About the Contributors

**Richard E. Ferdig** is the Summit Professor of Learning Technologies and Professor of Instructional Technology at Kent State University. He works within the Research Center for Educational Technology and also the School of Lifespan Development and Educational Sciences. He earned his Ph.D. in Educational Psychology from Michigan State University. He has served as researcher and instructor at Michigan State University, the University of Florida, the Wyzsza Szkola Pedagogiczna (Krakow, Poland), and the Università degli studi di Modena e Reggio Emilia (Italy). At Kent State University, his research, teaching, and service focus on combining cutting-edge technologies with current pedagogic theory to create innovative learning environments. His research interests include online education, educational games and simulations, and what he labels a deeper psychology of technology. In addition to publishing and presenting nationally and internationally, Ferdig has also been funded to study the impact of emerging technologies such as K-12 Virtual Schools. Rick is the Editor-in-Chief of the *International Journal of Gaming and Computer Mediated Simulations*, the Associate Editor-in-Chief of the *Journal of Technology and Teacher Education*, and currently serves as a Consulting Editor for the Development Editorial Board of *Educational Technology Research and Development* and on the Review Panel of the *British Journal of Educational Technology*.

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**Adriana D’Alba** is a full-time student in the Educational Computing PhD program at the University of North Texas. Ms. D’Alba is originally from Mexico, and she has a Masters Degree in 2D/3D motion graphics from the University of Glasgow in Scotland. Her research interests include 3D online learning environments, development and evaluation of educational programs (online and on site), and virtual museums.

**Chris Bigenho** is the Director of Educational Technology at Greenhill School and a doctoral candidate in Educational Computing and Cognitive Systems in the department of Learning Technologies and Educational Computing at the University of North Texas in Denton Texas. Chris’ research interests include emerging technologies in learning environments, cognitive aspects of technology in learning environments, and narrative based alternate reality games for learning. Additionally, he is working in the areas of self-regulated learning and the development of synergistic knowledge.

**Peter Blair** is an instructional designer who works for the Department of Special Education and Rehabilitation at Utah State University and is a doctoral student in Instructional Technology and Learn-
Yam San Chee is an associate professor in the Learning Sciences & Technologies Academic Group and the Learning Sciences Lab at the National Institute of Education, Nanyang Technological University, Singapore. He obtained his BSc (Econ) with Honours from the London School of Economics and Political Science, University of London, and his PhD from the University of Queensland, Australia. Chee’s research focuses on new literacies and new media in education, with a special emphasis on game-based learning. Recent games developed for research include Space Station Leonis and Escape from Centauri 7. Current games developed through National Research Foundation funding are Legends of Alkhimia and Statecraft X. Chee also conducts research on the interaction between online virtual life and real life and how this interaction impacts the construction of self-identity. He was the founding executive editor of Research and Practice in Technology Enhanced Learning, the journal of the Asia-Pacific Society for Computers in Education. He is currently an Associate Editor of the International Journal of Gaming and Computer-Mediated Simulations and an Advisory Board Member of Journal of Educational Technology and Society.

Sandra Crespo is an associate professor in the Department of Teacher Education at Michigan State University. Her research interests include exploring learning environments and teaching practices that promote mathematical inquiry.

James J. Cummings is a Ph.D. student within the Department of Communication at Stanford University. His research interests include the psychology of fun, play, and games; intrinsic and extrinsic motivational factors of media use; choice & decision making; persuasive technology, and psychophysiological measures of cognitive processing. His current research focuses on individual differences and situational factors influencing decision making and motivation in game environments, as well as methods for leveraging the structure and mechanisms of games to incentivize real world behavior change.

Shalom Fisch is president of MediaKidz Research & Consulting. For nearly 25 years, he has applied educational practice and empirical research to help create effective educational media for children.

Nancy Glomb, Ph.D., Assistant Professor of Special Education and Director, Mild/Moderate Special Education Distance Degree and Licensure Program, Utah State University. Research and scholarship include developing and evaluating effective asynchronous learning activities, electronic supervision of distance education students, cross disciplinary collaboration, and addressing the unique needs of rural learners.

Jonathan Gratch is a graduate student in the Department of Learning Technologies at the University of North Texas.
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Susan Gwee is a research associate in the Learning Sciences Lab at the National Institute of Education, Nanyang Technological University, Singapore. She is also a Ph.D. candidate in Education at the same institute. She obtained her BA and MA in Linguistics from Université Lumière-Lyon 2, France. Prior to her current position, she was a General Paper level head in the English department of a junior college in Singapore and a seconded lecturer in the Centre for Research in Pedagogy and Practice at the National Institute of Education. Her research interests include assessment, pedagogy, learning, literacy, and linguistics.

