About the Contributors

**Elspeth McKay** is Associate Professor of Business IT & Logistics at RMIT University, Australia. She earned her PhD in Computer Science and Information Systems and her Graduate Certificate of Applied Science in Instructional Design from Deakin University, Australia, her Graduate Diploma of Education in Computer studies from Hawthorn Institute of Education, and her Bachelor of Business with Distinction in Business Information Systems from RMIT University, Australia. Her current research includes learning/training modules online and standalone PC application, vocational training, rehabilitation programmes (cultural and learning style variation), and multi-media interface development, including animation.

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**Sultana Lubna Alam** is a Lecturer in the Faculty of Information Sciences and Engineering at the University of Canberra. She has over 10 years of teaching experience in the area of IT. Her research interests include technology enabled education, digital citizenship, government 2.0 and crowdsourcing. She is currently pursuing a PhD in the area of crowdsourcing in Australian government. She has published scholarly papers in refereed conferences and journals.

**Nafisa Awwal** has a Bachelor of Computer Science (MIS) and completed her Master’s of Information Management and Systems from Monash University. At present in her role in the Assessment Research Centre, University of Melbourne, she is involved in the design and development of web-based educational assessment and reporting tools. She has also worked on projects that have included data management and analysis for some studies, item writing, and test and scale development.

**Carole A. Bagley**, PhD, has 25+ years in the instructional technology and learning field as President and Team Leader of The Technology Group, Inc. and Distinguished Service Professor for the University of St Thomas, St. Paul, MN, USA. Dr. Bagley has made significant contributions to the field by providing eLearning strategic planning, advising, training and curriculum design, workshops, seminars, publications, and keynote presentations within the US and internationally for the business and educational community. Dr. Bagley has advised several international law firms, corporations, and US govt. agencies in the telecommunications, medicine, banking, and technology sectors as they engaged in and built their eLearning offerings and several school districts in building communities of learners who integrate technology into their restructured classrooms. Dr. Bagley has been the recipient of numerous honors including: Outstanding International ISPI member, Outstanding Computer Based Education Professional for ASTD, Digital Learning Forum (DLF): Founder, and Who’s Who among America’s Teachers.
Siew Mee Barton is a Lecturer in Business Communication and Campus Coordinator for Business Communication at the School of Management and Marketing, Deakin University, Melbourne. She coordinates and manages the Burwood on-campus core unit MMH299 Business Communication (a very large unit with a total of approximately 1800 enrolled students over two semesters). During this period, she had successfully trialed an alternative intensive marking system involving 22 markers over three days to mark final exam papers, preceded by a marking workshop session. She had also successfully introduced the use of the social networking tool, the blog, as a component of the assessment. Her PhD dissertation examines the role of culture and social networks in the adoption and development of eLearning systems by tertiary academics in Singapore, Malaysia, Indonesia, and Turkey. Her current research interests are on women’s leadership and entrepreneurship in South East Asia; and she is also looking at academics use of mobile technology devices to enhance their teaching.

Myvan Bui has a Bachelor of Economic (Social Sciences) with first class honours in Psychology, and PhD in Psychology from the University of Sydney. She has many years experience in teaching and conducting statistical analysis of psycho-educational test data and experience with psycho-educational assessment in schools. Myvan has worked on national and large scale international education research and consultancy projects focused on English, mathematics, general ability, and 21st century skills. Currently, she is a Research Fellow at the Assessment Research Centre, University of Melbourne.

Esther Care is an Associate Processor with the University of Melbourne, and specializes in assessment. She is a Fellow of the Australian Psychological Society and coordinates the educational psychology programs at the University. Her doctoral work was focused around measurement of vocational interests and aptitudes and since that time she has extended her psychometric interest in the area of educational assessment, assessment of early literacy, and in collaborative problem solving.

Chientzu Candace Chou is an Associate Professor of the Learning Technology Program at the University of St. Tomas. She oversees the eLearning graduate certificate program and serves as the co-program director for the Master of Arts in Technology for Learning, Development, and Change program. Her research has focused on computer-mediated communication, online interaction, instructional design of learning environments, student learning experiences, technology integration in K-16 systems, pedagogy of virtual world education, and computer-supported collaborative learning. She teaches online and blended learning course on technology integration, online teaching and evaluation, instructional design for eLearning, immersive training and learning through virtual worlds, and web-based curriculum development.

Jo Coldwell is currently Associate Head of School (Teaching and Learning) in the School of Information Technology at Deakin University. Before becoming an academic Jo had extensive industrial experience in the UK and Australia as a programmer, analyst, and project leader. Her teaching revolves around foundation skills in IT and professional practice. Jo’s research expertise is in eLearning in general but focuses on the use of educational technologies to support, and the impact on learning and teaching. Jo also has an interest in: factors that impact on, and developing strategies to support, students-at-risk; and exploring the gender imbalance in the IT sector and developing, implementing and evaluating strategies to encourage females to participate in IT education and training.
About the Contributors

Cesar A. Collazos received his degree in System Engineer at Universidad de los Andes (Bogota-Colombia). PhD in Computer Science at Universidad de Chile. Full Professor at University of Cauca (Colombia), head of the IDIS Research Group. His research areas are CSCL, CSCW, and HCI.

