About the Contributors

Tim S. Roberts is a senior lecturer with the Faculty of Business and Informatics at the Bundaberg campus of Central Queensland University. He has taught a variety computer science subjects, including courses to over 1000 students located throughout Australia and overseas, many of them studying entirely online. In 2001, together with Lissa McNamee and Sallyanne Williams, he developed the Online Collaborative Learning in Higher Education Web site at http://clp.cqu.edu.au, and in 2003, with Joanne McInerney, developed the Assessment in Higher Education Web site at http://ahe.cqu.edu.au. He was awarded the Bundaberg City Council’s prize for excellence in research in 2001, and the Dean’s Award for Quality Research in 2002. He has edited three books: Online collaborative learning: Theory and practice (Information Science Publishing, 2003), Computer-supported collaborative learning in higher education (Idea Group Publishing), and Self, peer and group assessment in e-learning (Information Science Publishing).

* * *

Dorothy Aidulis has a BSc (Hons) and PhD in pharmacology, PGCE (secondary science), and moved from scientific research into secondary school science teaching, becoming progressively more interested in the theory and practice of learning and teaching. She has been a teacher at Glasgow University since 2003 and is completing the New Lecturer and Teacher Programme, leading to membership of the HEA. Her interest in plagiarism comes from attending a Netskills workshop, when the importance of deterring as opposed to detecting plagiarism was highlighted. This, together with her continued interest in learning and teaching, and role as a course coordinator, led to her being involved in the departmental Plagiarism Working Group and subsequently Bioethics Working Group.

Madhumita Bhattacharya is a senior lecturer at the College of Education, Massey University, New Zealand. She teaches both undergraduate and postgraduate courses in science, chemistry and technology education and in the Distance and Online Education Programme. Bhattacharya has more than 15 years of research and teaching experience in ICT in Education. She has published extensively. Some of her research interests are in the area of problem-based learning, e-portfolio, and e-learning in multicultural context. Recently she has received a British Council Research Exchange Programme Award. Currently Bhattacharya is working on a co-edited book titled Managing digital diversity: Socio-technological perspectives. Prior to coming to New Zealand, Dr. Bhattacharya had teaching and research experiences in Singapore, Australia, Japan, the UK, and India.
Dr. Mark Brown is an associate professor in the College of Education at Massey University, New Zealand. He is both an Apple Distinguished Educator and recipient of a National Sustained Teaching Excellence Award. Brown has published widely in the areas of e-learning and the use of information and communication technology in education. He currently edits the journal *Computers in New Zealand Schools* and serves on several other editorial boards. In his new role as director of distance education at Massey University, Brown is centrally involved in developing policy and strategies for learning and teaching.

Teresa Chen currently serves as associate professor in the Department of Educational Psychology, Administration, and Counselling at California State University, Long Beach (CSULB). She joined the CSULB faculty in the fall of 2000, after receiving her PhD in education in technology studies from the University of Illinois at Urbana-Champaign. At CSULB, she has taught classes in technology integration and instructional design. She also has published in the areas of computer-mediated communication (CMC) and computer-assisted language learning (CALL). She is particularly interested in examining computer technology as a medium that shapes students’ learning and interaction in a global context.

Robert Clarke is a principal lecturer in computing at UCE Birmingham, UK. He completed an MSc in business information systems at Keele University, UK. His main research interests include contract cheating and online individualised assessment.

Barbara Cogdell, BSc(Hons), PhD, PGCHE, Registered Practitioner of the Higher Education Academy, has been employed as a teacher in the Institute of Biomedical and Life Sciences at the University of Glasgow for over 10 years. Her main teaching responsibilities are to Physiology and Sports Science students and her particular areas of expertise are ethics and numeracy. Her interest in plagiarism arose through her two opposing roles, first as a course coordinator which involves disciplining students and second as an adviser of studies which involves acting as an advocate for students.