Carrie Heeter is a Professor in the Department of Telecommunication, Information Studies, and Media at Michigan State University, Creative Director of Virtual University Design and Technology, and a Principal in the GEL (Games for Entertainment and Learning) Lab. She co-founded and teaches in the MSU serious game design M.A. specialization. Heeter co-edited the recent book, Beyond Barbie and Mortal Kombat: New perspectives in gender and gaming, and is creator and curator of investiGaming.com, an online gateway to academic and industry research about gender and gaming. She designs and studies meaningful applications of games and other emerging media. Current work includes designing games to facilitate deliberation and discussion about complex socio-scientific issues.

Jean Ispa received her PhD in human development and family studies from Cornell University in 1976. She currently holds the position of professor and co-chair of the department of human development and family studies at the University of Missouri-Columbia. Her research has focus on cultural and socioeconomic influences on parenting beliefs and behaviors and their implications for children’s development.

Azilawati Jamaludin is a research associate in the Learning Sciences Lab at the National Institute of Education, Nanyang Technological University, Singapore. She is also a PhD candidate in Learning Sciences and Technology at the same institute. She obtained her BS in computer science at the National University of Singapore and MS in Information Systems at the Nanyang Technological University. Her research focuses on embodied subjectivities across offline and online 3D immersive spaces, in relation to identity, and construction of self.

Tae K. Jeon is a doctoral student in the department of Instructional Technology and Learning Science at Utah State University. He is also employed as an instructional designer at Utah State University and provides faculty instructional assistance for face-to-face, hybrid and online course. His research interests are in the areas of improving instructional environment approaching with theoretical framework and innovative technology.

Greg Jones works as an Associate Professor of Learning Technologies at the University of North Texas. His primary research interest is in using technology to further the creation and distribution of knowledge and learning. His research focuses on the combination of visualisation systems, virtual communities, telementoring, games, simulations and 3D online learning environments for teaching and learning. These emerging technologies support learning by distributing interaction and feedback across time and space via interactive forms of multimedia. Teaching and learning relationships are no longer confined by space, but are defined by connectivity. He completed his PhD in Instructional Technology at the University of Texas Austin.
Yu-Hao Lee is a Ph.D. student in Media & Information Studies at Michigan State University. His research revolves around digital games and motivation, specifically using games to facilitate environmental and civic action. He has published research on the virtual economy in Massively Multiplayer Online Games (MMOs), using digital games to address digital divide, and digital games for learning. He has also worked as a journalist covering environmental and political issues in Taiwan, in which he has won awards for both his academic and news work.

Richard Lesh is Rudy Distinguished Professor of Learning Sciences at Indiana University, and president of PRISM Learning. His academic interests include research and assessment design in mathematics and science education, as well as learning and problem solving, mathematics teacher education, and computer-based curriculum development.

Brian Magerko is an Assistant Professor of Digital Media in the School of Literature, Communication, and Culture at the Georgia Institute of Technology. He is director of the Adaptive Digital Media (ADAM) Lab, which explores how to use artificial intelligence to create digital media experiences that tailor themselves to the individuals that use them, and a principal member of the Experimental Game Lab. Dr. Magerko has published numerous articles myriad serious games projects that employ artificial intelligence to adapt narrative and learning content to individual players. He teaches in the Computational Media program, a joint offering between the College of Computing and Digital Media, and in the Digital Media graduate program.

Lee L. Mason is a doctoral student in Curriculum & Instruction and an OSEP Project Coordinator in the Department of Special Education and Rehabilitation at Utah State University, who is currently completing his dissertation on training teachers in a multi-user virtual environment and generalization to the natural environment. His additional research interests include training teachers through virtual simulations, supervising classroom teachers at a distance, and training teachers to use applied behavior analysis in the classroom. Lee is a board certified behavior analyst and licensed special education teacher in the state of Texas. He has taught students with severe intellectual impairments in public, private, and residential settings.

Ben Medler is a Ph.D. student at the Georgia Institute of Technology. His research revolves around using information visualization techniques to build game analytic tools for both game designers and players. He has built visual game analytic tools for Electronic Arts and has developed a proprietary analytic system for capturing data from Flash-based games used for research studies. Ben is pursuing research in a number of related areas using his analytic tools including: understanding differences in player behavior, combining recommendation systems with analytics, and researching the ethics behind gathering player gameplay data. Additionally, he has authored and present publications on building adaptive game systems, interpreting conflicts in games and linking improvisation with role-playing.

Vincent Melfi is an associate director for the mathematical sciences in the Division of Science and Mathematics Education at Michigan State University.
Konstantin Mitgutsch is researcher in the field of education science, game studies, learning theories and applied humanities. At present he is working as a Post Doctoral Researcher at the Singapore-MIT GAMBIT Game Lab at the Massachusetts Institute of Technology and as a Visiting Professor at the University of Vienna. He worked in the fields of learning, media studies, computer games and age rating systems at the University of Vienna for several years and was a Max Kade visiting fellow at the Education Arcade at the Massachusetts Institute of Technology in 2010. His research focuses on learning processes in computer games and in particular on the role of learning through failure and transformative learning in games.

Elizabeth Motoki is a doctoral student in the Mathematics Education program at Indiana University. She received her B.A. and secondary credential in math from San Jose State University, and has taught math in Hawaii, California, and Malaysia.

