

Changing Cultures in Higher Education

Ulf-Daniel Ehlers • Dirk Schneckenberg
Editors

Changing Cultures in Higher Education

Moving Ahead to Future Learning

 Springer

Editors

Ulf-Daniel Ehlers
University of Duisburg-Essen
Faculty of Economics and Business
Administration
Universitätsstr. 2
45141 Essen
Germany
ulf.ehlers@gmail.com

Dirk Schneckenberg
ESC Rennes School of Business
2 rue Robert d'Arbrissel
CS 76522
35065 Rennes CX
France
dirk.schneckenberg@gmail.com

ISBN: 978-3-642-03581-4 e-ISBN: 978-3-642-03582-1

DOI 10.1007/978-3-642-03582-1

Springer Heidelberg Dordrecht London New York

Library of Congress Control Number: 2009937446

ACM Computing Classification (1998): K.3, J.4, H.3.5, H.4.3, H.5.1

© Springer-Verlag Berlin Heidelberg 2010

This work is subject to copyright. All rights are reserved, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilm or in any other way, and storage in data banks. Duplication of this publication or parts thereof is permitted only under the provisions of the German Copyright Law of September 9, 1965, in its current version, and permission for use must always be obtained from Springer. Violations are liable to prosecution under the German Copyright Law.

The use of general descriptive names, registered names, trademarks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

Cover design: KünkelLopka GmbH, Heidelberg, Germany

Printed on acid-free paper

Springer is part of Springer Science+Business Media (www.springer.com)

Foreword

Technology-based teaching continues to evolve with the development of new technologies. New technologies allow for or provide “affordances” that subtly shift the way the learners and teachers interact and hence the underlying pedagogy of teaching. Nowhere is this more evident than in the development of what are conveniently called web 2.0 technologies. More and more educational scenarios or “landscapes” are developed utilizing Blogs, Wikis, Podcasts, and e-portfolios. Web 2.0 tools give learners much more control, through enabling learners easily to access, modify, or develop their own digital learning materials; and web 2.0 tools enable social learning networks that transcend the bounds of an individual class of students, thus blurring the distinction between formal and informal learning.

The underlying key question of this book is, are our universities prepared to make graduates fit for the future of work in the twenty-first century? This book presents analyses of new learning scenarios or “landscapes” utilizing web 2.0 technologies and describes them as learning 2.0. However, the practices in the fields of strategic innovation of universities, faculty development, assessment, evaluation, and quality assurance have not changed sufficiently to accommodate fully the changes in technology and teaching. Often educators do not know how to evaluate the quality of learning processes conducted with web 2.0 tools – and often they lack in the first place the competences to use learning technologies. Thus there is a need for practical guidance on concepts and methods for developing technology-related competences, assuring quality, and evaluating learning outcomes of the next generation of learning scenarios. At the same time, new approaches for strategic implementation, evaluation, and assessment are emerging alongside the new technologies and the new learning landscapes.

This book presents strategic approaches for innovation in universities; it explores new models to develop and engage faculty for technology-enhanced education; and it details underlying reasons for why quality assessment and evaluation in new, and often informal, learning scenarios has to change. The book is a practical guide for educators, aiming at answering these questions. It describes what e-Learning 2.0 is, which basic elements of Web 2.0 it builds on, and how e-Learning

2.0 differs from learning 1.0. Furthermore, the implications for quality assurance in e-Learning are presented and discussed. Thirdly, a number of methods and examples of quality assurance, assessment, and evaluation for learning 2.0 scenarios are presented and described. The book provides a step-by-step guide for educators who can choose their own quality assurance or assessment methods or develop their own evaluation methodology for specific learning scenarios.

In the book, quality methods such as self assessment, peer-review, social recommendation, peer-learning, and other methods are described using illustrative cases and giving practical recommendations. The book is intended to equip educators with the resources to construct sound assessment and evaluation procedures for their learning 2.0 scenarios in classroom, blended learning, and distance learning settings. It looks at new learning landscapes in ways that will resonate with the academic community while at the same time encouraging innovation and change in teaching and fostering a move towards more holistic higher education models, which embrace the potential of technologies to build the future of learning.

Vancouver, Canada 2009

Tony Bates,
Tony Bates Associates Ltd

Preface

The motivation to publish this book on “*Changing Cultures in Higher Education – Moving Ahead to Future Learning*” has its origins in numerous discussions, during the last few years, that we have held with colleagues from all over the world. They took place in international research projects and conferences related to learning technologies, as well as in university meetings and in policy events, and they were triggered by the fundamental changes visible through integration and adoption of technologies into all areas of universities.

We had the chance to learn the fundamental insight that a lack of coherent strategic models, low interest and engagement of faculty and missing quality considerations for eLearning are all visible symptoms for deeply-rooted causes which paralyze current innovation efforts of universities. As a consequence we are convinced that it is necessary to develop a more holistic view on changing cultures of universities.

If higher education institutions want to keep leading positions in the knowledge economy it will be necessary for university management to perceive innovation and change not as a singular achievement but rather as an emerging and ongoing phenomenon which has to be embraced as part of a culture of change in higher education institutions. We have to engage the higher education community – students, administrators, management and teachers, as well as policy makers – in its entirety, to take into consideration strategic change models rather than isolated ad-hoc attempts and to understand how technology-enhanced innovation attempts impact long-standing cultural values in the science system in higher education.

At the same time it will be necessary to view changes not as a technological revolution but as an ongoing educational innovation and to develop a new understanding how to join efforts towards a more open and emerging innovation model for universities. A new culture of change will have to take into account barriers for educational innovation which are often caused by macro-level influence factors that even committed universities can hardly overcome at institutional level. University leaders have in consequence to take the underlying innovation barriers into account when they try to engage faculty for the use of learning technologies.

The book is addressing the higher education governance community as a whole – university leaders, chief information officers, change and quality assurance managers and faculty developers who are involved in strategic management decisions. Pedagogical advisers and consultants find new insights and practices for the sustainable integration and management of learning technologies in higher education. The volume fosters a sound understanding of the necessity and strategy to change for professors and teachers and provides them with practical recommendations on competence and quality methodologies for their own practices. Furthermore, the discussed concepts are likely to be of strong interest to senior government officials and policy makers working to evoke change, and/ or who are concerned about national economic competitiveness. The book presents a number of cases for e-Learning application, change and innovation from different disciplines to attract its readership from a broad range of disciplines.

