About the Contributors

**Roisin Donnelly** has over 15 years of experience in higher education both as a lecturer and researcher. She has taught in universities in Northern Ireland and was a lecturer and visiting research fellow in the University of New South Wales, Sydney. She is currently programme coordinator for DIT’s MSc in applied e-learning, and tutors and supervises in the PG certificate, diploma, and MA programmes in third-level learning and teaching. She has a range of chapter and journal publications to reflect her teaching and research interests, including academic development, designing e-learning, supporting virtual communities, transformative pedagogies, and blended problem-based learning (PBL).

**Fiona McSweeney** lectures in developmental psychology and research methods in the Department of Social Sciences of the Dublin Institute of Technology, and in the psychology of learning and research methods with Waterford Institute of Technology. She has also worked as a learning development officer in the DIT. Her research interests focus on the student experience of higher education, assessment, the impact of professional education on identity, academic mentoring, and the use of VLEs as a support for student learning and engagement in education. She is currently undertaking an Ed.D with The Open University in student and professional identity and support.

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**Walter Baets**, PhD, HDR, decided to pursue an academic career. He has held academic positions in Belgium, The Netherlands, and Spain, and is now associate dean for research and MBA director at Euromed Marseille Ecole de Management, and professor of complexity, knowledge, and innovation. He has published 10 books and more than 50 academic papers in the area of complexity, knowledge, and learning. His latest book is entitled *Complexity, Learning and Organizations: A Quantum Interpretation of Business* (Routledge, 2006).

**Sheena Banks** is e-learning research associate in the School of Education at the University of Sheffield. She has been involved in e-learning research and development for over 12 years, working on a range of national and international collaborative research and implementation projects. She is currently coordinator of the V-ResORT Project (Virtual Resources for Online Research Training), an HEFCE-funded FDTL5 project (Higher Education Funding Council for England, Fund for the Development of Teaching and Learning), developing a new pedagogic framework for the teaching of research methodology and methods online at the master’s and doctoral level. She also coordinates the development of a
virtual graduate school at the University of Sheffield, and is a member of the eChina UK project team working on e-learning development in China. She has published widely and her research interests are in networked collaborative learning, e-tutoring, intercultural e-tutoring in globalized contexts, and e-learning pedagogies for postgraduate learning.

**Tony Cunningham** is an assistant lecturer in the School of Construction Economics and Management and Real Estate in the Dublin Institute of Technology (DIT). He is a chartered quantity surveyor with 20 years experience in the Irish and UK construction industries. He currently teaches quantity surveying studies, construction and safety legislation, and construction contract administration. He completed the postgraduate diploma programme in third-level learning and teaching at DIT in 2006. In 2005, he developed a virtual learning environment (VLE) for a module he teaches on using WebCT software with the aim of supporting students by providing electronic access to course notes and some supplementary material.

**Ann Donohoe** is a lecturer in the School of Nursing, Midwifery and Health Systems at the University College Dublin (UCD). She is currently undertaking a PhD at the Centre for Teaching and Learning, UCD, which involves the development of a Web-based tool to facilitate nurses to engage in reflective practice. Her other research interests include the implementation of innovative teaching practices, the design of effective learning environments, and the development of online communities in education.

**Louise Jakobsen** is passionate about the potential technology has to enhance learning and support teaching. Currently the e-learning curriculum manager at Park Lane College Leeds, she has the responsibility for moving forward the e-learning agenda within the large further education (FE) college, and the supporting staff working in and around Leeds through that process. Her enthusiasm is evident through the various training, sharing, and motivating strategies that are used. She has worked in FE, adult and community learning, and local government for several years delivering high-class training to teachers, managers, care staff, and small and medium businesses. Louise has also been involved in developing resources and delivering training for and on behalf of national organisations including NIACE and THiNK FE. She is currently halfway through completing an MS in multimedia and e-learning with the University of Huddersfield.

**Gordon Joyes** is associate professor in e-learning at the University of Nottingham and holds the Dearing Award for Excellence in Teaching and Learning. He works within the School of Education in the Institute for Research for Learning and Teaching in Higher Education (IRLTHE), which has a research focus on the student experience. He is an accomplished director of international e-learning projects involving both research and innovation and he is also an experienced online course developer and tutor. His current work involves research into collaborative design and design for reusable e-learning, and he has published extensively in these areas.

