufacturing, and manufacturing management. With over 150 publications, recent research interests include product development applications including the use of virtual reality in design and manufacture, rapid prototyping, design process capability analysis and mechanical engineering knowledge and information capture. He has applied game concepts in engineering manufacturing taught courses. He has been involved in a large number of UK-funded research projects and Knowledge Transfer Partnerships (KTPs) with industry, as well as EU-funded work. He is a leading member of Heriot-Watt University’s IMRC and heads the Institute of Manufacturing, Process, and Energy Engineering.
Ion Roceanu is Director of Advanced Distributed Learning Department, Member of the Romanian Scientists Academy, and Member of the Advanced Distributed Learning Work Group of NATO and Partnership for Peace Consortium; he is also Member of the NATO ADL Advisory Team which is in charge for consulting and supporting national ADL capabilities at level of the MoD in NATO and PfP countries, Director for two research projects: Security and crises management e-learning Pilot Centre; M-Learning environment for real time course content access, and experts in others. He has published papers and books with e-Learning as a central subject.

Margarida Romero earned European Ph.D. in Psychology from UMR CNRS (France) and Universitat Autonoma de Barcelona (Extraordinary Ph.D. Award in Psychology). She is Associate Director of E-learning in ESADE Law & Business School and Associate Professor of Psychology in UAB and e-learning in UOC. She was awarded with the 3rd prize on Technology Transfer from the EU NoE Kaleidoscope in 2007, and the 1st prize of the Artificial Intelligence French Association Award in 2006. Her research aims to advance the understanding of the time factor in computer supported collaborative learning in the contexts of online learning and serious games.

Solomon Senrick has been teaching Middle School Social Studies for 10 years, including classes in American and Indian History, Civics, Global Studies, and Beliefs and Culture. Sol’s interest and passion for professional learning, project facilitation, and technology integration are foundational to his practice. Sol is the leader of the 21st Century Skills Taskforce and an active member of the Game Based Learning task force at the American School of Bombay (ASB). Sol presented “Gaming with the End in Mind: Digital Games for Learning” at ASB’s Unplugged Conference in 2012, and co-authored a chapter for ASB’s Evolutions. Sol currently uses digital games in various units of instruction, on topics including general history, colonization and imperialism, geography, and government.

Neil Suttie is a PhD student in Artificial Intelligence at the University of Heriot-Watt, Edinburgh. He received his BSc with honours in Computer Science in 2010, with his honours dissertation investigating autonomous story presentation in interactive narrative. His research interests include artificial intelligence, affective computing, games design, interactive narrative, and serious games. He is currently exploring the application of psychophysiological inference for intelligent agents in the context of game based learning environments.
**About the Contributors**

**Jesús Trespalacios** is a college Assistant Professor in the Curriculum and Instruction Department at New Mexico State University, where he teaches graduate courses on learning technologies. He earned his PhD in Learning Sciences and Technologies from Virginia Tech. With almost fifteen years of teaching experience at different levels and countries, he is interested in teacher preparation and the use of technology in mathematics classrooms at K-12 level. For the last two years, he has been part of the Learning Games Lab at New Mexico State University, exploring the design of serious games and their implementation in the classroom.

**Mireia Usart** earned her M.Sc.in E-Learning from Universitat Oberta de Catalunya (UOC), and is PhD candidate in the eLearn Center (UOC). Her PhD paper was awarded with first prize in eLSE 2012 conference. She did her Fellowship in the Direction of Educational Innovation and Academic Quality in ESADE Law & Business School. She is Member of the Institute of Educational Sciences (ICE) in the Universitat de Barcelona (UB), and she collaborates in the research and innovation task group for secondary education methodology programs. Her research aims to advance the understanding of the time factor, concretely time perspective, in game based learning in the contexts of blended learning.

**Lida J. Uribe-Flórez** is an Assistant Professor in the Curriculum and Instruction Department at New Mexico State University. She teaches different course in education, including Mathematics Methods courses for Elementary and Secondary pre-service teachers. She earned her Ph.D. in Mathematics Education from Virginia Tech. With mathematics teaching experience at elementary, secondary, and university level, one of her areas of research is mathematics teaching and learning at K-12 grade level. More specifically, she is interested in the use of tools, in mathematics classrooms, to support learning. During the three years that she has been in Las Cruces, NM, she has been involved working with schools of the area.

**Maria Velazquez** is a Doctoral candidate at the University of Maryland, College Park. Her research interests include constructions of race, class, gender, and sexuality in contemporary media, as well as community-building and technology. She served on the board of Lifting Voices, a District of Columbia-based nonprofit that helped young people in DC discover the power of creative writing. She blogs for The Hathor Legacy (www.thehathorlegacy.com), a feminist pop culture blog, and recently received the Winnemore Dissertation Fellowship from the Maryland Institute for Technology in the Humanities. She has also received a fellowship from the Consortium on Race, Gender, and Ethnicity’s Interdisciplinary Scholars Program. Maria is a Ron Brown Scholar and an alumna of Smith College.
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Scott Waren designs and conducts research on digital experiences at the University of North Texas, ranging from alternate reality games to ethical and moral concerns related to the use of games and simulations for educational purposes. He seeks to improve student literacy in all subject areas, but especially reading and writing. He believes that it is important to examine the role of play in developing learning experiences in a systematic manner in order to create replicable instructional designs for use in learning environments from K-20. In short, he is a Researcher, Instructor, Instructional Designer, and Writer.