

About the Contributors

Roisin Donnelly is Programme Chair for the MSc Applied eLearning in the Dublin Institute of Technology (DIT). Previously, she was a lecturer and research fellow in the University of Ulster and the University of New South Wales, Sydney. More recently, she has guest tutored on a range of international online courses, including the University of Queensland, Oxford Brookes University (UK), and the University of Tampere (Finland). She also tutors and supervises on postgraduate programmes in higher education for academic staff in DIT. She has a wide range of publications to date reflecting her teaching and research interests, including eLearning Pedagogy & Design, Supporting Virtual Communities, Blended Learning Models & Strategies, ePortfolios and Online Problem-based Learning. Her co-edited book on Applied eLearning and eTeaching is available through IGI Global Publishers: <http://www.igi-global.com/reference/details.asp?id=7958>

Jen Harvey is currently the Head of the Learning, Teaching and Technology Centre (LTTC) of the Dublin Institute of Technology. She has been in this role from 2003, prior to this she was the DIT Head of Distance Education. Before moving to Dublin she worked as an Implementation Consultant for the LTDI a SHEFC funded project based in ICBL, Heriot Watt University, Edinburgh. Jen is involved in a number of local and national collaborative Strategic Innovation Projects relating to Work-based Learning, Learning Innovation and Education in Employment. Current research interests relate to the use of technology to support learning, student assessment strategies, practitioner based evaluations and Communities of Practice.

K.C. O'Rourke is currently Head of eLearning Support and Development at the Dublin Institute of Technology, Ireland. His professional career has spanned advertising, publishing and eLearning in Dublin, New York and London. Before joining DIT in May 2002, he worked in the UK as a senior producer for Fathom.com, the online learning consortium led by Columbia University. He holds a PhD in intellectual history from University College London and is author of *John Stuart Mill and Freedom of Expression: The Genesis of a Theory* (Routledge, 2001), as well as articles on education and eLearning.

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Jennifer Bruen is a Lecturer in German in the School of Applied Language and Intercultural Studies, Dublin City University. Her research interests include language teaching and learning, in particular the teaching of German as a foreign language and the European Language Portfolio, language learning styles and strategies, the preparation of students for study abroad, and language planning and policy at EU level. In this capacity, she has acted as an advisor to the Irish branch of the Committee of the Regions.

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Catherine Bruen is currently working as the manager for the National Digital Learning Repository Service. Before that she worked as An Senior Instructional Designer and eLearning Project Manager for the Centre for Learning Technology (CAPSL) at Trinity College. Her research interests include technology enhanced learning, open educational resources, adaptive hypermedia, personalised learning and simulations based learning. She has lectured part time for postgraduate programmes in computer Science and Education. She has collaborated with colleagues in Irish Higher Education sector on a number of publications in the area of technology enhanced learning, teacher training and staff development.

Dr James Carr is an experienced Innovation and Entrepreneurship teacher, researcher and consultant, with a particular focus on the implementation of ICT initiatives in various organisations and industry sectors. He holds a BSc Honours degree from the University of Aberdeen, an MBA from the University of Edinburgh Business School and a PhD from the University of Edinburgh School of Informatics. James is a London Irishman who usually resides in Edinburgh (Scotland), but at the moment he is employed as a Marie Curie Research Fellow in Barcelona (Catalonia) as part of a Digital Business Ecosystem knowledge transfer exchange project between MicroArt and the University of Edinburgh.

John Casey works as organiser of the Digitalinsite collective. Previously John has worked on a number of leading UK e-learning projects including: The UHI Millennium Institute. Jorum, UK national learning resources project. TrustDR a project to develop legal guidelines to support greater sharing of learning resources. The UK Higher Education Quality Assurance Agency for Higher Education Flexible Delivery Enhancement Project. John has a long-standing interest in cognitive psychology, the design of learning materials and learning activities. Through his involvement in the design of online and distance courses John has become increasingly interested in the cultural, economic and political aspects of e-learning and their implications for organisational and professional change in the public education system.