**Pankaj Kamthan** has been teaching in academia and industry for several years. He has also been a technical editor, participated in standards development, served on programme committees of international conferences, and is on the editorial board of the *International Journal of Technology Enhanced Learning* and the *International Journal of Teaching and Case Studies*. His professional interests and experience include knowledge representation, requirements engineering, and software quality.
**Diana Kelly** has been involved in academic development since 1989. She first became involved in e-learning in 1999 as a student in the UCLA (University of California, Los Angeles) Online Teaching certificate programme. Upon completion of the programme, she developed two Web-based academic development workshops in Blackboard. As head of lifelong learning for the Dublin Institute of Technology (2000-2003), the learning technology team was part of her responsibility. In 2007 Dr. Kelly developed the new Web site for the City University, London, MA in academic practice programme. Diana is a faculty mentor in the online doctoral programme in education offered by Walden University. At present, she is the dean of the School of Liberal Arts at San Diego Miramar College. Dr. Kelly earned her doctorate in Higher Education at the Claremont Graduate University in California.

**Sabine Little** currently works for CILASS (The Centre for Inquiry-Based Learning in the Arts and Social Sciences), an HEFCE-funded CETL (Centre for Excellence in Teaching and Learning) based at the University of Sheffield. She holds the position of learning development and research associate, specialising in support for networked learning and working with staff to incorporate inquiry-based learning (IBL) into their teaching. Her research interests include the role of the learning developer as a facilitator of inquiry-based learning communities and staff-student collaborations in learning and teaching development, evaluation, and research.

**Catherine Manathunga** is a senior lecturer in higher education in the University of Queensland (UQ) Graduate School and the Teaching and Educational Development Institute (TEDI) at UQ. She has published a coauthored monograph on educational history, *A Class of its Own: A History of Queensland University of Technology*, and has published in Australian, Irish, American, and British journals in the fields of international relations, research training, and academic development. She is the leading chief investigator on an Australian Research Council Linkage grant to investigate the preparation of research and innovation leaders for industry and has received substantial research and development funding from industry partners and universities. She has received a number of UQ and Australian national teaching awards for her academic development contribution to the UQ Graduate School and for enhancing research students’ learning. She has acted as an educational consultant to several Australian universities and two universities internationally.

**Catherine Matheson** is a researcher in the University of Nottingham, United Kingdom. Over many years, Catherine has published articles and chapters and presented conference papers on issues surrounding access to higher education, the history of education, and culture and identity in education, as well as education and development, the transition from university to professional practice, and the development of professional identity.

**David Matheson** is a lecturer in the University of Nottingham, United Kingdom. David’s research interests lie mainly in lifelong learning, education and development, the transition from university to professional practice, culture and identity in education, and the use of simulation in health care education. He has produced articles, chapters, and conference papers across all of these areas. He is the editor of *An Introduction to the Study of Education* (London, David Fulton), the third edition of which appeared in 2008.
Claire McDonnell has been a lecturer in organic chemistry in the School of Chemical and Pharmaceutical Sciences at Dublin Institute of Technology since 2000. She completed the postgraduate diploma programme in third-level learning and teaching at DIT in 2006. In 2004, she and a colleague, Christine O’Connor, developed a WebCT VLE to support the learning of first-year undergraduate chemistry students. Online quizzes with instant and detailed feedback were incorporated to allow the students to study at their own pace. She has contributed oral presentations to several national and international chemistry education conferences on how this VLE, in conjunction with several other changes to teaching practice, has helped to support the learning of the students concerned. She is currently involved in several community learning projects on a pilot basis and has used asynchronous online communication to facilitate some of the group work involved.

Barry McIntyre is a lecturer in marketing in the School of Business and Humanities in the Dun Laoghaire Institute of Art, Design and Technology (IADT) teaching strategic marketing management and marketing communications. He is a graduate of University College Dublin with a BComm and MBA, and also has a postgraduate certificate and postgraduate diploma in third-level learning and teaching from DIT. He is the immediate past chairman of the Irish Learning Technology Association (ILTA) and has presented numerous papers at this organisation’s EdTech Conferences as well as Irish Marketing Teachers’ Association conferences. He has been an active user of VLEs including Blackboard, WebCT, and Moodle to support learning for the past 12 years and is currently completing a master’s thesis at DIT on the issues that arise for lecturers and students in relation to the use of a VLE.