Although we believe that the presented work does not need prerequisites, a basic understanding of the field of technology enhanced learning as well as a perceived need of the necessity to change in higher education to meet tomorrow's work and learning challenges will be beneficial for reading. The presented contributions offer well-grounded insights into successful education innovation from two angles: First, they set a clear focus to uncover the underlying factors which slow down e-Learning innovation and addresses them with coherent approaches for strategic change; and second, they present their experiences in the fields of innovation, change and strategic thinking. The contributions deal with technology-triggered innovation challenges that higher education policy-makers as well as decision-makers and academics in universities face alike.

This volume suggests moving ahead to future learning. It is meant to be a handbook for strategic change in higher education for those who work towards innovating education to meet future challenges. We believe that we are standing at the threshold to radical changes of our good old universities. We believe that this change will come rapidly and probably faster than we foresee it. We believe also that visions are always restricted by current experiences. With this book we can only aspire to shed light on some strands of development within the near next future. But the panorama of great thinkers of education which came together here already indicates that transformation will happen and that it will not leave us with the same institutions we know today. The future universities will look radically different. How? We do not know yet – but with this book we can take a look into the future and see where it will lead us.

A volume of this scope is a collaborative exercise. We are thankful to all collaborators contributing their best thinking and visions to this project, and all those who gave advice and motivation to proceed and push the boundaries. Experts from all over the world formed an interactive community to realize this project. It would not have been possible without the immense commitment of all authors who contributed their time and ideas to this book, agreed to take part in reviews and provided input for lively debates. We have also been able to build on a wide network of supporting organizations, whose commitment and willingness to help have constantly carried us forward in the edition of this book. We would like to

express our sincere gratitude to all authors and organizations for their great support. Last, but not least, we would like to thank our wives Virginie and Anne-Marie for supporting us during the long hours we worked in evenings and weekends on this book – without their patience this work would not have been realized.

Essen and Rennes,
December 2009

Ulf-Daniel Ehlers and Dirk Schneckenberg

What can you expect?

Setting the Scene

- List of Figures and Tables
- List of Editors and Contributors

Ulf-Daniel Ehlers & Dirk Schneckenberg: Introduction

Tony Bates on new Challenges

Gilly Salmon about Learning Innovation

Jay Cross about Informal Learning

Roberto Carneiro about Innovation

Section A. New Strategies for a Culture of Change and Innovation In Universities

- 6 *Stories of Change*: The University of Zurich, Switzerland
- 7 Shaping learning cultures: a strategic challenge for universities
- 8 Faculty Development in Context: Changing Learning Cultures in Higher Education
- 9 Open Content, Open Learning 2.0: Using wikis and blogs in higher education
- 10 *Stories of Change*: The National University of Ireland, Galway
- 11 Strategic Integration of Open Educational Resources in Higher Education
- 12 New directions for higher education: Challenges, opportunities and outcomes
- 13 Making User-Generated Content Communities Work in Higher Education
- 14 Strategic Issues in University Information Management
- 15 Creating the future: Changing culture through leadership capacity development
- 16 Using Appreciative Inquiry for an e-Learning Change Management Programme
- 17 Fostering Connectivity and Reflection as Strategic Investment for Change

Section B. e-Competence and Faculty Engagement for e-Learning

- 18 *Stories of Change*: The K. U. Leuven, Belgium
- 19 What is e-Competence?
- 20 Learning in Communities
- 21 Supporting changing cultures through emerging practices
- 22 Conspiracies and competences
- 23 Education Innovation
- 24 The Homo Zappiens and its consequences for learning in Universities
- 25 Roles and domains to teach in online learning environments
- 26 *Stories of Change*: e/merge @ the University of Cape Town
- 27 The impact of collaborative e-Learning on concepts of teaching
- 28 *Stories of change*: The story to TieVie

Section C. Innovation and Quality through e-Learning in Universities

- 29 *Stories of change*: The Ruhr University of Bochum
- 30 Moving from Control to Culture in Higher Education Quality
- 31 Quality for Global Knowledge-Intensive Organization: A Step-by-Step Guide
- 32 Innovation and Quality for new Learning Cultures
- 33 Can Web 2.0 and social software help transform how we measure quality?
- 34 The Development of a Theoretically Sound Concept of Quality Criteria
- 35 MedidaPrix Award: An Agent for Changing Education e-Learning Practice
- 36 Changing Cultures in Higher Education The UNIQUe experience.
- 37 The Organisational Impact of Open Educational Resources

- List of References
- Glossary/Index

Contents

1	Introduction: Changing Cultures in Higher Education	1
	Ulf-Daniel Ehlers and Dirk Schneckenberg	
2	New Challenges for Universities: Why They Must Change	15
	Tony Bates	
3	Learning Innovation for the Twenty-First Century	27
	Gilly Salmon	
4	“They had People Called Professors...!” Changing Worlds of Learning: Strengthening Informal Learning in Formal Institutions?	43
	Jay Cross	
5	Transforming Universities	55
	Roberto Carneiro	
Section A. New Strategies for a Culture of Change and Innovation in Universities		
6	Stories of Change: The University of Zurich, Switzerland	71
	Eva Seiler Schiedt	
7	Shaping Learning Cultures: A Strategic Challenge for Universities	75
	Dieter Euler	
8	Faculty Development in Context: Changing Learning Cultures in Higher Education	85
	Mònica Feixas and Franziska Zellweger	

9	Open Content, Open Learning 2.0: Using Wikis and Blogs in Higher Education	103
	Steve Wheeler	
10	Stories of Change: The National University of Ireland, Galway	115
	Iain Mac Labhrainn	
11	Strategic Integration of Open Educational Resources in Higher Education	119
	Sandra Schaffert	
12	New Directions for Higher Education: Challenges, Opportunities, and Outcomes	133
	Marta Cleveland-Innes	
13	Making User-Generated Content Communities Work in Higher Education – The Importance of Setting Incentives	149
	Jan vom Brocke, Cynthia White, Ute Walker, and Christina vom Brocke	
14	Strategic Issues in University Information Management	167
	Hans E. Roosendaal	
15	Creating the Future: Changing Culture Through Leadership Capacity Development	189
	Geraldine Lefoe	
16	Using Appreciative Inquiry for an e-Learning Change Management Programme: The ENTICE Project at Brunel University	205
	Linda A. Murray, Philip P. Alberts, and Julia E. Stephenson	
17	Fostering Connectivity and Reflection as Strategic Investment for Change	215
	Gráinne Conole, Ruth Brown, Maria Papaefthimiou, Phil Alberts, and Catherine Howell	
Section B. e-Competence and Faculty Engagement for e-Learning		
18	Stories of Change: The K.U. Leuven, Belgium	235
	Wim Van Petegem	
19	What is e-Competence? Conceptual Framework and Implications for Faculty Engagement	239
	Dirk Schneckenberg	