Yvonne Cleary is a Lecturer in Technical Communication at the University of Limerick. She teaches technical communication and e-learning modules on undergraduate and postgraduate programs. She is Course Director for the Graduate Certificate in Technical Writing by distance learning, and the Graduate Diploma / MA in Technical Communication. Her research interests include professional issues in technical communication, technical communication pedagogy, virtual teams, and international technical communication. She has published her work in international journals such as the *IEEE Transactions on Professional Communication* and the *International Journal on E-Learning*. She has also presented her research at international conferences in Ireland, Europe and the United States

Fiona Concannon is a Learning Technologist working in the Centre for Excellence in Learning and Teaching (CELT) at the National University of Ireland, Galway. Her interests lie in the area of Technology-Enhanced Learning, the Learning Sciences, HCI, Activity Theory and the student learning experience in Higher Education. Her educational development activities involve working with academic staff and raising institutional awareness of advances in technology, with its accompanying issues of pedagogic approach, design and usability.

Veronica Crosbie is a Lecturer in ESOL and Intercultural Communication in the School of Applied Language and Intercultural Studies, Dublin City University. Between 2004 and 2007 she coordinated a Socrates Lingua 2 funded project, the 'Language On-line Portfolio Project' (LOLIPOP), which con-

sisted of a partnership of twelve institutions in eight countries in Europe working together to create an interactive digital version of the European Language Portfolio. She is currently studying for an EdD with the University of Sheffield, UK, and is writing her thesis on capability and cosmopolitan identity in the Higher Education classroom.

Richard Everett is a specialist independent eLearning and new build consultant. His company *intelligentBuilders Limited* supports educational institutions in creating sound eLearning and new build strategies that can help deliver sound pedagogic aims. Richard has been published widely by organisations such as the The Guardian, Becta, LSIS, JISC, ALT, CIBSE, LSN, CEDA, IfL, BBC, Silicon. Com and more recently by the New Review of Information Networking. Richard previously held the position of Director of eLearning at Oaklands College in Hertfordshire and was a member of the Senior Management Team there. He led a ground-breaking and award winning eLearning team engaging with teachers and lecturers to encourage the use of technology for learning. Richard is proud to have been the inventor of the highly successful eMentors' concept (where students teach the teachers to use technology appropriately) which was awarded the Tony Burgess award by the Centre for Excellence in Leadership.

Alan Fell is a senior lecturer in the Department of Computing, Engineering & Technology at the University of Sunderland and currently is programme leader for the B.Eng Mechanical Engineering and the B.Eng Automotive Engineering degree programmes. His research interests include pedagogical aspects of networked and distance learning and use of e-technology to support online learners. His work in these areas informs his PhD supervisions and the development of two MSc programmes in the field of learning technology. The first is an MSc offered at the Arabian Gulf University in Bahrain where he was Visiting Professor of e-learning. The other, at Sunderland University, was the MSc Learning Technology, a programme supported almost exclusively online, for which he was the programme leader.

Noel Fitzpatrick graduated from UCD with a BA in English and Philosophy, and an MA in Philosophy. He then moved to France to continue his postgraduate research into contemporary French philosophy in particular the Phenomenological Hermeneutics of Paul Ricoeur. He then obtained an Mphil from the University of Paris VII in 'la linguistique d'énonciation' and Psycholinguistics. He received a fellowship from the university of Paris VII in 2003 and 2005. In 2005 he obtained his PhD with first class honours entitled 'I and the narrative self in the work of Brian Friel', this thesis developed new models of discourse analysis in pragmatic linguistics and the philosophy of language. This thesis has been published as book in France. This book focused on the dialogic structure of the theatre and construction of the speaking subject in the work of Brian Friel. He has continued his research into the dialogic structure of meaning in computer mediated communication.

Seamus Fox has worked in online and distance education for almost twenty years. More recently, he has been academic coordinator of Oscail's BSc in Information Technology programme and has overseen its conversion into a fully online programme. His main research areas are online teaching and learning methods which promote higher order learning and educational policies which affect elearning. In 2008, he was a member of the HEA's Expert Panel on Open and Distance Learning and is currently involved in implementing elearning across the DCU campus.