Theresa McKenna has been a lecturer at the National College of Art and Design (NCAD) in Dublin, Ireland, since 1980. She studied at NCAD at the undergraduate level and then at Edinburgh College of Art and Goldsmiths College, London, at the postgraduate MA level in the visual arts. She works as a lecturer and personal tutor in an interdisciplinary programme teaching first-year students. As a practicing artist, she has exhibited widely in Ireland and abroad. Her only experience of e-learning was as part of the postgraduate certificate programme and the Designing E-Learning module in the diploma programme in third-level learning and teaching at DIT, before which her use of learning technology was very limited. She plans to adapt the online activity-centred module designed as part of the Designing E-Learning module and to run it as a pilot for her tutorial group during the academic year 2008 to 2009.

Tim McMahon is a teaching development officer based in the Centre for Teaching and Learning at UCD and is director of the centre until 2008. He was previously principal lecturer in educational development in the School of Education at Anglia Polytechnic University (APU), Cambridge and Chelmsford, UK, and was an invited professor in higher education research at the Centre for Research & Development in Higher Education, Hokkaido University, Sapporo, Japan. He is a member of the court of the University of Kent, a fellow of the Higher Education Academy (UK), and a fellow of the Royal Academy of Medicine in Ireland. His research interests include peer observation and mentoring in higher education, assessment for learning, using action research to improve teaching and learning in higher education, and facilitating the transition from second- to third-level education.

Barry McMullin is an associate professor in the School of Electronic Engineering of Dublin City University (DCU). He is also director of the e-Access laboratory at the Research Institute for Networks and Communications Engineering (RINCE). He has participated in several national and international
projects concerned with Web accessibility policy and practice, including the 2005 EU-wide study of accessible e-government, commissioned by the UK Cabinet Office and the European Public Administration Network. He has been an invited expert member of the W3C (World Wide Web Consortium) Web Accessibility Initiative (WAI) Education and Outreach Working Group.

Steve Millard On graduating from York University in 1973 where he read economics, Steve worked in the training department of a large multinational firm in Paris before joining the School of Business and Management at Buckinghamshire New University in 1982, where he lectures in economics-related subjects and has been economics field chair since 1992. He has run the Teaching and Learning Forum since 2002, was appointed as a university senior teaching and learning fellow in February 2004, and has presented several papers at the annual conferences of the Institute of Teaching and Learning in Higher Education on the theme of motivating students.

Morag Munro is a learning technologist in DCU responsible for supporting academic staff in the design, development, implementation, and evaluation of technology-based learning. She is also a tutor in DCU’s MSc programme in education and training management. She has extensive expertise in instructional design, multimedia development, and e-learning project management, including time spent in both tertiary and commercial e-learning sectors. She is the editor of the Association for Learning Technology (ALT) newsletter (http://newsletter.alt.ac.uk).

Geraldine O’Neill works in the Centre for Teaching and Learning, School of Education and Lifelong Learning, University College Dublin. In her time in the Centre for Teaching and Learning, she has been both director of the centre (2001-2005) and the coordinator of the graduate diploma and certificate programme in university teaching and learning (2003-2007). She has been involved in the strategic development of teaching and learning at UCD and has linked with international partners to support many national and local teaching and learning projects. Geraldine’s educational research interests include curriculum design, reflective practice, and problem-based learning. In 2005, she was coeditor of Emerging Issues in the Practice of University Learning and Teaching (http://www.aishe.org/readings/2005-1/) and more recently she coedited a collection of case studies in the assessment of student learning (O’Neill, Huntley-Moore, & Race, 2007, Case Studies of Good Practices in Assessment of Student Learning in Higher Education, http://www.aishe.org/readings/2007-1).

Jillian Palwyn qualified as a learning disability nurse (RNLD) in 1994 and joined the School of Health and Social Care as a lecturer and practitioner in 2000. Jillian soon became an enthusiast promoting e-learning throughout the school. Jillian attained her PCTHE in 2003 when she had the fortunate opportunity to develop her skills in using ICT. In 2004 Jillian was awarded an Oxford Brookes University Associate Teaching Fellowship; the award provided the opportunity for Jillian to design a project to develop interprofessional learning within the School of Health and Social Care. Jillian is a member of the University eLearning Coordinators Forum, the School of Health and Social Care eLearning Sub Group, and the Information Management Task Group. Jillian is currently undertaking an MSc with a focus on e-learning in professional education.

