Contributors’ Notes

Kristen Betts is an Associate Clinical Professor in the Goodwin College of Professional Studies at Drexel University. She has a dual appointment as the Director of the EdD Program in Educational Leadership & Management for the Philadelphia campus and as the Senior Director for eLearning for Drexel University. Dr Betts has been involved in online and blended education since 1996 as an instructor and researcher. Dr Betts is actively engaged nationally and internationally with collaborative projects relating to the development of sustainable online and blended programs, student engagement, and retention.

Robyn Gregson has been employed at the University of Western Sydney for 10 years. She completed a doctorate in science literacy and has been teaching in primary and secondary master’s courses in science, literacy, pedagogy and special education. Research interests include engagement in science and scientific literacy. Of greatest significance is the Australian Federal Government report Motivation and Engagement for Boys: Evidence Based Practices (2006) published on the DEST website. She collaborated with Marilyn Kell to develop and prepare a web-based program that assists tertiary students with the successful preparation of assignments. She is currently editing two books on literacy and science education while continuing her work with schools and teachers to develop engaging programs of literacy and science.

Limin Gu obtained her Bachelor’s of Education from Zhejiang University in 1984 and her Master’s degree in Education from Nanjing Normal University in 1987 in China. Before she moved to Sweden she had been a faculty member at the Department of Education at Zhejiang University. In 2001 she completed her PhD in Education at Umeå University, Sweden. Between 2004 and 2009 she was a senior lecturer at the Department of Education, Mid Sweden University, and taught subjects related to pedagogy and teacher education. Currently, she is a senior lecturer at the Department of Education, Umeå University. Her main recent research fields include teachers’ learning, teacher professional development supported by ICT, cooperation between home and school, as well as early childhood education.

Agneta Hult, PhD, is senior lecturer at the Department of Education, Umeå University, Sweden. Her research focuses mainly on assessment and evaluation in higher education. Most recently her research has been directed to peer review and collaborative processes in Internet-based courses. She is the head of a research group in the department that concentrates mainly on research on evaluation and assessment. In her teaching she has been engaged in tutoring on different levels and lecturing on assessment and research methods, foremost qualitative methods. She is also involved in the teacher training program and a member of the board for Umeå School of Education.

Jimmy Jaldemark is a lecturer and researcher at the Department of Education, Mid Sweden University, Härnösand, Sweden. He reached the PhD-grade in Education in early 2010 with the thesis Participation in a boundless activity: Computer-mediated communication in Swedish higher education — a project that was comprised of four
papers that analysed different aspects of participating in online education. Influenced by among other ideas developed within eco-psychological, pragmatist, and socio-cultural perspectives and theories his research takes a transactional approach to human action. Research interests include studies within the fields of computer-mediated communication, distance education, educational communication, educational design, learning, online settings of higher education, and online communities.

**Andreas Karatsolis** is Associate Director of the Eberly Center for Teaching Excellence at Carnegie Mellon’s Qatar campus and Assistant Teaching Professor in the Department of English. He received his doctorate in Communication and Rhetoric from Rensselaer in 2005 and joined Carnegie Mellon Qatar in 2009, where he teaches courses in Technical/Professional Communication, Online Information Design, Intercultural Communication and Ancient Rhetoric. He has done research and published articles on information communication technologies in education, particularly technologies of writing, academic citation practices, pedagogy and assessment. In his Eberly Center role, Dr Karatsolis consults with Qatar faculty on teaching and learning, supports program curriculum and assessment, and organizes workshops and programs for faculty and graduate students.

**Marilyn Kell** teaches at the University of Western Sydney. Her main research interest is in the area of literacy, particularly individuals who struggle with literacy acquisition and use (her PhD was entitled *Learning by Experience — Reconstructing the Literacy Engagement of Nine Men Who Self-report Literacy Difficulties*). This includes an interest in Vygostkian-based pedagogies (also the subject of her higher degree research), international literacy tests, student academic writing, and the literacy of marginalised groups. Marilyn has published in the areas of international students and literacy, Vygotskian approaches to adolescent and adult literacy, aspects of research methodology and the ethics of academic writing.