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Dr. **Pat Gannon-Leary** is a consultant and joint partner of Bede Research & Consultancy. Her many academic qualifications include a PhD in Communication Studies. Pat began her career as an information professional and worked in a number of academic libraries in the UK and the USA before moving to research. She is currently employed by Edinburgh University as a senior research fellow on the European CREANOVA project which aims to examine specific conditions and factors which are present in creative learning environments and promote innovation.. Prior to becoming a freelance researcher, Pat worked for two higher education institutions in the North of England and, during this period of her career, areas of research in which she was engaged included electronic information services, e-learning and multi-agency information sharing. Pat has published widely and presented at international conferences. Her unique name makes her publications record easy to track, just Google ‘Gannon-Leary’!

Barbara Geraghty lectures in Japanese in the Department of Languages and Cultural Studies at the University of Limerick, and teaches on both undergraduate and postgraduate courses in Japanese Language and Culture as well as Comparative Literature. She is a member of the steering committee of the Post-Primary Languages Initiative. Her research interests are Self-directed learning, Computer Assisted Language Learning, Language and culture and Okinawan literature. Her teaching interests include affect and motivation in language learning and technology enhanced language learning. She has recently published on Language and Culture, Okinawan literature and Computer Assisted Language Learning.

Paul Gormley is an eLearning Developer and Trainer working in the Centre for Excellence in Learning and Teaching (CELT) at the National University of Ireland, Galway. His research interests include the application of knowledge management strategies to support the learning organisation, and the design of innovative community-driven staff development approaches in Higher Education. Paul’s professional background includes teaching and leadership roles at second and third level institutions in the UK, Ireland and Australia as well as working as a member of the Asia-Pacific Cisco instructional design team for the current CNAP programme. Paul was the Coordinator of the National Digital Learning Repository (NDLR) Modern Languages Community of Practice and is the current Chair of the Irish Learning Technology Association (ILTA).

Dr. **Gráinne Kirwan** is the programme co-ordinator of the MSc in Cyberpsychology in Dun Laoghaire Institute of Art, Design and Technology, Ireland. She has seven years experience of lecturing and her primary areas of research are forensic psychology, virtual reality and cyberpsychology. Most recently she has completed research identifying potential juror’s attitudes towards cybercriminals and their victims. She has been interviewed by several major publications about her expertise in the field of cyberpsychology, as well as providing interviews for both regional and national radio stations. She regularly presents work at international psychological conferences and reviews articles for *Cyberpsychology and Behaviour* and *Computers in Human Behaviour*.

Judith A. Kuit is the Head of Academic Development at the University of Sunderland and is responsible for the staff development of academic staff and those who support learning. She leads modules on the university’s MA in Teaching and Learning in Higher Education and MSc in Learning Technology. Formerly, she was a Visiting Professor of e-learning support at the Arabian Gulf University in Bahrain. She has a particular interest in how learning can be supported by technology and how this influences

teaching practice. The Higher Education Academy of the UK supported national e-learning benchmarking exercises and e-learning pathfinder projects during 2006/8 and Judith led both these projects in the university. She is a committee member of the UK's Quality Assurance and Enhancement of e-learning Special Interest Group.

Francesca Lorenzi joined DCU in 2000 as academic coordinator of distance education humanities programmes. In 2009 she took up a lecturing position in the School of Education, DCU. She gained a bachelor's degree in Philosophy from Bologna University, Italy; a master's degree in Applied Linguistics from Trinity College Dublin. Prior to joining DCU, she was an adult educator and secondary school teacher working in a variety of institutions in Italy and Ireland. She has researched learner autonomy and language learning and is currently focusing on teaching and learning as pedagogical dialogue, formative assessment, teaching for professional development and the establishment of learning communities via virtual learning environments. She is undertaking research for a doctorate in educational philosophy at NUI Maynooth.

Ann Marcus-Quinn currently teaches Technical Communication to Distance Learners in the Department of Languages and Cultural Studies at the University of Limerick. In addition, she works within the Centre for Teaching and Learning as a research officer with the National Digital Learning Repository (NDLR) project, where among other activities, she collaboratively develops reusable learning objects with faculty at the university. Her research interests include: distance learning, multimedia teaching, and ICT in the post-primary classroom. She has published on the use of Virtual Learning Environments in Distance Learning and also on Computer Assisted Language Learning.

