About the Authors

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Heidrun Allert is a research assistant at the Learning Lab Lower Saxony at the University of Hannover in Hannover, Germany. Her research interests are in computer support for collaborative learning and educational metadata. She has a background in communication science and media education. Currently she is working on a doctorate in computer science at the University of Hannover.

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Lesley G. Hathorn graduated with a master’s degree in instructional technology from Kent State University, Ohio (USA), in 2000. Her master’s thesis was “Collaboration and Cooperation in Online Communication.” She is currently pursuing a doctorate in cognitive psychology, studying spoken language and reading. Her research uses an eyetracker to measure precise reading patterns. She is also studying situation models and the spatial distance effect. Her goal is to bridge the theory of cognitive psychology with its practical application to education. She has published papers in several educational journals.

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Agnes Kukulska-Hulme is a senior lecturer in educational technology at the United Kingdom Open University. She is academic chair of an online master’s level course, Applications of Information Technology in Open and Distance Education, and a member of the team that won a Teaching Fellowship Award in 2001 for innovation and excellence in global online course delivery. She is also the author of a book on language and communication concepts for user interface design, and has written numerous papers and articles on aspects of online
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**Minna Lakkala** has a background in psychology and computer science. She has extensive teachers’ training experience in the educational use of ICTs. Her main research interest at present is teachers’ pedagogical expertise in relation to collaborative inquiry learning. Lakkala has participated in large research projects concerning the use of ICT at schools. Further, she has been responsible for coordinating progressive inquiry courses for teachers and has investigated tutors’ practices of guiding students in the context of networked learning. A consultant and educator since the 1980s, she has participated in the development of educational ICT and ICT-related user training. She has a master’s degree and is currently pursuing her doctorate at the Department of Psychology in University of Helsinki, Finland.

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**Joanne M. McInnerney** has two Bachelor of Arts degrees, the first in communication from Central Queensland University, Australia, and the second in anthropology from Curtin University of Technology, Australia. She is currently working as a research assistant at Central Queensland University, helping to maintain the Online Collaborative Learning in Higher Education web site at http://musgrave.cqu.edu.au/clp, and has a strong interest in how people can communicate effectively online.

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John B. Nash is social research scientist at Stanford University, USA, director of the International Office of Evaluation for the Wallenberg Global Learning Network and associate director of evaluation at the Stanford Center for Innovations in Learning. He has a background in educational administration, educational research and program evaluation. His research interests are in the areas of evaluation of complex initiatives and the role of technology in education reform.

Rod Nason is a senior lecturer based in the Centre for Mathematics, Science and Technology Education at the Queensland University of Technology in Brisbane, Australia. His research interests are in the fields of mathematics education and computer-mediated education, and how these two fields of study can be utilized to improve the quality of student learning and teacher education. Since 1995, he has conducted collaborative research in the field of computer-supported collaborative education with Professor Earl Woodruff at the University of Toronto, Canada, and with Professor Richard Lesh at Purdue University, Indiana.

Peter Reimann is professor of educational psychology at the University of Sydney, Australia, specializing in instructional psychology, i.e., the psychology of learning and teaching. He holds a doctorate in psychology form the University of Freiburg, Germany. His primary research areas are learning and educational psychology, with a focus on new educational technologies, multimedia-based and knowledge-based learning environments and the development of evaluation and assessment methods for the effectiveness of computer-based technologies, both on the individual and the organizational level.

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Lesley Treleaven is a senior lecturer in the School of Management, University of Western Sydney (UWS), Australia, where she leads the Information Systems Knowledge Management Research Group. She received her doctorate from the University of Technology, Sydney. In teaching large numbers of undergraduates, she established a learning partnership with professionals across UWS to develop and facilitate Web-enhanced collaborative learning that supported experiential workshops. This collaborative action research created design and delivery developments commended in the 2002 UWS Vice Chancellor’s Teaching Excellence Awards. Treleaven’s other research interests are in managerialism, knowledge-based approaches to organizational change and application of Foucauldian perspectives on power relations in organizations.

Robert A. Wisher is the director of the advanced distributed learning initiative within the U.S. Department of Defense. Wisher has more than 20 years of experience as a research psychologist, examining the training effectiveness of emerging distributed learning technologies. He received a bachelor’s degree in mathematics from Purdue University and a doctoral degree in cognitive psychology from the University of California, San Diego. He has published more than 90 technical reports, book chapters and journal articles related to training.
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