Contributors

**Terry Anderson** is Professor and researcher in the Technology Enhanced Knowledge Research Centre at Athabasca University—Canada’s Open University. He has published widely in the area of distance education and educational technology and has co-authored or edited seven books and numerous papers. Terry is active in provincial, national, and international distance education associations and a regular presenter at professional conferences. He teaches educational technology courses in Athabasca University Masters and Doctorate of Distance Education programs. His research interests focus on interaction and social media in educational contexts. Terry is the director of CIDER, the Canadian Institute for Distance Education Research (http://cider.athabascau.ca), and the editor of the *International Review of Research on Distance and Open Learning* (IRRODL, http://www.irrodl.org). The complete text of his edited book *The Theory and Practice of Online Learning* (2nd edition) is available as an Open Access resource at http://www.aupress.ca/books/Terry_Angderson.php. This text was the winner of the 2009 Charles E. Wedemeyer Award for the outstanding book of 2008 awarded by the University Continuing Education Association. His homepage is at https://landing.athabascau.ca/pg/profile/terrya and his blog, *Virtual Canuck*, is accessible at terrya.edublogs.org.

**Jane E. Brindley** is a clinical psychologist who specializes in the development, delivery, and evaluation of support services for adult learners using alternate delivery modes. She is a course author and faculty member in an online Masters of Distance Education program and has worked as a consultant and trainer in distance education in Canada, England, New Zealand, Scandinavia, India, China, and South and Central America. She is author of numerous articles as well as *Researching Tutoring and Learner Support* (an open source research methods manual for practitioners), co-author of *Learning on the Information Highway: A Learner’s Guide to the Technologies,*
and lead editor and chapter author for *Learner Support in Open, Distance and Online Learning*. She lives in Vancouver, Canada.

**Mark Bullen** (http://www.markbullen.ca) is the Dean of the Learning & Teaching Centre at the British Columbia Institute of Technology (BCIT) in Vancouver, Canada. Before joining BCIT in 2005, Dr. Bullen was involved in managing, developing, and researching distance education at the University of British Columbia, where he held the positions of Director of the Centre for Managing & Planning E-Learning (MAPLE) and Associate and Acting Director of the Distance Education & Technology department. He leads the international research project Digital Learners in Higher Education (http://digitallearners.ca) and is the editor of *The Journal of Distance Education* (http://www.jofde.ca). He has extensive international consulting experience related to e-learning, including work in Australia, Bhutan, Croatia, Indonesia, Korea, Malaysia, Mexico, Mongolia, and Taiwan. He is an adjunct Professor in the UBC Master of Educational Technology program, the Athabasca University Master Distance Education, and the Master in Informatics at the Universidad de Alcalá in Spain.

**Katy Campbell** was born and raised in Edmonton and received her PhD (1994) in Instructional Studies from the University of Alberta. She joined the Faculty of Extension in 1996, was appointed Dean in 2009, and facilitated the development of a new academic plan emphasizing university–community engagement and the scholarship of engagement. Working with narrative and autoethnography within a feminist, poststructural, theoretical framework Dr. Campbell examines the socially constructed nature of instructional design in higher education and, more recently, in cross-cultural settings. She is primarily interested in questions of cultural identity (especially gender), agency, and social change. Dr. Campbell has held offices in numerous scholarly, professional, and community organizations, including Canadian Network for Innovation in Education (CNIE), IMS Global Learning Consortium Learning Design Working Group, the University of Alberta’s Employment and Equity Committee, Racism Free Edmonton, Edmonton Region Immigrant Employment Council, and Equal Voice (Alberta North).

**Gráinne Conole** is Professor of Learning Innovation and Director of the Beyond Distance Research Alliance at the University of Leicester. She
was previously Professor of E-Learning in the Institute of Educational Technology at the Open University, UK. Her research interests include the use, integration, and evaluation of information and communication technologies and e-learning and the impact of technologies on organizational change. Two of her current areas of interest are how learning design can help in creating more engaging learning activities and on open educational resources research. She has extensive research, development, and project management experience across the educational and technical domains; funding sources have included the EU, HEFCE, ESRC, JISC, and commercial sponsors. She serves on and chairs a number of national and international advisory boards, steering groups, committees, and international conference programs. She has published and presented nearly 1000 conference proceedings, workshops, and articles.