Barbara Macfarlan has worked in Further Education Colleges for over ten years. She was a Language, Literacy and IT skills lecturer and managed a volunteer programme for supporting those learners in a large college in Melbourne, Australia. In recent years Barbara has been part of the eLearning and Technology Support (eLTS) team at Oaklands College. Barbara managed Oaklands College's eInnovations projects which gave teachers the opportunity to bid for college funds to trial and implement different pedagogical approaches utilising new and innovative technology. She has also been involved in projects exploring learning technologies for blended and online delivery and presented at regional and national conferences on the subject.

Dr Kay Mac Keogh has over twenty years experience of developing and coordinating distance and elearning programmes in Dublin City University. She has developed innovative pedagogical approaches designed to achieve a range of learning outcomes, including improving research skills and the quality of undergraduate dissertations. Her research, publications and conference presentations cover a wide range of higher education topics, including institutional, national and EU policies; student and tutor expectations and attitudes; and design and evaluation of pedagogical innovation. Her current research is on research competences and supervision, student evaluation and feedback methodologies, institutional elearning strategies, and student retention and performance.

Claire McAvinia is a Learning Technologist in the Centre for Teaching and Learning at NUI Maynooth in Ireland. Her research interests are in educational technology generally, specifically in computer-assisted language learning (CALL), new literacies, and the emerging 'cultures of use' of

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technology amongst students. She has written and published with colleagues in Ireland and the UK on a range of topics in CALL, e-learning, and educational development, and has taught in related areas at undergraduate and postgraduate levels.

Larry McNutt is currently Head of School of Informatics and Engineering at the Institute of Technology Blanchardstown. Prior to joining ITB, Larry was Senior Lecturer in the ITT Dublin and has lectured in Southern Cross University Australia, Letterkenny IT, DCU and Capella University. A Fellow of the Irish Computer Society, his research interests and publications include distance education, educational technology, instructional design and computer science education. He is currently involved in a number of collaborative research projects in the e-learning area funded by the Higher Education Authority – Strategic Innovation Fund. He is also completing his EdD studies at the National University of Ireland Maynooth where his work is exploring the habitus of educational technologists. Further details on this project are available on <http://www.mosceal.com/> or <http://mosceal.pbworks.com>.

Eileen O' Donnell conferred with a B.Sc. in Information Technology from DCU in March 1997 and a Masters in Information Systems for Managers from DCU in November, 2008. Lecturing on the Post Graduate Diploma in Business Information Systems since 2006. Guest speaker at the Perspectives on Education Seminar Series in February 2009, the topic was: E-Learning and DIT's Strategic Plan. Currently collaborating on an article "Preparing graduates for employment – evaluating the role of e-learning" with Dr. Anne Morrissey, DCU, and Professor Wallace Ewart, formerly Pro-Vice-Chancellor and Provost (Belfast), University of Ulster. Also undertaking research on an evaluation of Adaptive e-learning by pursuing a PhD in the Knowledge and Data Engineering Group, Trinity College Dublin, Ireland.

Dr. **Eugene F.M. O'Loughlin** is a Lecturer in Computing at the National College of Ireland (NCI). He received his PhD in 1988 from the University of Dublin, Trinity College. He then worked as a Production Manager and later as Director of Global Services for over 13 years with the e-Learning company – SmartForce (now SkillSoft). Since 2002 he has been teaching in the School of Computing at NCI where the subjects he teaches include Project Management, Learning Technologies, and Business Systems Analysis at undergraduate and postgraduate levels. He is a keen enthusiast for using technology in the classroom. Dr. O'Loughlin is author of the recently published book *An Introduction to Business Systems Analysis*.