20	Learning in Communities	257
	Etienne Wenger, Nancy White, and John Smith	
21	Supporting Changing Cultures Through Emerging Practices	285
	Tony Carr, Laura Czerniewicz, and Cheryl Brown	
22	Conspiracies and Competences	299
	John Erpenbeck	
23	Education Innovation: Case Studies in e-Learning and Face-to-Face Teaching in Higher Education: What is the Best?	313
	J.A. Boon	
24	The Homo Zappiens and its Consequences for Learning in Universities	323
	Wim Veen and Jan-Paul van Staalduinen	
25	Roles and Domains to Teach in Online Learning Environments: Educational ICT Competency Framework for University Teachers	339
	Teresa Guasch, Ibis Alvarez, and Anna Espasa	
26	Stories of Change: e/merge @ the University of Cape Town	355
	Tony Carr	
27	The Impact of Collaborative e-Learning on Concepts of Teaching	357
	Tony Churchill	
28	Stories of Change: TieVie – The Support Service for Finnish Universities Toward the Information Society	373
	Anna-Kaarina Kairamo and Matti Sinko	
Section C. Innovation and Quality through e-Learning in Universities		
29	Stories of Change: The Ruhr University of Bochum	381
	Holger Hansen	
30	Moving from Control to Culture in Higher Education Quality	385
	Ulf-Daniel Ehlers	
31	Quality for Global Knowledge-Intensive Organizations: A Step-by-Step Guide	403
	Jan M. Pawlowski and Monika Walter	

32	Innovation and Quality for New Learning Cultures	417
	Ulf-Daniel Ehlers	
33	Can Web 2.0 and Social Software Help Transform How We Measure Quality in Teaching, Learning, and Research?	433
	Graham Attwell	
34	The Development of a Theoretically Sound Concept of Quality Criteria: As in the Case of the Accreditation for Technology-Enhanced Learning EFMD-CEL	447
	Taiga Brahm, Dieter Euler, and Sabine Seufert	
35	The MedidaPrix Award: An Agent for Changing Higher Education e-Learning Practice	457
	Peter Baumgartner and Reinhard Bauer	
36	The UNIQUE Label: Supporting a Culture of Innovation and Quality in Higher Education	471
	Annemie Boonen and Helena Bijmens	
37	The Organizational Impact of Open Educational Resources	485
	Niall Sclater	
	References	499
	Index	531

List of Figures

Fig. 2.1	Percentage share of Canadian industrial employment (Source Globe and Mail, 27 April 2006, B9)	18
Fig. 3.1	The quadrant approach to learning innovation	34
Fig. 4.1	The spending/outcomes paradox	45
Fig. 4.2	The learning mixer	46
Fig. 4.3	Two sides of learnscapes	48
Fig. 4.4	Informal learnscape	49
Fig. 4.5	Learning conversations	50
Fig. 4.6	Learning communities	51
Fig. 4.7	Unconferences	51
Fig. 4.8	Internet inside	52
Fig. 4.9	Web 2.0	52
Fig. 5.1	Mintzberg's configurations, six structural components (Mintzberg, 2009)	59
Fig. 5.2	Universities portrayed as professional organizations	60
Fig. 5.3	Two dimensions, four cultures (Goffee and Jones, 1996)	61
Fig. 5.4	Value chain of institutional transformation	67
Fig. 7.1	Conceptual frame "learning cultures"	79
Fig. 8.1	Conceptual framework of the research project	86
Fig. 9.1	Negotiation of meaning within shared spaces	111
Fig. 9.2	Five-stage wiki activities model	113
Fig. 11.1	Envisaged organizational changes through strategic implementation of OER	127
Fig. 11.2	Implementation model of an OER policy	128
Fig. 13.1	Framework for the design of UGC-communities (adapted from vom Brocke 2003)	151
Fig. 13.2	Theoretical model about the impact of incentives	156
Fig. 13.3	The learner-context interface (adapted from White 2003)	158
Fig. 13.4	Participating groups in an International eGroups collaboration	159

Fig. 13.5 Configuration of technology and tools in eGroups learning environment	161
Fig. 14.1 Modes of integration and integration paths	169
Fig. 15.1 Distributed leadership for learning and teaching	195
Fig. 16.1 Change management program	208
Fig. 16.2 The 4-D cycle of appreciative inquiry	210
Fig. 16.3 Educational considerations	213
Fig. 17.1 The Brunel appreciative inquiry approach	220
Fig. 17.2 The Reading QA cycle	226
Fig. 17.3 Cluster C ingredients for success	230
Fig. 19.1 Degree of complexity: from skills to competences	243
Fig. 19.2 Model of action competence (Schneckenberg 2008, p. 114) ...	244
Fig. 19.3 Model of e-Competence layers	246
Fig. 19.4 Generic concept of e-Competence	248
Fig. 20.1 Community oriented towards meetings	259
Fig. 22.1 Knowledge – qualification – competence	308
Fig. 24.1 Function of higher education institutions in online networks	336
Fig. 25.1 Roles and domains for university teachers in online environments	349
Fig. 27.1 A basic activity system	359
Fig. 27.2 Cultural-historical activity system (after Engeström 1987, Sharples et al. 2007)	360
Fig. 27.3 Spectrum of beliefs and practices	361
Fig. 27.4 Expansive cycles in e-Competence training	369
Fig. 27.5 Levels of contradiction within a multi-layered activity system (Engeström, 1987)	370
Fig. 30.1 Model of quality culture	393
Fig. 30.2 Quality literacy (Ehlers, 2007a)	396
Fig. 31.1 Influence factors on learning processes (Richter and Pawlowski, 2007)	405
Fig. 34.1 Conceptions of educational quality	449
Fig. 34.2 The quality model (Wirth, 2005)	450
Fig. 34.3 The methodical derivation of the CEL quality criteria	452
Fig. 34.4 Overview of the cultural dimension (Wirth, 2005)	453
Fig. 34.5 Overview of the CEL quality dimensions and criteria (Wirth, 2005)	455
Fig. 35.1 Key elements in Alexander's pattern description	460
Fig. 35.2 Ball bearing method realized by students at Danube University Krems	460
Fig. 35.3 Award procedure	462
Fig. 35.4 MedidaPrix award and pattern quality	465
Fig. 35.5 Submitted projects between 2000 and 2008	467

