About the Authors

John O'Donoghue’s background covers a wide range of educational experiences, initially teaching in a social priority area school, moving later to post graduate lecturing, advising and consultancy for both initial teaching training and education departments, and more recently a within a National ICT Research Unit. He has held the position of chair and president of the Association for Learning Technology (ALT) and has hosted a previous conference. John has held honorary research fellowships at universities both in the UK and abroad. He now holds a visiting research fellowship at the University of Wollongong, Australia. John is currently a senior learning and teaching fellow at the Centre of Excellence in Learning and Teaching at the University of Wolverhampton where he has a responsibility for advising and developing technology supported learning for staff and students. This embraces all the academic and pedagogical aspects of networked learning technologies. He has acted as a consultant in a number of peripheral projects which utilize the Internet and the Web as a means of communication, his specialist area being its use as a medium for student/ pupil services and delivery, learning, teaching, and management. John continues to write and publish extensively on the use and exploitation of the information in IT. He sits on a number of review, editorial, and program committees.

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Sue Bennett is a senior lecturer in the Faculty of Education and deputy director of the Centre for Research in Interactive Learning Environments. She teaches within the information technology in education and training program and is the coordinator of international initiatives within this area. Sue has extensive experience in the design, development, and evaluation of multimedia and online instructional materials developed
for both university and commercial clients. Her ICT in education research has particular foci on case-based learning strategies and the integration of learning objects within learning designs by K-12 and tertiary teachers.

**Paul Brett** is the University of Wolverhampton’s (UK) coordinator of e-learning and responsible for the implementation of the institution’s e-learning strategy. He is also the current chair of the UK HeLF which represents the interests of UK HEIs Heads of e-Learning. He has previously taught in Venezuela and in Dubai. His publications and PhD research focused on the learning benefits of the use of multimedia.

**Kin Fai Cheng** is a research assistant in the Centre for Learning Enhancement And Research at The Chinese University of Hong Kong. He has a background in psychology and has been working on a number of Web-based education development and evaluation projects. His main duty in the Centre is to facilitate practical aspects of the various projects and ensure smooth operations.

**Andrea Chester** is a lecturer in psychology at RMIT University, Australia, where she teaches a range of undergraduate psychology courses in social and counselling psychology. She has been developing, presenting, and evaluating online courses for more than 10 years and has an interest in the pedagogical issues surrounding online learning and teaching. Her research has focused on the use of technology for educational and therapeutic use.

**Michael Clarke** is a composer and developer of software for music. His compositions have been performed in many countries, and he has won international awards for both his music and software. Since 1987, he has been director of the Electroacoustic Music Studios at the University of Huddersfield, UK, where he is now professor of music.

**John Cowan** has been engaged in educational innovation for 40 years. Originally a structural engineer and designer, when he entered academia he tried to find ways to improve education in his discipline. He harnessed the potential of independence in learning — in respect of pace, approach, content, and assessment. He was appointed to the first UK chair in engineering education, and then moved on to the Open University, first as Scottish director and then as professor of learning development. On his retirement, his degree in social sciences qualified him to join a social sciences course team in designing a new degree, and then in teaching on it, online, until 2003. He is still actively engaged as a consultant and teacher, in contexts where blended learning is a strong feature.

**Fiona Darroch** is a lecturer in information systems at the University of Southern Queensland (Australia). Her computing career has been spent mainly in industry in the areas of project management, business analysis, and applications development; with a move to academia two years ago. She is currently pursuing a research master’s degree.
Particular areas of research interest include the academic-practitioner relationship divide and research relevance; extreme project management; agile system development methodologies; analysis and design methods, and online learning environments. Teaching responsibilities include systems analysis and design, project management, and database design.

**Alison Davies** is research projects officer in the learning development unit (LDU) at the University of Birmingham (UK) and is responsible for working with and advising LDU project leaders on the design and implementation of evaluation procedures. She is also responsible for disseminating project results within the university and to the wider academic community. Recent research includes blended approaches to learning in physiotherapy, and using problem-based approaches to build student learning communities to encourage peer and independent learning. In addition to supporting LDU project evaluations, Alison has recently been involved with the JISC-funded e-spaces project “How Learning Spaces Are Influencing the Design of Physical Learning Spaces in the Post-16 Sector,” and has received a teaching support fellowship to investigate staff and student views and experiences of plagiarism across the University of Birmingham.