William H. Creswell III, M.Ed., is Instructional Design Specialist/Multimedia Project Lead on eLearning projects for the Technology Group, Inc. As an award-winning video, web, and new media director-producer, he has 20+ years experience in providing project direction for corporate, institutional and non-profit clients including American Express Financial Advisors Group, Cargill, Land O’Lakes, the National Center for Supercomputing Applications, Grant Thornton LLP, the American Heart Association (Dallas), the University of Illinois and the University of Minnesota.

Judith Crigan completed a Bachelor of Applied Sciences (Psychology) at Deakin University. She then completed Honours in Psychology and a Master’s of Educational Psychology at the University of Melbourne. She is currently working on her PhD at the University of Melbourne, examining a range of factors relating to teachers’ collaborative use of data to inform teaching. The resulting model will be used to determine the operative elements that lead to improvement in student literacy learning. In her current role as Research Officer at the Assessment Research Centre, University of Melbourne, she is working on a range of projects relating to developmental learning and the use of data to inform teaching and literacy learning.

Jennifer Elsden-Clifton is a Lecturer in the School of Education at RMIT University. As an experienced school teacher and university educator, she teaches in teacher preparation programs in the areas of health education, professional issues in teaching, diversity and curriculum. She also has an interest in professional experience through her role of Academic Director (Professional Practice).

Fáber D. Giraldo, System and Computer Engineer at University of Quindío (Colombia), Ms.Eng. EAFIT University, PhD (C) in Informatics at Universitat Politècnica de València (Spain), is Full professor at University of Quindío and researcher of the SINFOCI Research Group. His research areas are software engineering, software architecture, model driven engineering, CSCW-L, and HCI.

Patrick Griffin holds the Chair of Education (Assessment) at the University of Melbourne and is Deputy Dean of the Graduate School of Education and Associate Dean for Knowledge Transfer. He is the Director of the Assessment Research Centre. He has published widely on assessment and evaluation topics that include competency, language proficiency, industrial literacy, school literacy and numeracy profile development, portfolio assessment, and online assessment and calibration.

Rama Kaye Hart is an Assistant Professor in the Department of Organizational Learning and Development at the University of St. Tomas in Minneapolis, Minnesota. Her research interests include group dynamics and leadership, organization development, virtual/global teams, and interpersonal relationships and communication in groups. She has served as a consultant to organizations in the areas of leadership and organizational development, strategic planning, and team effectiveness for a variety of Fortune 500 and non-profit/non-governmental clients. She holds a PhD from Case Western Reserve University and an MBA in Management from Rutgers University.
Kathy Jordan is a Senior Lecturer in Literacy in the School of Education at RMIT University. She is an experienced secondary school teacher and university educator and teaches in teacher preparation programs in the areas of English Method, teaching principles and practices, and integrating curriculum. As well, Kathy supervises research students around the teaching of literacy, and the use of ICT in school and higher education settings.

Min-Yeuan Lan is a teacher of Nei-Pu Vocational High School in Pingtung County, and has been involved in vocational high school teaching for over five years. His teaching subjects are mainly about animal sciences. He received his Master’s degree from National Pingtung University of Technology and Science in Taiwan. His interests are teaching, reading, and sports.

Shi-Jer. Lou is a professor of the Graduate Institute of Technological and Vocational Education at National Pingtung University of Technology and Science in Taiwan. He received his Ph.D. from Iowa State University. His academic research focus is on computer application in education, knowledge management, vocational education, and engineering education.

Catherine McLoughlin is currently Coordinator of SIMERR ACT, the Research Centre for Science, Information Technology and Mathematics Education for Rural and regional Australia (SiMERR) at the School of Education, Canberra. Dr. McLoughlin teaches at undergraduate and postgraduate levels in the areas of educational psychology, learning design and research methods. Catherine is the author of over 200 refereed publications, including journal articles, book chapters and conference papers on a wide range of topics related to eLearning, design of culturally relevant learning environments, evaluation of learning technologies, innovative pedagogy, and learner engagement.

Catherine Mulwa is a PhD. Research Candidate working with the Knowledge and Data Engineering Research Group (KDEG) in the School of Computer Science and Statistics, The University of Dublin Ireland (TCD). Catherine graduated with a Honours B.Sc. Degree in Computer Science from Dublin Institute of Technology, School of Computing (DIT). In 2008, she received her M.Sc. Degree in Computing Knowledge Management (Grade - 2.1 Upper Class) from the School of Computing (Comp DIT). The same year, she was awarded the Postgraduate Research Studentship by Trinity College Dublin. Currently she is actively researching in the areas of Adaptive Hypermedia and Personalised Adaptive Technology Enhanced Learning as Part of Research being carried out at the Centre for Next Generation Localisation (CNGL).