Gearóid Ó Súilleabháin is the Projects Manager for the DEIS Department of Education Development in the Cork Institute of Technology, a higher education institute where he also works as a lecturer at graduate and postgraduate level in modules relating to creativity, multimedia, educational psychology and technology-enhanced learning. He had been working in the educational technology space for over 12 years and has, over this time, published and presented widely on a range of related topics as well as personally managing over 25 national and European research and development projects. Gearóid's current research interests include the use of web2.0 technologies for learning, authentic/alternative web-based assessment, the implementation of educational technology in traditional higher education institutes and the use of simulations and games for learning. Gearóid holds two masters degrees, one in Library and Information Studies and a second in E-Learning (a modified version of this second thesis has been published as a monograph by the FernUniversität, The German Open University). At the time of writing he is working on his Phd in the area of learning transfer and computer games.

Juliette Péchenart is a Lecturer in French (Business) in the School of Applied Language and Intercultural Studies, Dublin City University. Her research interests include language teaching and learning, in particular French for Specific Purposes (Business, Tourism) and the European Language Portfolio (ELP), especially electronic ELP's. She was a member of the Foreign Language Pedagogy team of the 'Language On-line Portfolio project' (LOLIPOP).

Andrew Power is the Head of School of Creative Technologies at the Institute of Art, Design and Technology, Ireland. Prior to his academic career Andrew worked for sixteen years in industry, initially working for multinationals such as Digital Equipment Corporation and Intel, later for the Irish elearning company SmartForce. Andrew serves on the board of directors of Extern and Extern Ireland two cross boarder charities working directly with children, adults and communities affected by social exclusion throughout Ireland. Andrew is a Doctoral student at the Institute of Governance, Queens University Belfast, where the focus of his research is eGovernance, cyberlaw and online democracy.

Damien Raftery is a Lecturer in Mathematics and Information Technology at the School of Business and Humanities at the Institute of Technology Carlow. Since September 2008 he has been partially seconded to the Institute's Teaching and Learning Centre as eLearning Development Officer. He earned a BSc and an MSc in mathematical science from University College Dublin and an MA in management in education from Waterford Institute of Technology. Raftery is currently working on a Doctorate in Education (EdD) with the University of Sheffield and his research interests include quantitative literacy, learning and teaching in higher education, and elearning. He has been actively involved with the Irish Learning Technology Association and the National Digital Learning Repository.

Angélica Rísquez BA (psych), MBS. Angélica has been a researcher at the Centre for Teaching and Learning at the University of Limerick since 2003. She is committed to the use of innovative teacher and student support mechanisms at third level, and is directly involved on the implementation and support of the learning management system at UL as a technology enhanced learning facilitator. She also supports the use of plagiarism prevention software, and is involved in initiatives involving using technology to promote transferable skills (intercultural education, research skills, employability, etc.). She is currently finalising her PhD studies in the Spanish National Open University (UNED) in the area of peer electronic mentoring.

Martin J. Ryan is Teaching Fellow in Early Medieval History in the School of Arts, Histories, and Cultures at the University of Manchester. His principal research interests are Christianity and the Church in pre-Viking England and early medieval charters and diplomatic. He has published on the landed patrimony of the cathedral of Worcester and on the artistic and intellectual cultures of the Atlantic Archipelago. He is co-editor, with Alan Deyermond, of *Early Medieval Spain: A Symposium* (Proceedings of the Medieval Hispanic Research Seminar, forthcoming) and co-author, with Nick Higham, of *The Anglo-Saxon World* to be published by Yale University Press.

Dr. Julie-Ann Sime is acting Director of the Centre for Studies in Advanced Learning Technology, Educational Research Department, Lancaster University, UK, where she researches into the design of technology enhanced professional learning and teaches on a professional doctorate in e-Research & Technology Enhanced Learning. With a background in psychology, computer science and artificial

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intelligence, she adopts a multi-disciplinary approach to research into the design of interactive learning environments within professional development contexts in industry and higher education. She has been involved in research collaborations, for over 20 year, working with European industry and with higher education partners to look at complex training situations where 3D environments, games and simulations are used to support learning. Dr. Sime is interested in how educational theory is put into practice, and how designers and educators can be supported in their working practice in the use of new technologies. For further information see <http://www.lancs.ac.uk/fass/edres/profiles/Julie-Ann-Sime/>

Teggin Summers received her PhD from the University of Georgia in 2008, specializing in rhetoric and composition, theory, and humanities computing. Having taught writing, including online courses, over the past eight years, she has a breadth of experience with learning technologies and electronic portfolios, including the wide-scale adoption of ePortfolios across the University of Georgia's First-Year Composition program. Dr. Summers currently serves as the Assistant Director for ePortfolio Initiatives at Virginia Tech. In this role, she contributes to the development of ePortfolio-related curriculum for learning, assessment, and professional development, as well as faculty development and training. Her current research interests include the use the ePortfolios to facilitate learning and assessment in the 21st century.