**Roisin Donnelly** has been working for the past six years in the Learning and Teaching Centre in the Dublin Institute of Technology (Republic of Ireland), where she has been involved in designing and delivering continuous professional development opportunities (both short courses and accredited programs) for academic staff in e-learning, and continues to deliver e-learning pedagogy workshops and consultations as part of the Institute’s e-learning training program. She has a range of publications to date reflecting her teaching and research interests, including e-learning pedagogy, design, tutoring and evaluation, blended learning, and using the WWW for research. She is continuing her research in higher education through an EdD. Her research specialism is e-learning pedagogy.

**Gloria Maria Dunlop** has 20 years experience lecturing in higher education with a particular interest in adult and continuing education for healthcare professionals. As a UK registered podiatrist, she has worked closely with a range of healthcare professional in the education sector and in the Scottish National Health Service to develop flexible and accessible distance learning courses that can contribute to lifelong learning and continuing professional development for allied healthcare professionals and nurses. She has a particular interest and five years experience in teaching and designing e-learning opportunities for healthcare professionals using WebCT and has acted as advisor and consultant to the Scottish Executive Health Department and NHS Education for Scotland.

**Karen Fill** has a BSc in computer and management sciences and an MSc in information systems. She has worked in commercial organizations as a systems analyst and designer. From 1989 to 1994, she was a part-time lecturer in business information systems on a range of undergraduate and management programs at the University of Portsmouth Business School. In 2001, she joined the Centre for Learning & Teaching at the University of
Southampton as a researcher, contributing particularly to projects on the innovative use of technology to support teaching and learning. She has been working on the DialogPLUS project since November 2003.

Andrew Francis lectures in general and biological psychology, coordinates the master of technology in science communication and e-learning at RMIT University, and is actively involved in the development and evaluation of fresh pedagogical models and multimedia for the teaching of psychology. Major projects he has led include the development of an interactive multimedia textbook for the teaching of biological psychology, and of a fully online first-year psychology course in collaboration with Open University Australia and the Australian Broadcasting Corporation.

Julie Hughes is principal lecturer in teaching and learning in the School of Education, University of Wolverhampton. Julie works in teacher education for the post-compulsory sector supporting new teachers and their mentors and in the recently established University CeTL. Julie’s teaching and research interests include the development of reflective practices, literacies, and communities using dialogue journals and techniques. Julie’s recent work is fascinated with the possibilities of harnessing technology to support the education of critically aware and engaged practitioners. Julie and her student groups are extensively involved with the embedding of the University of Wolverhampton’s ePortfolio, pebblePAD as a teaching and learning tool.

Moira Hulme is principal lecturer within the school of education, University of Wolverhampton. She leads the learning technology and pedagogic research cluster at the university and was recently seconded to the Wolverhampton Centre for Excellence in Teaching and Learning (CeTL) as research and innovation coordinator. Previously, Moira was research fellow, Institute of Education, University of Warwick, and lecturer in education, Keele University. In addition to learning technology, her main areas of research interest are education policy, teacher education, and professionalism.

Tim Jackson is a principal lecturer at the London College of Fashion. Tim has developed and works on a number of online courses at the college including a full-time FdA in fashion marketing and a short course in fashion buying, which are run using Blackboard. He has co-published and presented on aspects e-learning at conferences with David Rowsell.

Pat Jefferies is a principal lecturer and university teacher fellow within De Montfort University, Bedford. After spending 9 years in the faculty of computing sciences & engineering, she transferred into the school of education where she is currently chair of the faculty learning & teaching committee as well as being course leader for the PGCE 14-19 provision in applied ICT, applied business, and applied leisure & tourism. Pat’s particular research interests are in “blended” learning approaches within a campus-based HE environment. As such, she has been an invited guest speaker at several other
universities, has been part of a JISC funded project team, and has gained a wide range of refereed publications.

**Martin Jenkins** is academic manager of the Centre for Active Learning (CeAL) at the University of Gloucestershire. CeAL will be conducting pedagogic research into active learning, and Martin has a particular interest in the role of learning technology. Prior to this, he was head of learning technology support at the University, responsible for centrally supported e-learning developments. Martin has been actively involved in staff development and student skills support since the late 1980s, as a chartered librarian and latterly as a learning technologist. In 2004, he was awarded a national teaching fellowship.