Dianne Conrad, a practising adult and distance educator for over 30 years, is currently the Director of the Centre for Learning Accreditation (CLA) and the Director of the Bachelor of General Studies program at Canada’s Athabasca University as well as an Adjunct Professor in AU’s Centre for Distance Education. Her research interests span both the fields of prior learning and adult and distance education, with a special focus on language and communication in both areas. In 2003, she was awarded the Wedemeyer Award for Excellence in Research in distance education and more recently received the 2010 Canadian Association for Prior Learning Assessment (CAPLA) award for institutional excellence of practice.

Jon Dron is an Associate Professor in the School of Computing and Information Systems and member of the Technology Enhanced Knowledge Research Institute (TEKRI) at Athabasca University, Canada. He is also an Honorary Faculty Fellow in the Faculty of Education & Sport, University of Brighton, UK. Straddling the technology/education divide, his research interests broadly centre on social aspects of learning technologies, with a particular emphasis on discovering, designing, and employing methods and technologies to enable learners to help each other to learn. He is the author of the book Control and Constraint in E-Learning: Choosing When to Choose. He has been a keynote speaker at many international workshops and conferences, and is author of scores of papers in journals, books, and conference proceedings, several of which have received top paper awards.
at international conferences. He is a National Teaching Fellow of the UK Higher Education Academy.

**Terry Evans** is a Professor in the School of Education at Deakin University in Geelong, Australia. He is recognized internationally for his publications, research, and scholarship in open and distance education, and in doctoral education and policy. He is a member of 10 editorial boards of international journals and is the editor or co-editor of 14 books including: *International Handbook of Distance Education* (with M. Haughey and D. Murphy, Bingley, UK, Emerald Publishing); *Doctorates Downunder: Key to successful doctoral study in Australia and New Zealand* (2nd ed.) (with C. Denholm, Melbourne, ACER, 2012); *Supervising Doctorates Downunder: Keys to successful supervision in Australia and New Zealand* (with C. Denholm, Melbourne, ACER, 2007).

**Charlotte Nirmalani (Lani) Gunawardena**, is Regents’ Professor of Distance Education and Instructional Technology in the Organizational Learning and Instructional Technology Program, at the University of New Mexico, USA. She received her doctorate and master’s degree from the University of Kansas, USA, and her bachelor’s degree from the University of Sri Lanka, Kelaniya. She has published and presented on distance education for over 20 years and currently researches e-learning design, e-mentoring, and the sociocultural context and social construction of knowledge in online learning communities. She has directed US Department of Education distance education evaluation projects, conducted research on corporate distance learning, and consulted internationally on distance education for the World Bank and the Asian Development Bank.

**Sarah Guri-Rosenblit** is the Dean of Technology and Development at the Open University of Israel and a member of the Higher Education Reform Experts (HERE) committee in the Israeli Council for Higher Education. She received her PhD from Stanford University in 1984 in education and political science. Her areas of expertise are focussed on comparative research of higher education systems, distance education, and e-learning. She published books and dozens of articles in these fields. She was selected in 2005/6 as one of the 30 New Century Scholars in the Fulbright Program on Higher Education in the 21st Century: Global Challenge and National Response.
From 2003 until 2009 she was a member of the Scientific Committee of Europe and North America in the UNESCO Forum of Higher Education, Research and Knowledge. She is currently a member of the Scientific Committee of Doctoral Studies at the E-Learn Centre of Universidad Oberta de Catalunya, and in expert evaluations panels of HESC (Higher Education and Social Change) under the auspices of the European Science Foundation and the Bellagio Conference Centre of the Rockefeller Foundation.

**Margaret Haughey**, former Vice-President, Academic, Athabasca University, Canada, has been involved in research and administration of distance education for many years. Previously she was a Professor and Associate Dean, Graduate Studies, University of Alberta, where she taught research methods and supervised over 40 doctoral students’ dissertations in the Department of Educational Policy Studies. She has also been a long-time editor of *The Journal of Distance Education*. Her own research has focussed on designs for learning and organizational aspects of distance education provision in both the k-12 and postsecondary sectors. She has collaborated with Terry Evans on a number of initiatives including the Emerald publication, *International Handbook of Distance Education* (2008).