List of Tables

Table 4.1	Learning vs. training	47
Table 7.1	Dimensions of learning cultures	81
Table 7.2	Instruments for influencing learning and teaching in universities	82
Table 8.1	Environmental factors affecting learning transfer (Holton III et al. 2000)	99
Table 12.1	Innovative education leadership characteristics and behaviors	143
Table 15.1	Examples of faculty-based projects related to e-Learning ...	196
Table 15.2	Domain and activity relationships	203
Table 19.1	Components and assumptions for action competence	244
Table 19.2	Sources of evidence	250
Table 19.3	Taxonomy for impact of competence interventions on KSA	254
Table 20.1	Overview on meeting oriented community	261
Table 20.2	Overview of main community characteristics and implications	264
Table 20.3	Overview of main community characteristics and implications	266
Table 20.4	Overview of main community characteristics and implications	268
Table 20.5	Overview of main community characteristics and implications	271
Table 20.6	Overview of main community characteristics and implications	273
Table 20.7	Overview of main community characteristics and implications	276
Table 20.8	Overview of main community characteristics and implications	279
Table 20.9	Overview of main community characteristics and implications	282

Table 22.1	Instruments and methods and their potential for labilization	310
Table 23.1	Teaching and learning activities – value adding on the web	315
Table 23.2	Responses from case studies	319
Table 27.1	Samuelowicz and Bain’s dimensions of constructivism (after Samuelowicz, Bain 1992 and Ho 2000)	361
Table 27.2	Types of communities	370
Table 30.1	Different approaches to organizational culture	391
Table 30.2	Dimensions of quality literacy (Ehlers, 2007a)	397
Table 31.1	Extended process model for global learning quality	411
Table 31.2	Sample description (Pawlowski 2008)	413
Table 32.1	Different conditions and subjects of quality assessment in communities vs. networks	420
Table 32.2	Different conditions and subjects of quality assessment	422
Table 32.3	Methods of quality development for e-Learning 2.0	424
Table 32.4	Purposes of an e-portfolio for assessment (based on Hornung-Prähäuser et al. 2007)	426
Table 32.5	Comparison between forms of e-assessment – “e-portfolio vs. online tests”	427
Table 32.6	Differences between peer-review and peer-assist processes (based on Common Knowledge 2007)	430
Table 32.7	Online peer assist processes	430
Table 35.1	Evaluation criteria for the MedidaPrix (Baumgartner and Zauchner, 2008)	463

List of Editors and Contributors

Editors

Ulf-Daniel Ehlers



Ulf-Daniel Ehlers is an Adjunct Associate Professor of the Graduate School for Management and Technology of the University of Maryland University College, and an Assistant Professor in the Department for Business Information Sciences of the University of Duisburg-Essen, Germany. He holds degrees in English Language, Social Sciences and Educational Sciences from the University of Bielefeld, finished his Ph.D. with honours in the field of Technology Enhanced Learning in 2003, and his habilitation in Educational Science in 2008. He has worked as coordinator of many European and national initiatives and is currently Vice-president of the European Foundation for Quality in e-Learning, a Director of the Society for Media in Science (GMW e.V.) and the International e-Learning Association (IELA). His research interests include e-Learning, innovation and quality management, and competence research in which he has published over 100 papers, books and articles. Address for correspondence: Dr. Ulf-Daniel Ehlers, University of Duisburg-Essen, Information Systems for Production and Operations Management, Universitaetsstrasse 2, 45141 Essen, Germany. Tel: ++49 201 183 44 03; e-mail: ulf.ehlers@gmail.com, web: <http://www.ulf.ehlers.de>

Dirk Schneckenberg



Dirk Schneckenberg is Professor of Strategic Management at the ESC Rennes School of Business in France. His principal research interests are organisational learning, knowledge management and innovation strategies for firms, as well as the necessity to rethink business and higher education for the twenty-first century.

He has managed a number of research projects funded by the European Commission and published around 40 refereed papers in journals, books and international conference proceedings. Address for correspondence: Dr. Dirk Schneckenberg, ESC Rennes School of Business, Strategy & Marketing Department, 2, rue Robert d'Arbrissel CS 76522, 35065 Rennes Cedex, France. Tel: +33 2 99 33 48 23; e-mail: dirk.schneckenberg@gmail.com

The short profiles of contributors are presented in alphabetical order.

Philip Alberts

Philip Alberts is the Head of e-Learning at Brunel University, United Kingdom. His research interests are e-pedagogy, the design of e-Learning/blended learning, and curriculum design. Address for correspondence: Dr. Philip Alberts, LTDU, LC016, Brunel University, Uxbridge, Middlesex UB8 3PH, United Kingdom. Tel: +44 18 95 265 802; e-mail: phil.alberts@brunel.ac.uk

Ibis Alvarez

Ibis Alvarez is Professor at Autonomy University of Barcelona, Psychology Faculty. Her research interests focused on teaching and learning strategies. Address for correspondence: Ibis Alvarez, Campus UAB, Edificio G6- Despacho 262, 08193 Bellaterra (Cerdanyola del Vallès), Barcelona 08193, Spain. Tel: +34 935 813 199; e-mail: ibismarlene.alvarez@uab.es

Graham Attwell

Graham Attwell is Director of Pontydysgu, an Educational Research and Software Development Company based in Wales. He is an Associate Fellow of the Institute for Employment Research, University of Warwick and a Visiting Fellow at the University of Bremen. His research interests are focused on technology enhanced teaching and learning and web-based learning environment development. Address for correspondence: Graham Attwell, Pontydysgu, Heath Crescent 18, CF37 2 LB Pontypridd, United Kingdom. Phone +49 421 21 87 804; e-mail: graham10@mac.com

Tony Bates

Dr. Tony Bates is President and CEO of Tony Bates Associates Ltd. His research interests are: planning and management of e-Learning; costs and benefits of technology-based learning; and selection and use of technology in teaching. Address for correspondence: Tony Bates Associates Ltd, #342-2906 West Broadway, Vancouver, BC, Canada, V6K 2G8. Tel: +1 604 733 9449; e-mail: tony.bates@ubc.ca

Reinhard Bauer

Reinhard Bauer is an academic member of staff in the Department for Interactive Media and Educational Technology at Danube University Krems (Austria). His research interests are pedagogical patterns. Address for correspondence: Mag. Reinhard Bauer, MA, Danube University Krems, Department for Interactive

Media and Educational Technology, Dr.-Karl-Dorrek-Straße 30, 3500 Krems, Austria. Tel: +43 (0)2732 893-2352; e-mail: reinhard.bauer@donau-uni.ac.at