**Christina Keing** is a computer officer in the Information Technology Services Centre of The Chinese University of Hong Kong, where she specializes in providing effective IT solutions to enhance teaching, learning, administrative workflow, and knowledge preservation. She planned and implemented the online learning platform for the university and has been involved in major projects in related to e-learning. She has also taught part-time in the advanced postgraduate diploma in education program.

**Paul Lam** is a research assistant professor in the Centre for Learning Enhancement And Research at The Chinese University of Hong Kong. He has extensive experience 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.

**Lori Lockyer** is a senior lecturer in the information technology in education and training program within the faculty of education; head of the School of Medicine’s division of educational development; and director of the Digital Media Centre. She has been designing for and teaching within technology-supported learning environments for more than eight years. Lori’s research focuses on the use of information and communication technologies in K-12 education; within professional education; and for health education and health service initiatives. She is particularly interested in technology-supported collaborative learning.

**Sarah Maddison** is computational astrophysicist at the Centre for Astrophysics & Supercomputing, Swinburne University, Australia. She has a BSc (Hons) in mathematics and a Ph.D. in computational astrophysics, and has held postdoctoral fellowships in the United States and France. Her main astronomical interests are in star and planet formation. As coordinator of Swinburne Astronomy Online, Sarah also conducts educational research to better understand how to enhance the online learning experience for her students. She is particularly interested in the online interaction between instructors and students, as well the effects of gender, primary language, and background experience on students’ online learning experience.

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Margaret Mazzolini is both deputy head of higher education and director of curriculum development at Swinburne University of Technology in Melbourne, Australia. She manages the curriculum framework project, a curriculum renewal process across all undergraduate programs in Swinburne’s Higher Education division. Margaret holds both an honors degree and a PhD in theoretical physics, together with a master’s in online education, and has considerable experience in curriculum development at both tertiary and secondary level. Her main educational research interests are currently in the implementation of active learning techniques and the development of appropriate assessment techniques in the online environment. She is especially interested in evaluating the effectiveness of ways in which instructors and students interact through asynchronous online communications.

Colin McCaig, Research Fellow at the Centre for Research and Evaluation at Sheffield Hallam University, graduated as a mature student from the University of Huddersfield (BA Hons 1st class historical and political studies) in 1994 and took a master’s in political economy at the University of Sheffield in 1995. He then began doctoral research into the politics of education, submitting Preparing for Government: Educational Policymaking in the Labour Party to the University of Sheffield in 1999. He has subsequently developed research interests in further and higher education policy issues, particularly with regard to e-learning and pedagogy, widening participation reform of the post-16 qualification structure.

Carmel McNaught is professor of learning enhancement in the Centre for Learning Enhancement And Research at The Chinese University of Hong Kong. Carmel 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, working 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. She has contributed to more than 220 academic publications.

Sue Morón-García is interested in the way in which technology is used to support teaching and learning, the effect on the teaching and learning facilitated and on those expected to adopt it! This, and the way in which technology use was affected by academics’ approach to teaching, formed the basis of her doctoral research at the Institute of Educational Technology, UK Open University. She is currently based in the Engineering Centre for Excellence in Teaching and Learning at Loughborough University and recently worked on a Joint Information Systems Committee project exploring the potential of digital content repositories to facilitate the sharing of teaching and learning materials.
Barbara Newland is a head of educational development services at Bournemouth University with responsibility for developing and implementing the University’s e-learning strategy. Prior to this, Barbara was the learning technology team leader at Durham University. Barbara has more than 12 years experience supporting the effective use of e-learning, and in 2005, she was awarded a National Teaching Fellowship. Barbara’s current research interests include evaluating the impact and accessibility of virtual learning environments on learning and teaching, and the effective use of personal development planning.

Ciara O’Farrell is an academic developer in the Centre of Academic Practice and Student Learning Trinity College, Dublin, assisting the college in developing a strong and integrated framework for supporting best academic practice and the highest quality of student learning. Ciara holds a PhD in English from University College Dublin, and her most recent publication is a critical biography of Abbey Theatre playwright Louis D’Alton, published by Four Courts Press. Her current educational research and teaching interests focus on writing skills, portfolios, assessment, academic mentoring, and postgraduate research supervision.

Susi Peacock works as a learning technologist with responsibility for the implementation of distance and networked learning across the University College. Her main role is to facilitate staff learning and understanding of flexible learning. Her research interests include change management, learning in and through different contexts, plagiarism, and student learning of clinical skills. She has been involved in external projects including the ELICIT project, JISCinfoNet, and the ISLE project. She is editor of ALT-N and a reviewer for Nurse Education in Practice. She teaches “Network Technologies in the Learning Environment” on the MSc in professional education.