**Margaret Hicks**, Director, Learning and Teaching, University of South Australia. Professor Margaret Hicks is Director of the University of South Australia’s Learning and Teaching Unit. Margaret has worked in higher education for over 20 years and her research interests include academic development in higher education, student learning in higher education, and preparing teachers for university teaching. She has led the University’s approach to integrated staff and student service provision, and provided leadership in major initiatives such as the foundation to university teaching course (Teaching @ UniSA), the Graduate Certificate in Education (University Teaching), UniSA’s approach to academic integrity and English language proficiency. She is currently co-sponsor of the University’s implementation of its new Learning Management System. She has recently led a national ALTC project on Preparing Academics to Teach in Higher Education and is also a member of HERDSA and CADAD, having served on both of their executives.
Allan Jeong, an Associate Professor in Instructional Systems at Florida State University, teaches courses in instructional technology and distance education. His research focusses on methods and tools for visualizing, modelling, and sequentially analyzing socio-cognitive learning processes in technology-mediated environments. He developed the Discussion Analysis Tool to generate transitional state diagrams that reveal the most frequent action sequences exhibited by low- versus high-performing students. He also developed jMAP, a software program that: a) visually superimposes, aggregates, compares, and assesses students’ causal diagrams in relation to the maps of an expert, another student, or the collective maps of two or more students; and b) sequentially analyzes the actions students exhibit while creating causal diagrams to determine which processes help to create more versus less accurate causal diagrams. His overall goal is to better understand how different variables change the learning process, and how the resulting process directly affects learning outcomes.

Colin Latchem was formerly Head of the Teaching Learning Group at Curtin University, Perth, Western Australia and President of the Open and Distance Learning Association of Australasia. Since retiring, he has been a visiting professor / researcher at Japan’s National Institute of Multimedia Education, the Korea National Open University, the UK Open University’s Institute of Educational Technology and Turkey’s Anadolu University. He has consulted for such organizations as the Commonwealth Secretariat, Commonwealth of Learning and AusAID and been a keynote speaker at international conferences in Australia, Asia, the Middle East, the US and the Caribbean. He is Asia-Pacific Corresponding Editor of the British Journal of Educational Technology and a board member of other international journals. His most recent books are Distance and Blended Learning in Asia (Routledge) and Quality Assurance and Accreditation in Distance Education and E-learning (Routledge), co-authored with Professor Insung Jung of ICU, Tokyo, and Quality Assurance Toolkit for Open and Distance Non-formal Education (Commonwealth of Learning).

Jennifer O’Rourke has taken on many different roles in open and distance learning in academic, professional development and community learning contexts: these include instructional design, course authorship, administration, tutoring, and research. Her recent work with WHO, ILO and UNHCR
involves developing appropriate learning resources for staff in challenging contexts with limited technology access in widely dispersed locations throughout the world. Research interests include the intersection of values, organizational dynamics, and provision of effective, responsive and accessible learning programs.

**Ross Paul** is an Adjunct Professor at the University of British Columbia. He spent almost 40 years in leadership positions in higher education, at Bishop’s University and Dawson College in Québec, Athabasca University in Alberta, and Laurentian University and the University of Windsor in Ontario, notably as President of the latter two institutions. He is the author of two books, *Leadership Under Fire: The Challenging Role of the Canadian University President* (2011) and *Open Learning and Open Management: Leadership and Integrity in Distance Education* (1990). He has travelled extensively as a consultant and is a frequent contributor to books and journals on open learning and the management of higher education. He was named a member of the Order of Canada in 2010 and received the Queen’s Diamond Jubilee Medal in 2012.

**Christine von Prümmer** holds degrees from Smith College/USA (B.A.), Konstanz University (M.A.) and Dortmund University (Ph.D). She was Senior Researcher and Head of the Evaluation Unit at the German FernUniversität, a single-mode distance teaching university. For 34 years—from 1978 until her retirement in 2011—her institutional research spanned a wide range of issues such as access and exclusion, choice of subject areas, use of technologies, learning styles and the evaluation of courses and curricula. Since the early 1980s, her research and writing have focussed on gender in distance education and gender issues in virtual, open, and distance learning environments and has done comparative research on the situation of women in distance education in Germany and Britain. She is coauthor of the seminal paper *Support and Connectedness. The Needs of Women Distance Education Students* (1990) and the author of *Women and Distance Education: Challenges and Opportunities* (2000). Currently she is analyzing the data of a large-scale survey on the situation of women and men studying at the FernUniversität which she conducted in 2011. She continues to work as a consultant on distance education research and on gender issues in ODL and e-learning.
Greville Rumble was educated in Ecuador, Switzerland and England and has bachelor’s degrees in History and Art History, a research master's degree in de facto theories of government in seventeenth-century England, and a PhD in the costs and economics of distance education. He worked (1970–2001) at the Open University in the UK in a number of capacities including corporate planner, regional director, and Professor of Distance Education Management. Since the 1970s he has written and consulted widely on the management, planning, costs and financing of distance education projects at national, institutional, and departmental levels.