Peter Baumgartner

Peter Baumgartner is full professor for Technology enhanced learning and Multimedia at Danube University Krems (Austria), the first European university specialised in Continuing Education. He is the head of the Department for Interactive Media and Educational Technology. Since 1992 Peter Baumgartner has focused his research work on learning theory, e-Learning scenarios and blended learning arrangements, distance education, didactics and teacher training, strategies for the organisational implementation of e-Learning and evaluation methodology. Address for correspondence: Univ.-Prof. Dr. Peter Baumgartner, Danube University Krems, Department for Interactive Media and Educational Technology, Dr.-Karl-Dorrek-Straße 30, 3500 Krems, Austria. Tel: +43 (0)2732 893-2350; e-mail: peter.baumgartner@donau-uni.ac.at

Helena Bijns

Helena Bijns holds a Masters degree in Roman languages (French and Italian) and specialised in Media- and Information Sciences at K.U.Leuven. In 1999 she started at ATiT where she worked as a project manager and researcher, in the field of eLearning. In March 2005, Helena started working for EuroPACE ivzw and AVNet-K.U.Leuven. Helena's role in EuroPACE consisted of overall coordination of the activities, development of the strategic goals of the organisation and leading the EuroPACE team. Helena has built up extensive expertise in managing EC- supported eLearning projects, representing the network and disseminating its expertise to the wider educational community and piloting and evaluating innovative educational applications. Her research topics include Quality in eLearning, digital interactive television for learning, and Virtual Mobility. Since August 2009, she works as Research Coördinator for the Media-and Design Academy of the Katholieke Hogeschool Limburg. Address for correspondence: Helena Bijns, C-Mine 5, 3600 Genk, Belgium. Tel: +32 472 821 827; e-mail: helena.bijns@telenet.be

J.A. (Hans) Boon

Prof J.A. (Hans) Boon obtained his PhD in 1978 from the University of Wales and the University of Johannesburg. Since then he was professor in Information Science for about 25 years. From 1994 until mid 2007 he was a member of the Executive and Senior Management of the University of Pretoria. For ten years he was responsible for education innovation at the University of Pretoria. He is now a Research professor in Information Science at the School for Information Technology. In his early days his research centred on information needs and uses, information retrieval and information and knowledge management and tertiary education. Currently he is involved in knowledge audits and personal knowledge management

in universities. Address for correspondence: University of Pretoria, School for Information Technology, South Africa. Tel: +27 12 420 4112; e-mail: hans.boon@up.ac.za

Annemie Boonen

Annemie Boonen is managing director of Merzouga Media & Communications and works as Networked eLearning Expert with several international organisations. She has contributed to the EuroPACE network since 1995 and was involved in the strategic developments and R&D projects on Higher Education and Lifelong Learning. Her research interests are in Quality in eLearning, Internationalisation Networking and Innovation in Higher Education, Cultural Aspects of International Cooperation, Enterprise-University cooperation and Virtual Mobility. Address for correspondence: Annemie Boonen, EuroPACE ivzw, Kapeldreef 62, 3001 Heverlee, Belgium. Tel: +32 477 59 41 61; e-mail: annemie.boonen@europace.be

Taiga Brahm

Taiga Brahm is project manager at the Swiss Centre for Innovations in Learning (scil) at the University of St. Gallen. Her research interests include technology-enhanced learning, computer-supported collaborative learning and the management of innovations in learning. Address for correspondence: Taiga Brahm, University of St.Gallen, Institute of Educational Management and Business Education, Dufourstr. 40a, 9000 St. Gallen. Tel: +41 71 2247593; e-mail: taiga.brahm@unisg.ch

Cheryl Brown

Cheryl Brown is a researcher at the Centre for Educational Technology at the University of Cape Town. Her focus has primarily been university students access to and use of ICTs for learning. She is writing up her PhD focusing on the effects of access, social conditions and educational context on student discourses of ICTs. Address for correspondence: Centre for Educational Technology, University of Cape Town, Private Bag Rondebosch 7700, South Africa. Tel: 27 21 650 5035; e-mail: Cheryl.Brown@uct.ac.za

Ruth Brown

Ruth Brown is an Academic Developer in the Learning & Teaching Enhancement Unit at London South Bank University. Her particular research interests focus around eLearning, curriculum design and learning design, assessment and the student as a legitimate participant in the HE community. Address for correspondence: Ruth Brown, Learning & Teaching Enhancement Unit, London South Bank University, 103 Borough Road, London, SE1 0AA, United Kingdom. Tel: +44 20 7815 7804; email: ruth.brown@lsbu.ac.uk

Roberto Carneiro

Prof. Roberto Carneiro served as Portuguese Minister of Education from 1987 until 1991. He currently chairs the Study Centre on Peoples and Cultures and is Dean of the Institute for Distance Learning at the Portuguese Catholic University. Among his other education-related tasks, Carneiro also directs the Grupo Forum, a leading multimedia and publishing house in Portugal and is Chairman of Eduweb, an e-Learning provider in Portuguese-speaking countries. Roberto Carneiro holds many leadership functions: He is vice-president of both the Information Society Forum and the Study Group on Education and Training; he is also a member of the EU/US Co-operation Committee eLearning Research Network, the eLearning Committee, and the Lifelong Learning Stakeholder Group. Prof. Carneiro has extensive international experience with the World Bank, UNESCO, OECD, Council of Europe and other development agencies. Address for correspondence: Prof. Roberto Carneiro, Universidade Católica Portuguesa, Palma de Cima, 1649-023, Lisboa, Portugal. Tel: +351 21 721 41 33; e-mail: rc@cepcp.ucp.pt

Tony Carr

Tony Carr is the Staff Development Co-ordinator at the Centre for Educational Technology at University of Cape Town. His interests include communities of practice in staff development, online facilitation, the educational use of wikis and blogs, and online and mixed mode collaborative learning. Address for correspondence: Centre for Educational Technology, University of Cape Town, Private Bag Rondebosch 7700, South Africa. Tel: 27 21 650 5033; e-mail: Tony.Carr@uct.ac.za

Tony Churchill

Tony Churchill is a Teaching & Learning Officer at Loughborough University, UK. He has worked in teacher training in the UK Higher Education sector for over 10 years. His particular research interests are the role of e-Learning in the transformation of learning & teaching in HE and community-based approaches to professional development. Address for correspondence: Mr. Tony Churchill, Teaching Centre, Loughborough University, 7 Holywell Drive, LE11 3TU, Loughborough, United Kingdom.