Sally Priest completed both her BSc and her PhD at the school of geography at the University of Southampton. Sally’s doctoral research examined flood management and responses to flood risk in both the UK and Australia. As well as continuing to research flooding and other areas of environmental management, Sally is employed by the DialogPLUS initiative as a teaching fellow within the School of Geography to design, develop, and embed digital and online resources within undergraduate geographical teaching.

Neil Ringan is the head of eLaB at the University of Bolton where he is responsible for implementing the institutional e-learning strategy and supporting academic departments and staff. Prior to this, he was director of the Learning Innovation Centre at the University of Huddersfield. Neil has been involved in the use of technology-based approaches to learning and teaching since the mid-1980s, initially to support his role as a lecturer in chemistry. He has held a number of roles in educational development, supporting colleagues in areas including peer observation of teaching, portfolio development, assessment, and curriculum design as well as e-learning.
David Rowsell is the senior research fellow based in the IT Research and Development Unit (ITRDU) at the University of the Arts, London. David has been instrumental in the development and teaching of a number of online courses as well as coordinating the implementation of the University’s virtual learning environment. David has research interests in e-learning, tools for learning in art and design, and alternative interface technologies. He has published in the areas of aesthetics, art and design theory, the use of digital learning materials, the use of virtual learning environments, and the design of online learning.

Roy Seden is currently quality enhancement manager at Derby University, responsible for implementing both the university learning, teaching, and assessment strategy and the continuing professional development framework. Throughout his career, he has been involved in a wide range of learning and teaching projects funded by the HEFCE (TLTP, FDTL), the HEA/ILTHE and the EC (Lingua, Petra), normally with a strong e-learning component, has served on a number of external committees relating to excellence awards, external examining, and the built environment, and has supported a number of successful national teacher fellow award winners. He has also gained a wide range of published and presented refereed research activities and has fulfilled four PhD supervision and examination roles.

Chris Smith is in the department of psychology at the University of Central Lancashire in Preston, UK, where he is joint director of the learning and literacy research unit. In addition, he is project director for a major project on learning styles, funded by the Higher Education Funding Council for England. His research interests include dyslexia, literacy development in children, the effects of technology on teaching and learning, and individual differences between learners. He is also involved in evaluating of the impact of public sector projects such as Sure Start across north west England.

Kelly Smith is the head of the Technology Enhanced Enterprise Education (TE3) project based in the learning development unit at the University of Birmingham. TE3 provides funding to develop and enhance enterprise education through the use of learning technologies in the 12 partner universities and university colleges of the Mercia Institute of Enterprise. Resources developed with TE3 funds are shared across partners. The latter aspect of TE3 has led to Kelly’s involvement with a regional JISC pilot project for distributed e-learning based at University College Worcester investigating electronic repository use. Kelly has worked in higher education for 9 years, first as a lecturer in psychology specializing in teaching statistics and research methods and researching into visual cognition. Kelly then moved into medical education at the University of Birmingham and the University of Oxford, working with subject experts to create and evaluate e-learning resources and advising on best educational practice.

Maria Smith graduated from the University of Sheffield, BA Hons sociology, and is now a research fellow in the Centre for Research and Evaluation at Sheffield Hallam University. Her research interests include inequality, the gender pay gap, and the experience of
working and studying within higher education. She runs the diversity and equality research at Sheffield Hallam University, the staff experience survey and is also a member of the Race Equality Academic Policy Development Group. In addition, she is interested in the digital divide and inequitable access to information learning technology in further education for female and less academically inclined learners.

**Mark Toleman** is an associate professor of information systems at the University of Southern Queensland where he has supervised postgraduate students and taught undergraduate and postgraduate computing subjects to engineers, scientists, and business students for nearly 20 years. He has a PhD in computer science from the University of Queensland and has published more than 80 articles in books, refereed journals, and refereed conference proceedings. He is director of the Electronic Business Advisory and Research Centre (e-BARC) and deputy chair of the University of Southern Queensland’s Academic Board. Mark is also a member of the Association for Information Systems, Computer-Human Interaction Special Interest of the Human Factors and Ergonomics Society of Australia, and the International Federation for Information Processing Working Group 13.1.