Martin Dick is a senior lecturer in the School of Business Information Technology at RMIT University. He has been involved with teaching in the information technology area since 1996. Prior to that he worked for the Australian Customs Service in IT. He has published over 30 papers in international conferences and journals. His research areas of interest are cheating and plagiarism, assessment using oral interviews, the use of simulation games in education, and the adoption of new software development technologies. He is currently the deputy chair of the Asia-Pacific Forum on Educational Integrity.
**Erik J Eriksson** is a PhD student in cognitive science, Umeå University and will present his thesis in May 2007. Erik holds a master’s degree in cognitive science from Umeå University. During his studies at Umeå University Eriksson has taught both in the Department of Computing Science and the Department of Philosophy and Linguistics. He has been a visiting student at the University of Sydney and North Carolina State University. His interest in plagiarism grew out of a doctoral level course taught by Kirk P. H. Sullivan and Ingmarie Mellenius in Forensic Linguistics.

**Michael Hanrahan** is the assistant director of academic technology and instructional technology and a lecturer in English at Bates College. He holds a PhD in medieval English literature from Indiana University and has held teaching and educational technology positions in the United States and in Great Britain. Recent projects include *Teaching, technology, textuality: Approaches to new media*, edited with Deborah Madsen (Palgrave, 2006).

**Maurie Hasen** comes from a background in social work and psychology practice, with particular interests in alcohol and drug rehabilitation and family therapy. He has developed and now teaches in a humanities based psychology discipline at Monash University. Behavioural studies coursework is often self reflective, so when issues around plagiarism became apparent, there were many questions raised and discussed about the pedagogy and psychology of addressing plagiarism and other inappropriate practices. This has now become a central interest for Hasen and his colleagues.

**Niall Hayes** is a lecturer in organization, work, and technology at Lancaster University. Niall’s research interests centre on the social and organizational implications surrounding the development, management, and use of computer-based information systems in contemporary organizations. He is particularly interested in the areas of the social construction of boundaries, knowledge work, electronic government, and computer supported co-operative work (groupware and intra/extranets). His other research area explores issues pertaining to cultural values, technology, and higher education.

**Lucas D. Introna** is professor of technology, organization, and ethics at Lancaster University. His research interest is the social study of information technology and its consequences for society. In particular he is concerned with the ethics and politics of technology. He is co-editor *Ethics and Information Technology*, associate editor of *Management Information Systems Quarterly* and a founding member of the International Society for Ethics and Information Technology (INSEIT). More recently, he has been involved in a project studying the interrelationships between culture, academic writing practices, and plagiarism.

**Kate Ippolito** is the education development projects manager in Brunel’s Learning and Teaching Development Unit. This role involves managing Brunel’s Curriculum Innovation Fund, coordinating the annual Learning and Teaching Symposium, and teaching on the Postgraduate Certificate in Learning and Teaching in Higher Education and the Brunel Associate Practitioner Pathway programmes. She particularly enjoys supporting students’ academic skills development through teaching on the Effective Learning Advice Programme and collaborating on curriculum development projects. Ippolito is also a learning area coordinator for the LearnHigher CETL project. Her research interests include exploring and evaluating approaches to making the HE curriculum more inclusive.
Lone Jorgensen is a senior at Massey University College of Education, New Zealand. She lectures in pedagogical studies and the teaching of science, biology, physics, and technology. Her current research interests are in comparative school system in Denmark and New Zealand and how these affect the retention of students in the science areas, as well as the philosophical implications of values education. After many years in secondary schools teaching the sciences, life-skills, and health to adolescents, she left to complete a PhD in environmental technology. She has a personal interest in philosophy and environmental issues.

Nai-Kuang Teresa Ku currently serves as adjunct instructor in the Department of Humanities and Social Sciences at University of the West (UWEST) and at California State University, Long Beach. After receiving her PhD in educational psychology and technology from the University of Southern California in 2002, she served as the director of student services at UWEST. At UWEST and CSULB, she has taught classes in child development and sociology. Her research interests are in the field of self-efficacy, self-regulated learning, motivation, academic achievement, and cross-cultural learning.