Farhad Saba is Professor Emeritus of Educational Technology at San Diego State University where he focussed his research and teaching on distance education. His current research, scholarly writing and consulting continue to be focussed on key theoretical concepts in the field and application of systems approach to developing the theoretical foundations of distance education. Saba received the Wedemeyer award for his contribution to the literature of distance education in 1987 and was inducted to the United States Distance Learning Association Hall of Fame in 2010. He has published extensively in scholarly journals and books and his consulting work includes major universities, and corporations as well as several state and federal agencies. He is the founder and editor of http://distance-educator.com/.

Richard A. Schwier is a Professor of Educational Technology and Design and Head of the Department of Curriculum Studies at the University of Saskatchewan, where he teaches graduate courses in learning theory and instructional design. He is the principal investigator in the Virtual Learning Communities Research Laboratory, which investigates the characteristics of non-formal and informal online learning communities. Dr. Schwier’s other research interests include instructional design, authentic learning design and social change agency.

Ormond Simpson is a consultant in distance education, currently working for the UK Open University, and the London University International Programme where he is a visiting fellow. His most recent post was at the Open Polytechnic of New Zealand where he was visiting professor. Prior to
that he worked at the UK Open University in student support and institutional research, and ran workshops and seminars in South Africa, Ghana, China, the West Indies, Colombia, Brazil, South Korea, The Gambia and Papua New Guinea. His distance education interests are in student support and retention, cost-benefits, ethical issues, learning motivation, e-learning and staff development. He has written two books *Supporting Students in Online Open and Distance Learning* and *Student Retention in Online Open and Distance Learning* as well as ten book chapters and more than thirty journal articles. He has a website www.ormondsimpson.com where some of his most recent work can be freely downloaded.

**Joachim Stöter** studied psychology with a focus in the areas of educational, legal and organizational psychology at the University of Osnabrück, Bremen and Vienna. From February 2008 until January 2011 he was a research assistant in the field of citizenship education at University of Oldenburg and from December 2009 to January 2011 at the University of Hannover. Joachim worked on various Comenius projects in the European lifelong learning programme (*Miracle, Voice*, etc.). Since 2011 he is a research assistant and Ph. D. student in the field of educational technology in the Faculty of Education and Social Sciences at Oldenburg University. The main foci of his research are learner characteristics, student profiles and the integration of new media in educational settings.

**Alan Tait** is Pro-Vice Chancellor for Curriculum and Awards at the Open University UK and was formerly Dean of the Faculty of Education and Language Studies. He is Professor of Distance Education and Development and has a long record of professional practice, publication and the support of professional development in distance and e-learning. He is editor in chief of the *European Journal of Distance and E-Learning (EURODL)*, was from 1989-1998 editor of *Open Learning*, was President of the European Distance and E-Learning Network (*EDEN*) from 2007–2010, and was Co-Director of the Cambridge International Conference on Open and Distance Learning and a senior member of St Edmunds College, University of Cambridge. In 2012 he was awarded an Honorary Doctorate by Moscow State University for Economics, Statistics and Informatics. He has worked widely in developing countries for international organisations such as UNESCO, the European Commission and the Commonwealth of Learning.
Alan Woodley worked for the British Open University for over forty years, carrying out research into topics such as retention, widening participation and graduate outcomes. He has now retired and devotes his time to his grandchildren and his garden. He finds these activities more productive but it is still difficult to get his voice heard!

Olaf Zawacki-Richter is Professor of Educational Technology at the University of Oldenburg (Germany), Faculty of Education and Social Sciences, Center for Lifelong Learning. Between 2008 and 2010 Dr. Zawacki-Richter held a fixed term professorship in educational technology at the Fern University in Hagen, Germany’s Open University. He is a member of the editorial board of the Canadian *International Review of Research in Open and Distance Learning* (IRRODL), the British journal *Open Learning*, the US-American *eLearn Magazine*, and the Australian journal *Distance Education*. Olaf served as invited keynote speaker, chair and reviewer at international conferences. He is a faculty member in the MBA in Educational Management at Oldenburg University and he is also teaching in the Online Master of Distance Education and E-Learning program, jointly offered by the University of Maryland University College (USA) and Oldenburg University.