John Murphy is a game designer and producer. He will complete his M.S. in Game Development at the College of Computing and Digital Media at DePaul University in 2011. In 2010, John was chosen to be a Game Developers Conference Scholar by the International Game Developers Association, who considered him to be one of the most promising game development students in the world. He does educational game design consulting, and was Executive Producer for Octodad, a 2011 Independent Games Festival Student Showcase Winner. John seeks to create broadly accessible games that support enriching, meaningful experiences. He is also interested in educational games, games for health, and persuasive games. John received a B.S. in Integrative Biology from The University of Illinois at Urbana-Champaign in 2006. For further information on his work see: http://www.johnmurphygames.com/.

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 emerging technologies, games and simulations, and distributed learning.

Travis Ross is a Ph.D. student in the joint degree program for Telecommunications and Cognitive Science at Indiana University. His interests include the role of media in the formation of social norms, institutions, game mechanics, and using games as tools for social science experimentation. His recent research has investigated the role of cognitive heuristics in decision making, and the influence of game design and collective behavior of players on individual attitudes, beliefs, and ultimately behavior.

Matthew Sharritt, president and co-founder of Situated Research (situatedresearch.com), which specializes in user-experience (UX) research and usability testing within software and video games. Dr. Sharritt is a graduate of the interdisciplinary communication and information sciences PhD program (specializing in communication, computer and information science, human-computer interaction and IT management) and the computer science MS at the University of Hawai‘i, where he served as a teaching assistant. Prior, he was webmaster at Time Warner Telecom while earning his B.S. at Marquette University in Computer Engineering. His research examines ways of maximizing self-efficacy, fun, and flow through the design of engaging technologies: describing how learning in games can occur through playtesting and exploration. In his spare time Dr. Sharritt enjoys gaming, cooking, and photography. You can read more about Dr. Sharritt and his research at his personal website, situatedgaming.com.
**Dan Suthers** is professor in the department of information and computer sciences at the *University of Hawai‘i at Manoa*, and is chair of the interdisciplinary *Communication and Information Sciences* doctorate program. Dr. Suthers obtained his Bachelor of Fine Arts (1979) from *Kansas City Art Institute*, studied Psychology at the graduate level at *Northern Arizona University*, 1982-1985, and then earned M.S. (1988) and PhD (1993) degrees in Computer Science from the *University of Massachusetts*. Dr. Suthers’ research is generally concerned with cognitive, social and computational perspectives on designing and evaluating software for learning, collaboration, and community. His current research focus is on how software interfaces influence collaborative learning and problem solving processes in small groups and the formation of relationships and social capital in online communities. He is associate editor for the *International Journal of Computer Supported Collaborative Learning*.

**Ek Ming Tan** is a trained schoolteacher on secondment to the Learning Sciences Lab, National Institute of Education, Singapore, as a lecturer (research). He obtained his BArts from the National University of Singapore and a Masters in education from the University of Western Australia. Prior to his current position, he was a level head in a Singapore Secondary School and acting head of Department for English Language and Literature.

**Scott Tobias** is an assistant professor of human development and family studies at Kent State University at Stark. He earned his BA in psychology from Miami University in 1999, his MS in family studies from Miami University in 2003, and a PhD in human environmental sciences from the University of Missouri in 2009. His research focus centers on how video games impact children, adolescents, and families. His career has also allowed multiple opportunities to teach courses covering a wide variety of family studies, human development, and psychology courses. This has also afforded him the opportunity to present guest lectures and research presentations in various settings as well as serve as a mentor to other graduate students in their own teaching.

**Scott Warren** works as an Assistant Professor of Learning Technologies at the University of North Texas. His current research examines the use of emerging online technologies such as immersive digital learning environments, educational games and simulations, and open source course management tools in complex systems in K-20 settings. Prior to working in higher education as a Professor, Researcher and Designer, he taught both social studies and English for nearly a decade. He has also worked to the Quest Atlantis project and his current work with The Door and Broken Window alternate reality courses is partly funded with grants from the University of North Texas. He completed his PhD in Instructional Systems Technology at Indiana University-Bloomington.

**José P. Zagal** is a game designer and scholar. He is Assistant Professor at the College of Computing and Digital Media at DePaul University where he teaches on game design, online communities, and ethics. His research work explores the development of frameworks for describing, analyzing, and understanding games from a critical perspective to help inform the design of better games. He is also interested in supporting games literacy through the use of collaborative learning environments. His book on this topic, “Ludoliteracy: Defining, Understanding, and Supporting Games Education”, was recently published by ETC Press. He is a member of the executive board of the Digital Games Research Association (DiGRA). José received his PhD in computer science from Georgia Institute of Technology in 2008, his M.Sc. in engineering sciences and a B.S. in industrial engineering from Pontificia Universidad Católica de Chile in 1999 and 1997. For further information on his work see: http://facsrv.cs.depaul.edu/~jzagal/.