Thomas Lancaster is a lecturer in computing at UCE Birmingham, UK. He completed his PhD, titled “Efficient and Effective Plagiarism Detection” at London South Bank University, UK in 2003. His main research interests include plagiarism prevention and detection, electronic learning, and contract cheating.

Teri Thomson Maddox is professor of English and speech at Jackson State Community College in Jackson, Tennessee, USA. She has a BA in English from Lambuth College in Jackson, Tennessee, and an MA in teaching, an MA in English, and an EdD in higher education from the University of Memphis. She received a Developmental Education Specialist certification from Appalachian State University in Boone, North Carolina. She is active in community theater productions, sings in the choir and rings handbells at her church, and plays volleyball with a senior women’s league. She and her husband enjoy traveling.

Ursula McGowan is deputy director and coordinator of the Academic Staff Development Program of the Centre for Learning and Professional Development at the University of Adelaide, South Australia. She provides academic induction courses for sessional, contract, and permanent staff and coordinates a broadly-based cultural awareness program for staff across the university. She is bilingual (German/English) with particular strengths and many years of experience in assisting staff and students with academic English development and the integration of English as a second or additional language learning into the academic curriculum.

Chris Park is director of the Graduate School at Lancaster University in the UK, and a senior associate of the Higher Education Academy. In a previous life, he was a geographer, with 10 books and many papers on the environment to his name, and in recent years he has published mainly on academic strategy and practice.

Jon R. Ramsey is currently a lecturer in the Writing Program at the University of California, Santa Barbara. He earned a doctoral degree in English from the University of California, Riverside. In his former position as the dean of studies and associate professor of English at Skidmore College in Saratoga.
Springs, New York, he oversaw academic integrity cases for 23 years. His publications, including articles and two co-edited books, center on English literature and writing pedagogy; he also has presented papers on academic integrity, advising, and curriculum development at various conferences, especially those sponsored by NACADA (the National Academic Advising Association).

Janet Salmons, PhD, is an e-learning scholar-practitioner. Her consulting firm, Vision2Lead, Inc., provides curriculum, course, and faculty development services. She has served on the faculty of Capella University’s School of Business and Technology MBA and PhD programs since 1999. Her research interests are focused on electronic collaboration in organizations and collaborative e-learning. She is editing The handbook of research on electronic collaboration and organizational synergy. Previous efforts include executive positions in nonprofit organizations and founding and directing a program at Cornell University that offered scenario-based management and diversity training across the U.S.

Judithe Sheard is a senior lecturer in the Faculty of Information Technology at Monash University. During the past 18 years, she has taught all levels of undergraduate and graduate level IT students. Judithe is co-director of the Computing Education Research Group at Monash and has published over 60 papers in international conferences and journals. Her main research interests are in student learning behaviour and in exploring the Web as a new educational medium. In 2000, Judithe was program chair for the 4th Australasian Computing Education conference. In 2001 she was awarded the Monash Vice Chancellor’s award for team-based educational development.

Kirk P. H. Sullivan, is a reader in phonetics, Umeå University. Kirk holds a PhD from the University of Southampton, UK and took up his current position at Umeå University, Sweden after a post-doctoral fellowship at the University of Otago, NZ. His research interests focus on forensic linguistics and learning and range from first and second language acquisition to teaching, learning, and assessment in higher education. Together with Eva Lindgren, he recently has edited a book on computer keystroke logging and writing.

Frankie Wilson is a subject liaison librarian. The purpose of this role is to support the teaching, learning and research needs of all members of an academic school by purchasing (for the library) information resources and by providing training in how to effectively and efficiently use these resources. As a senior member of the library staff, she also has contributed to a number of university-wide projects and particularly enjoys working with colleagues from other departments to provide a seamless service for students. Her research interests include performance measurement, and quality issues in HE.

Craig Zimitat is senior lecturer and deputy director of the Griffith Institute for Higher Education, Griffith University, Australia. His interests lie in all aspects of teaching and learning. The current focus of his research explores all aspects of student experiences and engagement at university and the mediating role of learning technologies in those processes. Other interests include internationalisation of the curriculum, medical, and dental education.