Martha Cleveland-Innes

Dr. Martha Cleveland-Innes is a faculty member and program director in the Center for Distance Education at Athabasca University in Alberta, Canada. She teaches Research Methods and Leadership in the graduate programs of this department. Martha has received awards for her work on the student experience in online environments and recently received the President's Award for Research and Scholarly Excellence from Athabasca University. Current research interests are in the area of leadership in open and distance higher education, teaching across the disciplines in online higher education and emotion in learning. Address for

correspondence: Martha Cleveland-Innes, Athabasca University, Centre for Distance Education, 1 University Drive, Athabasca, Alberta, Canada T9S 3A3. Phone: +1 800 788 9041; e-mail: martic@athabascau.ca

Gráinne Conole

Gráinne Conole is Professor of e-Learning in the Institute of Educational Technology at the Open University in the UK. Her research interests include the use, integration and evaluation of Information and Communication Technologies and e-Learning and the impact of technologies on organisational change. She has extensive research, development and project management experience across the educational and technical domains. She has published and presented over 300 conference proceedings, workshops and articles. She is co-editor of the recently published RoutledgeFalmer book *Contemporary perspectives on e-Learning research*. Address for correspondence: Prof. Gráinne Conole, Institute of Educational Technology, The Open University, PO Box 197, Milton Keynes, MK7 6AA, United Kingdom. Tel: +44 19 08 654 362; e-mail: g.c.conole@open.ac.uk

Jay Cross

Jay Cross is a champion of informal learning, web 2.0, and systems thinking. He has challenged conventional wisdom about how adults learn since designing the first business degree program offered by the University of Phoenix three decades ago. Jay served as CEO of eLearning Forum for its first five years and has keynoted major conferences in the U.S. and Europe. He is the author of *Informal Learning: Rediscovering the Natural Pathways that Inspire Innovation and Performance* and *Learn-scaping: How to Get Things Done in Organizations*. He currently helps teams apply informal/web 2.0 learning approaches to foster collaboration and accelerate performance. He is a graduate of Princeton University and Harvard Business School. Address for correspondence: Jay Cross, Internet Time Group, 30 Poppy Lane, Berkeley, California 94708. Phone: +1 510 323 5380; e-mail: jaycross@gmail.com

Laura Czerniewicz

Associate Professor Laura Czerniewicz is the Director of the Centre for Educational Technology (CET) at the University of Cape Town. Her research interests are policy and practice, elearning organisational issues, the digital divide, conceptualisation of new digitally mediated practices, the nature of the emergent field of educational technology. Address for correspondence: Centre for Educational Technology, University of Cape Town, Private Bag Rondebosch 7700, South Africa. Tel: 27 21 650 5034; e-mail: Laura.Czerniewicz@uct.ac.za

John Erpenbeck

John Erpenbeck is Professor for competence management at Steinbeis School of International Business and Entrepreneurship (SIBE), Herrenberg, in Germany. His research interests are knowledge management, competence management, value management and their interdependences. Address for correspondence:

Prof. Dr. John Erpenbeck, Fritz Erpenbeck Ring 10, 13156 Berlin. Tel: +49 030 4772211; e-mail: john.erpenbeck@gmx.de

Anna Espasa

Anna Espasa is Lecturer of the Department of Psychology and Education at Open University of Catalonia. Her research interests are assessment of learning, feedback and self-regulation of learning in online teaching and learning environments. Address for correspondence: Dra. Anna Espasa, Open University of Catalonia, Rambla del Poblenou, 156, 08018, Barcelona. Tel: +34 933 263 402; e-mail: aespasa@uoc.edu

Dieter Euler

Dieter Euler is Full Professor for Educational Management and Business Education at the University of St. Gallen. His research interests are educational management, promotion and diagnosis of social competences and innovative strategies of teaching and learning. Address for correspondence: Prof. Dr. Dieter Euler, University of St. Gallen, Institute of Educational Management and Business Education, Dufourstr. 40a, 9000 St. Gallen, Switzerland. Tel: +41 71 2242630; e-mail: Dieter.Euler@unisg.ch

Mònica Feixas

Mònica Feixas, M.Ed (Teachers College, Columbia University) and PhD (Universitat Autònoma de Barcelona). Lecturer at the Faculty of Education Sciences at Universitat Autònoma de Barcelona in Spain. Her research interests are organisational development in educational institutions, university teachers' professional development, learning cultures in higher education and retention strategies for university students. Address for correspondence: Dr. Mònica Feixas, Universitat Autònoma de Barcelona, Faculty of Education Sciences, Department of Applied Pedagogy, Edifici G-6/247, 08193-Cerdanyola del Vallès, Spain. Tel: +34 93 581 16 19; e-mail: monica.feixas@uab.cat

Teresa Guasch

Teresa Guasch is Professor at the Department of Psychology and Education at the Open University of Catalonia. Her research interests are the processes of teaching and learning in online environments, especially on teachers training. Address for correspondence: Dr. Teresa Guasch, Open University of Catalonia, Rambla del Poblenou, 156, 08018, Barcelona. Tel: +34 933 263 401; e-mail: tguaschp@uoc.edu

Catherine Howell

Catherine Howell is Educational Designer in the Faculty of Humanities and Social Sciences at La Trobe University in Melbourne, Australia. She is co-organiser of the Cockatoo Club, a cross-faculty forum that promotes scholarly approaches to teaching and learning. Her research interests include learners' conceptual development, educational contexts, and new technologies in education. Address for

correspondence: Dr. Catherine Howell, Faculty of Humanities and Social Sciences, La Trobe University, Victoria 3086, Australia. Tel: +61 3 9479 1024; e-mail: c.howell@latrobe.edu.au

Geraldine Lefoe

Geraldine Lefoe is a Senior Lecturer in Academic Development, Centre for Educational Development and Interactive Resources, University of Wollongong. She initiated and facilitated the Faculty Scholars Program in 2004, and was awarded funding by the Australian Learning & Teaching Council from 2006–2008 to expand the program to three more universities. As Vice-President of the Australasian Society for Computers in Learning in Tertiary Education until 2008 she co-led an invited research project on User Needs for the ALTC Exchange. Her research interests include leadership capacity development, staff development practices and adapting innovative technologies for teaching and learning. Address for correspondence: Dr. Geraldine Lefoe, CEDIR, University of Wollongong, NSW, Australia, 2522. Tel: +61242213193; e-mail: glefoe@uow.edu.au

Linda Murray

Linda Murray is the Director of the Learning and Teaching Development Unit at Brunel University, United Kingdom. Her research interests are work-placement learning, the use of e-Learning to support student development, and the nature of oral communication skills. Address for correspondence: Dr. Linda Murray, LTDU, LC016, Brunel University, Uxbridge, Middlesex UB8 3PH, United Kingdom. Tel: +44 18 95 265 798; e-mail: linda.murray@brunel.ac.uk