Long V. Nguyen is currently Head of Academic Affairs in the College of Foreign Languages, University of Danang, where he has been working as a Lecturer since the late 90s. He received his MA in TESOL Studies from the University of QueensLand in 2005 and his PhD in Applied Linguistics (Specialized in Computer-Assisted Language Learning- CALL) at Massey University in 2011. Long has received a number of outstanding grants for his contributions in research. He has published widely in the areas of educational technology and communication in foreign language learning and teaching, sociocultural perspectives in languages education, digital literacy, collaborative learning, and language teacher education.
About the Contributors

**Eileen O’Donnell** was conferred by Dublin City University with an Honours (2.1) BSc Degree in Information Technology and a First Class MSc in Business Information Systems for Managers. While lecturing on the Post Graduate Diploma in Business Information Systems in the Dublin Institute of Technology a research interest in Technology Enhanced Learning (TEL) commenced. This interest evolved into the pursuit of research conducted with the Knowledge and Data Engineering Group, School of Computer Science & Statistics, College of Engineering, Trinity College Dublin, Ireland. Research interests include: technology enhanced learning, personalised eLearning, adaptive simulations, user profiling, and human computer interaction.

**Drew Parker** is an Associate Professor in the Management Information Systems area at Simon Fraser University. He teaches Information Technology topics, and crafted a new course exploring Social Media’s impact on Business Administration in the summer of 2008. The experience impacted not only the topic, but also the pedagogy of the course itself, and ultimately the way Drew teaches and thinks about teaching. The ‘power of the crowd’ can be effectively brought into the classroom setting, and completely change the teaching and learning process.

**Masa Pavlovic** (MSc) has been working in the fields of educational assessment, test development, data management and analysis, neurosciences and software development for the last ten years. Her primary role within the Assessment Research Centre (ARC) is working on test development including item writing and banking for a number of projects undertaken by ARC requiring assessments in numeracy, literacy, and problem solving. She has also undertaken work on a variety of projects that have included research design, data management and analysis for large-scale studies, as well as test and scale development. Ms. Pavlovic has been working on the Assessment and Learning Partnerships research program since 2009.

**Pam Robertson** worked for many years as a secondary teacher of Maths and Science. In her current role at the Assessment Research Centre, University of Melbourne, she has worked on projects relating to developmental learning and the use of assessment data to inform teaching. For her Master’s thesis, Pam developed an instrument to measure the functioning of professional learning teams and a developmental progression of team functioning. She also provides professional development for teachers in the areas of assessment use and professional learning teams.

**Mary Sharp** is an Assistant Professor and Tutor in the School of Computer Science & Statistics, Trinity College Dublin lecturing on undergraduate and graduate programmes. She is the Chair of the School’s Ethics Committee and Erasmus co-ordinator for the school. She is involved at EU level evaluating projects. Mary’s research interests include: the evaluation of eLearning systems, medical informatics, and ethics in Information Technology.

**María Lili Villegas**, System and Computer Engineer at University of Quindío (Colombia), Ms.Eng. EAFIT University, is Full professor at University of Quindío and Researcher of the SINFOCI Research Group. Her research areas are Software Engineering and HCI.
Vincent P. Wade is Professor and Head of Intelligent Systems in the School of Computer Science and Statistics, in Trinity College Dublin (TCD) University. He is Deputy Director of CNGL, a world leading multi-institutional research centre focusing on multilingual, multi modal globalisation of digital content. In 2002 Vincent was awarded Fellowship of Trinity College (FTCD) for his contribution to research in the areas of knowledge management, web based personalisation and adaptive learning technologies. Vincent was a visiting scientist at IBM (2006-9) and holds multiple patents in the area of personalisation and adaptive digital content. He has authored over two hundred and fifty scientific papers in peer reviewed research journals and international conferences and he has received seven ‘best paper’ awards for IEEE, ACM, and IFIP conferences. He has a H index is 24 (Google scholar). In 2010 he received the European Award of Language Technology.

Hsiu-Ling Yen is a Chinese teacher in a vocational high school. She has been a teacher for over eighteen years. She likes to take every challenge, and is eager for various kinds of knowledge. Facing the advancements in information technologies, she has deep sympathy for the saying “It’s not too late to learn,” and “always encourages to move forwards instead of fooling around.” She received the Master degree from National Pingtung University of Technology and Science in Taiwan, and did the research about vocational high school composition teaching combining with blended learning. It not only enriches her teaching compositions, makes composition classes interesting, but also get students love composition writing.

Nathan Zoanetti completed his Bachelor of Science degree at the University of Adelaide and on student exchange at Leeds University. Since then he has completed a Master of Assessment and Evaluation, and a PhD, both at the University of Melbourne. His Master’s thesis reported on the application of Item Response Theory to identify and account for suspect rater-submitted data his PhD focused on the design and automated scoring of computer-based assessment tasks. Dr. Zoanetti has extensive experience in applied measurement research in school assessment, medical education assessment, and language testing. His current research interests include computer-based assessment design and the application of educational measurement techniques to support assessment validation efforts.