Elaine Walsh is an eLearning Support Specialist for Oscail, the distance education provider in Dublin City University. She completed a Masters in e-Learning Design and Development in the University of Limerick in 2003. Initially involved in the conversion of the Bachelor of Science in Information Technology degree programme for online delivery, she has gained a wide range of experience in various aspects of distance education. Over the past five years, she has conducted research and presented at conferences on online assessment techniques, fostering higher order learning within an online environment and online real-world business simulation. Currently, she provides e-learning support for Oscail staff and students and temporary coordination of the Bachelor of Science in Information Technology degree.

Jamie Ward is presently the Systems Librarian in Dundalk Institute of Technology. He was also the systems librarian in Letterkenny Institute of Technology 2006-2007. He graduated with a Masters in Library and Information Studies from UCD in 2003 with a thesis entitled: Open Source Alternatives for Libraries. He has presented papers at the Online Information Conference, London 2005 on Open Source Software within libraries. He was a member of the Sub Committee LAI Working Group on Information Literacy whose report is soon to be published. He presented a paper to the IIUG conference on this LAI Sub Committee in 2007.

C. Edward Watson received his doctorate in Curriculum and Instruction in 2007 from Virginia Tech. As the Director of Professional Development and Strategic Initiatives within Learning Technologies at Virginia Tech, he directs the Faculty Development Institute and provides strategic vision for Online Course Systems as well as ePortfolio Initiatives. In addition to these activities, Dr. Watson also teaches courses on change agency, the diffusion of innovations, and educational psychology. His book, *Self-efficacy and Diffusion Theory: Implications for Faculty Development*, was published in 2008. Beyond faculty development, Dr. Watson's research interests include the scholarship of teaching and learning, interdisciplinary pedagogy, social learning theory, and learner motivation. Dr. Watson also serves on

Cengage Learning's advisory board and is an associate editor for the *International Journal of Teaching and Learning in Higher Education*. His team is also involved in an international ePortfolio research project (I/NCEPR).

Jamie Wood completed his undergraduate and postgraduate degrees at the University of Manchester in the Departments of History and Classics and Ancient History. His doctoral thesis examined the chronographic writings of the seventh century Spanish writer and bishop, Isidore of Seville. Jamie is now working as a Leverhulme Early Career Postdoctoral Fellow in the Department of Religions and Theology at the University of Manchester. He has individually and collaboratively published a number of articles on the history of late antique and early medieval Spain, including on the Byzantines in Spain, on Isidore's historical writings, on the afterlife in Visigothic Spain, and an English translation of Isidore's *Chronica Maiora*. From 2007 to 2009 he worked as a Learning Development and Research Associate at the Centre for Inquiry-based Learning in the Arts and Social Sciences at the University of Sheffield.

Marc Zaldivar is the director of ePortfolio Initiatives at Virginia Tech. He has a Ph.D. in Instructional Design and Technology from Virginia Tech (2008). Before becoming an instructional designer, he worked in the Department of English there, teaching composition and working in the university Writing Center. In the new position, his research focus is on the use of ePortfolios for assessment - both institutional and self-assessment - and on the use of ePortfolios for learning and professional development. He is currently working with a dozen other colleagues at Virginia Tech to research engagement and reflection practices that best facilitate student learning. In addition, his primary role is to assist in the adoption of ePortfolio pedagogy and technology across the university; currently, he is working with more than 30 different programs to develop ePortfolio strategies for students. He is a member of AECT, I/NCEPR, AAEEBL, and ePAC.