Maria Papaefthimiou

Maria Papaefthimiou is e-Learning Manager at the University of Reading, working within the University's Centre for the Development of Teaching and Learning. Her responsibilities include the strategic embedding of e-Learning at Faculty and Programme levels. Her research interests focus on the enhancement of teaching and learning through technology and the pedagogical aspects of technology use. Address for correspondence: Maria-Christiana Papaefthimiou, e-Learning Manager, Centre for the Development of Teaching and Learning, Room 231B, HumSS, University of Reading, Whiteknights, Reading, RG6 6AA, Tel: +44 118 378 7141; e-mail: m.c.papaefthimiou@reading.ac.uk

Jan M. Pawlowski

Jan M. Pawlowski works as a professor in "Global Information Systems" at the University of Jyväskylä. His Habilitation in 2008 was about Reference Modeling and Integration Approaches in the fields of Knowledge Management, Quality Management and e-Learning. His research includes a variety of European projects focusing at understanding and supporting globally distributed organizations, groups and individuals. He has published numerous articles in books, journals, and

conference proceedings. His main research interests and activities are in the field of Global Information Systems, in particular for knowledge intensive organizations. He also is active in learning technology standardization in several standardisation organisations. Address for correspondence: Prof. Dr. Jan M. Pawlowski, University of Jyväskylä, Information Technology Research Institute (ITRI) PL 35 (Agora), 40014. Tel: +358 14 260 2596; e-mail: jan.pawlowski@icb.uni-essen.de

Hans Roosendaal

Hans Roosendaal is Professor for Strategic Management at the University of Twente in the Netherlands with specialisation in strategic knowledge and information management. Educated as a physicist, he joined 1974 the University of Bielefeld as faculty staff. Between 1983 and 1998, he served Elsevier Science in various management positions as publisher and in corporate strategy and acquisitions. He joined the University of Twente in 1998 as Chief Information Officer. He also served as member of the Executive Board of the University of Twente. Since 2006, he is a member of the Standing Accreditation Committee of the Zentrale Evaluations- und Akkreditierungsagentur, Hannover, Germany. Address for correspondence: Hans E. Roosendaal, School of Management & Governance, University of Twente, The Netherlands. Tel: +31 53 489 1048; e-mail: h.e.roosendaal@utwente.nl

Gilly Salmon

Gilly Salmon is Professor of e-Learning and Learning Technologies at the University of Leicester in the UK. She is head of the Beyond Distance Research Alliance and of the Media Zoos. Her research interests span learning innovation, learning futures, strategies for change in Higher Education, e-moderation, and the harnessing of new technologies for learning and teaching. Recent books include Podcasting for Learning in Universities (with Palitha Edirisingha), Learning in Groups (with David Jaques) and the 2nd Edition of e-moderating. Web sites: www.atimod.com, www.le.ac.uk/beyonddistance. Address for correspondence: Gilly Salmon, 1813a Attenborough Tower, University of Leicester, University Road, Leicester, LE1 7RH, UK. Tel: +44 116 252 2440; e-mail: gilly.salmon@le.ac.uk

Sandra Schaffert

Sandra Schaffert is leader of the application area “education and media” at Salzburg Research in Austria. Her research interest lies in Web-based learning innovations. Address for correspondence: Dr. Sandra Schaffert, Salzburg Research, Education and Media, Jakob Haringer Strasse 5/III, 5020 Salzburg, Austria. Tel: +43 662 2288 429; e-mail: sandra.schaffert@salzburgresearch.at

Niall Sclater

Niall Sclater is Director of Learning Innovation at the Open University in the UK. His research interests are around the development and adoption of learning technologies. Address for correspondence: Niall Sclater, The Open University Strategy

Unit, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom. Phone: +44 1908 654527; e-mail: n.l.sclater@open.ac.uk

Sabine Seufert

Sabine Seufert is Assistant Professor for Educational Management and Business Education as well as Executive Director of the Swiss Centre for Innovations in Learning (scil) at the University of St. Gallen. Her research interests are the management of innovations in learning and innovative strategies of teaching and learning, in particular for management development. Address for correspondence: Prof. Dr. Sabine Seufert, University of St. Gallen, Institute of Educational Management and Business Education, Dufourstr. 40a, 9000 St. Gallen, Switzerland. Tel: +41 71 2242632; e-mail: Sabine.Seufert@unisg.ch

John D. Smith

John Smith, Learning Alliances (<http://learningalliances.net>), brings 26 years of experience to bear on the technology and learning challenges faced by communities, their leaders and their sponsors. He coaches and consults on issues ranging from event and community facilitation, to community design and evaluation, and technology selection and configuration. He has been focused on communities of practice for the past 10 years and is the community steward for CPsquare, the international community of practice on communities of practice. He is a regular workshop leader in CPsquare and elsewhere. He grew up in Humacao, Puerto Rico and now lives in Portland, Oregon.

Julia Stephenson

Julia Stephenson is a Post Doctoral Research Fellow in the Learning and Teaching Development Unit at Brunel University, United Kingdom. Her research interests are e-Learning, and learning in virtual worlds. Address for correspondence: Dr. Julia Stephenson, LTDU, LC016, Brunel University, Uxbridge, Middlesex UB8 3PH, United Kingdom. Tel: +44 18 95 265 066; e-mail: julia.stephenson@brunel.ac.uk

Jan-Paul van Staalduinen

Jan-Paul van Staalduinen is a PhD researcher in the Systems Engineering Group of the Faculty of Technology, Policy and Management of Delft University of Technology. His research interests are education, social software and serious games. Address for correspondence: Jan-Paul van Staalduinen, Faculty of Technology, Policy and Management, Jaffalaan 5, 2628 BX, Delft, The Netherlands. Tel: +31 15 278 24 38; e-mail: j.p.vanstaalduinen@tudelft.nl.

Wim Veen

Wim Veen is a full professor at Delft University of Technology. Masters in Human Geography; PhD in Education. His field is Education and Technology. His research activities focus on the development of new learning concepts for formal and

informal learning. Corporate learning is a major focus and together with a team of researchers he contributes to the development of new e-services for learning in organizations where new learning needs are emerging. He takes a particular interest in the net generation, its cyber culture, and the parallel development of new software, giving insights into future learning cultures which will fundamentally change traditional teaching and the roles of all stakeholders in the education field. Address for correspondence: Wim Veen, TU Delft, Section Systems Engineering, Jaffalaan 5, 2628 BX, Delft, The Netherlands. Phone: +31 15 27 84 108; e-mail: w.veen@tudelft.nl

Jan vom Brocke

Jan vom Brocke is Professor of Business Process Management, Director of the Institute of Information Systems at the University of Liechtenstein, and President of the Liechtenstein Chapter of the AIS. He has long time experience in the field of elearning with a special focus on the organisational design of innovative learning and teaching scenarios. Address for correspondence: Prof. Jan vom Brocke, Institute of Information Systems, Fürst-Franz-Josef-Str., 9490 Vaduz, Principality of Liechtenstein. e-mail: jan.vom.brocke@hochschule.li; Phone: +423 2651300; Fax: +423 2651301.