**Monica Liljeström**, PhD, is a senior lecturer with an interest in learning and ICT. She works at the Department of Education, Umeå University, Sweden. Her research is aimed at understanding how sociocultural learning theories can be put in practice when organizing online education activities. Dr Liljeström has recently contributed to the growing understanding of collaborative learning online through articles, book chapters, and conference papers in which she has reported the results from her studies of peer review activities in asynchronous text based discussion forums as means to stimulate collaborative learning processes online. Her latest publication is her doctoral thesis: *Learning Text Talk Online. Collaborative Learning in Asynchronous Text Based Discussion Forums* (2010).

**Nick Linardopoulos** is an Assistant Teaching Professor in the Goodwin College of Professional Studies at Drexel University. Dr Linardopoulos’ degrees include a BA in Political Science and English from McGill University, an MS in Communication from Drexel University and a PhD in Educational Leadership and Learning Technologies also from Drexel. His research and teaching interests focus on the areas of online education, communication education, professional communication, and sports communication. Dr
Linardopoulos has developed and taught a significant number of courses at Drexel for various delivery formats (online, accelerated, evening). Dr Linardopoulos has published and presented his research in a number of national and international conferences and was recognized with the 2009 Outstanding Online Instructor Award at Drexel.

J Ola Lindberg is presently a postdoctoral research fellow at the Department of Education, Mid Sweden University, and his primary research interest lies in teachers’ professional development (TPD) and distance education supported by ICT. His research departs from a philosophical hermeneutical approach with an overall aim at understanding social and ethical processes of teaching and fostering. In TPD and distance education his focus is on how participants negotiate meaning and learn using technology. Between 2008 and 2010 he has been the scientific leader of the project “Technology Enhanced Teachers Professional Development in Sweden and in China,” a joint research project between Mid Sweden University and South China Normal University. He has contributed with book chapters, conference papers and journal articles, and has co-edited with Dr. Anders D Olofsson the book Online Learning Communities and Teacher Professional Development. Methods for Improved Educational Delivery.

Efstatios Mavrotheris is Head of the Information and Communications Technologies Department of the Open University of Cyprus. His academic background includes advanced degrees in computer science, economics, business administration, as well as executive education with an emphasis on leadership development and innovation management. His professional background of more than 20 years includes senior management posts in the USA and in the European Union, spanning applied R&D and operations management in the telecommunications, the publishing and media industries, and in academia. His recent work includes contributions to numerous EU funded research projects which assess the effective use of e-learning in the primary-higher education as well as in vocational training (e.g. LMS, ABT, communication, collaboration tools, simulations, virtual labs, educational content, pedagogical methods, Web 2.0). Currently, he is the coordinator of a €7 million program for the development of educational content for e-Learning funded by the European Social Fund, and a €4 million Program for the development of University ICT infrastructures funded by the European Regional Development Fund.

Maria Meletiou-Mavrotheris is an Associate Professor at the European University Cyprus, and Director of the Research Laboratory in ICT-Enhanced Education. She has a PhD in Mathematics Education (University of Texas, 2000), an MSc in Statistics (University of Texas, 1994), an MSc in Engineering (University of Texas, 1998), an MA in Open and Distance Learning (Open University, 2008), a BA in Mathematics (University of Texas, 1993), and a Teacher’s Diploma in Elementary Education (Pedagogical Academy of Cyprus, 1990). Her research interests focus on the educational applications of advanced e-learning technologies in mathematics and science education. She has established a respected research record through numerous scholarly publications and repeated invitations to participate in international conferences. She has also been able to obtain considerable funding in support of her research from agencies in Cyprus and the European Union. She has been involved, in the capacity of coordinator or research
collaborator, in numerous locally or EU-funded projects exploring the utilization of eLearning environments in formal educational systems (at the elementary, secondary, or higher education level), as well as in adult education and vocational training.

*Simon Shurville* is a Senior Lecturer in Information Systems at the University of South Australia (UniSA). He has taught and researched in the area of knowledge management bringing many years of industrial and academic experience to the field. He was, until recently, Director for the Library and Information Management programs at UnisA.