Timo Portimojärvi has been working as a senior researcher, teacher, tutor, and developer at the University of Tampere in Finland. His work on media education, online learning, and problem-based
learning has been connected to primary and secondary school teacher education and continuing education. He has recently finished a development and education project on combining PBL and ICT, in which he worked as a teacher, researcher, and project manager. The 40 participants of the project were higher education teachers from Finnish educational institutions. He has recently completed a doctorate in education researching problem-based learning online. The key aspects of his current research are synchronous and asynchronous collaboration, distributed communities of learning, and socio-epistemic networks.

**Nick Pratt** qualified with a degree in engineering science from the University of Oxford in 1988 before teaching in Exeter for 7 years. He then joined the University of Plymouth and worked in mathematics education. Currently, he teaches in the Integrated Masters Programme. His research interests are in online learning, mathematics education, and professional learning. In particular he is interested in how sociocultural perspectives on learning can illuminate educative situations in a new light and on how nonformal learning contexts can provide different kinds learning experiences for participants. Nick is married with three children and lives and works in the southwest of England.

**Heather Rai** has worked as an e-learning developer in the Medical Education Unit at the University of Nottingham since 2004, producing e-learning and e-assessment materials for undergraduate students studying in the medicine degree course. Part of this role had involved programming interfaces for the creation of image hotspots and drag-and-drop labeling question types for the TouchStone online assessment system, which has been created within the Medical Education Unit. Alongside this work, she produces teaching resources with subject specialists within the faculty, using tools such as Adobe Flash in conjunction with video and audio. She is also a member of the teaching team in the Masters in Clinical Education course offered by the faculty, covering informatics in medical education and teaching clinical staff from many backgrounds to use technology effectively in their teaching.

**Rhona Sharpe** is based within the Oxford Centre for Staff and Learning Development (OCSLD) at Oxford Brookes University, UK. She has worked with e-learning in a variety of roles, initially as a lecturer and subsequently as educational developer, consultant, and researcher. Rhona has devised and run online courses for OCSLD including the Online Tutoring course, which has been running since 2004. She has undertaken projects funded by the Higher Education Academy and the Joint Information Systems Committee, exploring how practitioners change their practice and the learner’s experience of e-learning. Rhona is a fellow of the Staff and Educational Development Association and the Higher Education Academy. In 2007, she coedited *Rethinking Pedagogy for a Digital Age* with Helen Beetham and is currently coeditor of the Association for Learning Technology journal *Research in Learning Technology (ALT-J)*.

**Pirjo Vuoskoski** has a work history as an entrepreneur and a physiotherapist. Now she is working as a senior lecturer, tutor, developer, and researcher in an undergraduate-level physiotherapy degree programme at Mikkeli University of Applied Sciences in Savonlinna, Finland. Her work in physiotherapy education has been connected to curriculum and online and blended PBL development and research. She also has an active role in a national PBL network. She has recently finished a development project on online problem-based and project-based learning with five other universities of applied sciences in eastern Finland. At the moment, she is preparing her doctoral thesis on assessment in the context of clinical learning and problem-based physiotherapist education.
Richard Walker is e-learning development team manager at the University of York and is responsible for the deployment of the University’s VLE, Yorkshare. He is also deputy chair of UCISA’s Teaching and Learning Working Group. Previously, he held research and teaching posts at Nyenrode Business University and at the Euro-Arab Management School in Granada, Spain. He has published on learner-centred frameworks for blended learning in a variety of journals.

Simon Wilkinson has been involved with the use of information technology in higher education since starting a PhD in hypertext and cognitive styles at Napier University, Edinburgh, in 1995. In 1999 he began working on the TLTP3-86 project, which was to build the University of Nottingham Medical School’s first virtual learning environment. In addition to traditional forms of information, the VLE has had since the outset online marked question types with negative marking. As the pressure came for more sophisticated assessment techniques, in 2002 Simon initiated a new development programme to build a dedicated assessment and survey system, now called TouchStone, which supports the pedagogic strategy of the medical school. Simon continues to oversee strategic developments of the VLE and TouchStone, focusing on issues such as standards setting and curriculum mapping.

Ursula Wingate is a lecturer in language in education in the Department of Education and Professional Studies at King’s College London. Before joining King’s, she worked as a researcher in the Department of Educational Studies, University of Oxford, and as an assistant professor at Hong Kong Baptist University. Her main research interests are students’ transition from school to university, the development of academic writing, and online teaching and learning.