Christina vom Brocke

Christina vom Brocke is PhD candidate and research assistant at the Language Centre of Münster University in Germany. As coordinator at the Network of Excellence GARNET, her research interests lie in establishing online environments for learning, and teaching languages for specific purposes in virtual environments. Address for correspondence: Christina vom Brocke, Sprachenzentrum der Universität Münster, Bispinghof 2b, 48143 Münster, Germany; Phone: +49 251 8321168.

Ute Walker

Ute Walker is Senior Lecturer in the School of Language Studies at Massey University in New Zealand. Her research interests are in the areas of applied linguistics, distance language learning, language and identity as well as bilingualism and biliteracy. Address for correspondence: Dr. Ute Walker, School of Language Studies, Massey University, Private Bag 11 222, Palmerston North, New Zealand. e-mail: U.Walker@massey.ac.nz; Phone: +64 6 3569099 ext. 7813; Fax: 06 3502271.

Monika Walter

Monika Walter works as a project manager at a german company in Paderborn that focusses on Logistics and Business Intelligence. Her Master Thesis in 2008 was about Qualitymanagement in the Internationalisation of e-Learning. Address for correspondence: Monika Walter, Seydlitzstr. 7, 33104 Paderborn, Germany. e-mail: mwa@team-pb.de

Etienne C. Wenger

Etienne C. Wenger is a thought leader and consultant in the field of learning systems. He is the author and co-author of seminal books on communities of practice, including *Situated Learning*, where the term was coined, *Communities of Practice: learning, meaning, and identity*, where he lays out a theory of learning based on the concept, and *Cultivating Communities of Practice*, addressed to practitioners in organizations who want to base their knowledge strategy on communities of practice. Address for correspondence: Etienne C. Wenger, P.O. Box 810, North San Juan, CA 95960, USA. Tel: +1 530 292 9222; e-mail: etienne@ewenger.com

Steve Wheeler

Steve Wheeler is Senior Lecturer in Education and Information Technology in the Faculty of Education at the University of Plymouth, UK. His research interests include e-Learning, social software and distance education. Address for correspondence: Steve Wheeler, University of Plymouth, Faculty of Education, Rolle Building, PL4 8AA, United Kingdom. Tel: +44 1752 584581; e-mail: swheeler@plymouth.ac.uk

Cynthia White

Cynthia White is Professor of Applied Linguistics and Head of School in the School of Language Studies, Massey University, New Zealand. She has research interests in student autonomy, distance learning environments, e-Learning and identity and affect in online learning environments. She serves on the editorial boards of seven international journals and two national journals. Address for correspondence: Professor Cynthia J. White, School of Language Studies, Massey University, Private Bag 11 222, Palmerston North 4442, New Zealand. Tel: + 64 6 3569099 x7711; e-mail: c.j.white@massey.ac.nz

Nancy White

Nancy White is founder and principle of Full Circle Associates. Nancy works with people to leverage their strengths and assets towards tangible goals and meaningful process. Address for correspondence: Nancy White, Full Circle Associates, 7009 23rd Ave NE, Seattle, Washington, USA 206 517 4754 nancyw@fullcirc.com; <http://www.fullcirc.com>

Franziska Zellweger

Franziska Zellweger, Lecturer at University of St. Gallen, Switzerland. Her research interests are on teaching and learning in higher education as well as on higher education management. Address for correspondence: Dr. Franziska Zellweger Moser, University of St. Gallen, Institute for Business Education and Educational Management, Dufourstrasse 40a, 9000 St. Gallen, Switzerland. Tel: ++41 71 224 3156; e-mail: franziska.zellweger@unisg.ch

Authors of ‘Stories of Change’**Holger Hansen**

Holger Hansen is Head of the eLearning unit at Ruhr University in Bochum. He also works freelance as an eLearning consultant and lecturer. His research interests are implementation of eLearning in universities and university networks and university development. Address for correspondence: Holger Hansen, Ruhr University Bochum, Stabsstelle eLearning/Geb. NA 6/66, Universitätsstraße 150, 44801 Bochum, Germany. Tel: +49 234 32 25871; e-mail: holger.hansen@rub.de

Anna-Kaarina Kairamo

Anna-Kaarina Kairamo is the Training Manager and the Head of the Unit of Lifelong Learning and International Projects at TKK Dipoli. She worked with several publishing companies for ten years as Publishing Editor and Publishing Manager and several years as an Information Manager with TKK Dipoli. Since 1995 she has been participating in EU projects related to ICT in education within the programmes TEMPUS, TAP, LEONARDO, SOCRATES, IST and eLearning Initiative. She is the founder and the first Manager of Teaching and Learning Development support services at HUT. She has gained experience as a developer and trainer of several adult education training and development programs to Finnish and foreign university teachers and university faculties.

Iain Mac Labhrainn

Dr. Iain Mac Labhrainn (MacLaren) is the Director of the Centre for Excellence in Learning & Teaching at the National University of Ireland Galway (<http://www.nuigalway.ie/celt>). His research interests are in Higher Education Policy and Practice and, together with colleagues, he has developed professional development programmes and a postgraduate qualifications framework in “Academic Practice”. Address for correspondence: Dr. Iain Mac Labhrainn, Centre for Excellence in Learning & Teaching (CELT), National University of Ireland, Galway, Ireland. Tel: +353 91 49 28 22; e-mail: iain.maclaren@nuigalway.ie

Eva Seiler Schiedt

Dr. Eva Seiler Schiedt is head of the e-Learning Center of the University of Zurich. This service unit provides consulting, informations, training, evaluation and other services for e-Learning users and the university management. Address for correspondence: Eva Seiler Schiedt, University of Zürich, E-Learning Center, Hirschengraben 84, 8001 Zurich, Switzerland. Tel: +41 44 634 22 01; e-mail: eva.seiler@access.uz.ch

Matti Sinko

Matti Sinko is Development Advisor at TKK Dipoli. Acting coordinator of the EU IST project “KP-Lab” at University of Helsinki 2008. Manager of International