

About the Authors

**Tim S. Roberts** (t.roberts@cqu.edu.au) is a senior lecturer with the Faculty of Informatics and Communication at the Bundaberg campus of Central Queensland University, Bundaberg, Australia. He has taught a variety of computer science subjects, including courses to more than 1,000 students located throughout Australia and overseas, many of them entirely online. In 2001, together with others, he developed the Online Collaborative Learning in Higher Education Web site at http://clp.cqu.edu.au, and in 2003 the Assessment in Higher Education Web site at http://ahe.cqu.edu.au. He has previously edited two books, *Online Collaborative Learning: Theory and Practice* (Information Science Publishing, 2003) and *Computer-Supported Collaborative Learning in Higher Education* (Idea Group Publishing, 2004).

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**Rozz Albon** is director of teaching and learning at Curtin University of Technology, Miri Campus, in Sarawak, Malaysia. She has been teaching in higher education institutions for 15 years following a short career in primary education and the NSW Technical Education Sector. Her interests in continuous education, adult education, child and adolescent development, approaches to learning, assessment, motivation, self-regulated learning, and gifted education have impacted on her current interest in e-learning and the role of social constructivism in online learning, particularly in a multicultural context. Mediated
learning, informal mentoring, evaluation of online learning, and the role of assessment to drive learning reflect her current research interests.

**Pamela L. Anderson-Mejías** has taught English as a second language and prepared teachers to do the same at the University of Texas - Pan American, USA, National University of Tucumán (Argentina), University of Hawaii, Southern Illinois University, and Indiana University. She has published language-related work in the *Foreign Language Annals*, *International Journal of Sociology of Language*, *Hispania*, the *Southwest Journal of Linguistics*, as well as teacher training and online delivery of instruction in *TESL Online Journal* and *Technology Source*, among others. She resides in the multicultural and multilingual Rio Grande Valley of South Texas.

**Thanasis Daradoumis** (adaradoumis@uoc.edu) has a PhD in information sciences from the Polytechnic University of Catalonia-Spain, a master’s degree in computer science from the University of Illinois, and a bachelor’s degree in mathematics from the University of Thessaloniki-Greece. Since 1984, he has been an assistant professor at several universities in the U.S., Greece, and Spain, teaching a variety of courses in mathematics and computer science. Since 1998, he has been working as a professor in the Department of Information Sciences at the Open University of Catalonia, Spain, where he coordinates several online courses as well as the development of teaching materials appropriate for virtual learning. His research focuses on e-learning and learning technologies, ontologies and Semantic Web, distributed learning, CSCL, CSCW, interaction analysis, and grid technologies.

**Vanessa Paz Dennen** is an assistant professor of educational psychology and learning systems at Florida State University, USA, where she teaches courses on instructional design, computer courseware, and evaluation. She teaches both traditional and distance-education courses, with extensive use of Web-based conferencing, collaborative learning, and problem-based learning in both formats. Dr. Dennen earned a PhD in instructional systems technology from Indiana University. Her research examines the design and facilitation issues facing instructors using online learning technologies.

**Anne Dragemark** holds a teaching degree from McGill University, as well as a Swedish teaching diploma from Göteborg University, Sweden. Presently a PhD student in language education, she also lectures in teacher education at Göteborg University. Her professional background includes teaching Swedish and English at both secondary and upper-secondary levels. She has extensive
experience in the field of language testing through working with the Swedish National Testing Programme and was responsible for the development of the Swedish Self-assessment Material. In addition, she has been active in several language projects that concern assessment, for example, the Swedish Research Council project *Self-Assessment of Language Learning* and the European Union language projects *Teaching English for Technical Purposes* and *Learning English for Technical Purposes*.

**Eric Ellis** is director of information support services at Treasure Valley Community College, USA. Having recently completed a master’s degree in education technology, where his work centered on the issue of trust and access to institutional information, he is currently pursuing his doctorate at Pepperdine University.

**Aditya Johri** is a doctoral candidate in the Learning Sciences and Technology Design program at the School of Education, Stanford University, USA. He is interested in psychological and sociological aspects of communication and technology pertaining to electronic knowledge communities and computer-supported collaboration issues. For his dissertation, he is investigating the role of interpersonal knowledge in facilitating expertise sharing and learning in technology-mediated communities. For more information, please visit http://www.stanford.edu/~ajohri/.

**Gabriel Jones** is in the doctoral program in the Department of Literature at the University of California, San Diego and teaches rhetoric, composition, and cultural studies at San Diego State University, USA.

**Bernarda Kosel** (bernarda.kosel@fs.uni-lj.si) (MA, English; BA, French) has been involved in teaching English to adults and students for more than 20 years. Presently, she teaches ESP courses at the Faculty of Mechanical Engineering, University of Ljubljana, in Slovenia. She wrote several course books of English for mechanical engineering for university students. She has recently been involved in two European projects dealing with innovative teaching methods in ESP with the aim to develop teaching English across the curriculum using the problem-based learning model. In the year 2000, she attended a training program, Testing and Evaluation at the Language Studies Unit, University of Aston, with the aim to develop forms of assessment appropriate for problem-based learning.

**Paul Lam** is a postdoctoral fellow in the Centre for Learning Enhancement and Research at The Chinese University of Hong Kong. He has extensive experi-
ence in English-language teaching at the school level, and this education experience has been applied in several education-development projects in Hong Kong universities. Paul’s current focus is on the design, development, and evaluation of Web-assisted teaching and learning.

Carmel McNaught is a professor of learning enhancement in the Centre for Learning Enhancement And Research (CLEAR) at The Chinese University of Hong Kong. McNaught has had more than 30 years experience in teaching and research in higher education and has had appointments in eight universities in Australasia and southern Africa in the discipline areas of chemistry, science education, second-language learning, e-learning, and higher-education curriculum and policy matters. Current research interests include evaluation of innovation in higher education, strategies for embedding learning support into the curriculum, and understanding the broader implementation of the use of technology in higher education.

Mary Panko has a variety of experiences in the tertiary education sector, and, although her original background was zoology, over the last decade she has specialized in adult education. She is currently programme director of a professional tertiary teaching qualification and earned a master’s of education at Unitec in New Zealand. Her primary research interests are online education and the e-moderation of discussion forums where she has investigated the impacts of teacher beliefs on practice. Panko is currently carrying out collaborative research projects into topics ranging from evaluating professional tertiary training programs to exploring learning styles in the construction industry.

Ángel Alejandro Juan Pérez (angel.alejandro.juan@upc.edu) has a PhD in applied mathematics from the UNED (Spain) and a master’s degree in information technologies from the Open University of Catalonia (Spain). Since 2000, he has been working as a consulting professor at the Open University of Catalonia; and, since 2002, he has been working as a lecturer in the Department of Applied Mathematics at the Technical University of Catalonia. His research areas are computer simulation and e-learning.

Pedro C. C. Pimenta graduated in chemical engineering from the University of Porto and finished his PhD at this university on process control in 1997. He is currently an auxiliary professor at the Department of Information Systems, University of Minho, Portugal and his research is aimed at the role of information
systems in formal learning processes in higher education from a technical—as well as a pedagogical, organizational, and sociopolitical—perspective.

**James Rhoads** is currently the Web designer for Citrus College, USA. His research interests are identity and learning in virtual environments. He has recently completed his master’s degree and is currently pursuing his doctorate in educational technology at Pepperdine University.

**Margaret Riel** is a senior researcher at the Center for Technology in Learning, SRI, International, and a visiting instructor at Pepperdine University, USA, teaching action research. Her interest in online teaching and learning arises from decades of research and development in the area of communication technology and education. Currently, she is engaged in two projects—one to evaluate social-network analysis as a way to explore social capital for school reform and the other to investigate adaptive expertise in the reasoning process of science teachers—both funded by the National Science Foundation. Her work is available at gsep.pepperdine.edu/~mriel/office.

**Darrall Thompson** had an early scientific education with a switch to the arts, followed by 15 years as a professional designer and lecturer in London. A family-led move to Australia in 1989 was supported by consultancies with major companies and involvement in the development of online systems. Thompson’s current design practice and teaching in interface design together with a research master’s in design education has led to a focus on e-assessment systems and curriculum development. He is currently full-time senior lecturer in the Faculty of Design, Architecture, and Building at the University of Technology, Sydney, Australia, and Conjoint Senior Lecturer in the Faculty of Science and IT at the University of Newcastle.

**Natascha van Hattum-Janssen** holds a master’s degree in educational science and technology at the University of Twente, The Netherlands. Her specialization area is curriculum development. In 2004, she finished her PhD at the University of Minho in Portugal on peer and self-assessment in engineering education. She currently works as an educational specialist at the Council of Engineering Courses of the University of Minho on various assessment projects for first-year engineering courses and supports teachers who implement new assessment methods. She is also involved in staff development on assessment methods.

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