

BIOGRAPHICAL DETAILS

Gary J. Anglin is Associate Professor of Education and Program Coordinator of the Instructional Systems Design Program at the University of Kentucky. He is currently president of the Division of Instructional Development and has previously served as president of the Research and Theory Division, Association for Educational Communications and Technology (AECT). He is currently president-elect of the Instructional Technology special-interest group for the American Educational Research Association. In addition, he is currently a consulting editor for both the research and development sections of Educational Technology Research and Development (ETR&D), and chairs the Robert M. Gagne Award for Graduate Student Research. His current research interests are visual message design and metacognition and Web-based instruction. Anglin's publications include 'Visual Message Design and Learning: The Role of Static and Dynamic Illustrations,' published in the Handbook of Research for Educational Communications and Technology (Macmillan). He is also editor of the award-winning book, *Instructional Technology: Past, Present and Future* (2nd Ed.) published by Libraries Unlimited, Englewood, CO. He has two mathematics degrees and completed his doctorate in Instructional Systems Technology at Indiana University.

Zane Berge is currently Director of Training Systems, Instructional Systems Development Graduate Program at the University of Maryland System, UMBC Campus. His scholarship in the field of computer-mediated communication and distance education includes numerous

articles, chapters, workshops, and presentations. Notable are Berge's books, co-edited with Mauri Collins. First, in 1995, was a three volume set, *Computer-Mediated Communication and the Online Classroom*, that encompasses higher and distance education. Following that was a four volume set of books, *Wired Together: Computer-Mediated Communication in the K-12 Classroom*. More recently, he and Deborah Schreiber edited *Distance Training* (1998). Berge's newest book is *Sustaining Distance Training* (Jossey-Bass, December 2000). He consults internationally in distance education and can be contacted at berge@umbc.edu

Simon Booth is Project Manager of a European Fourth Framework project SCHEMA (Social Cohesion through Higher Education in Marginal Areas) at the Centre for Research and Development in Learning Technology. His research interests include functional programming, networked learning and thin-net client technology.

Kuo-Tsai Chen received the M. S. degree in Physical Oceanography from Taiwan University, Taipei, Taiwan; the M. S. degree in Ocean Engineering from Florida Atlantic University, Boca Raton, FL. He was a graduate student in the Department of Ocean Engineering, and a teaching assistant in the Department of Computer Science, at the University of Rhode Island. He has been a Research Assistant in the Educational Instructional Technology program of the College of Education at Texas Tech University since 1998.

Judy Converso has been a Research Associate at Learning Systems Institute, Florida State University, since 1998. She has led projects for the U.S. Navy, the Florida State Department of Revenue, and the Florida Department of Education. Converso was a public school educator for more than 20 years, as a classroom teacher, school improvement correlate chair, grade level chair, and served as district coordinator and change agent for instructional technology for 43 elementary schools. She has presented at state, national, and international conferences on topics including performance improvement, change management/leadership, exceptional student education, and distributed learning environments and delivery systems.

Philip Crompton is a Lecturer in ICT in the Institute of Education at the University of Stirling (<http://www.stir.ac.uk/ioe>). His research areas include the role of interaction in telematics particularly in relation to the role of feedback in online communication, and the development of avatars as virtual tutors in online courses.

William A. Kealy is an Associate Professor in the Department of Secondary Education at the University of South Florida. Additionally, he is Co-Director of the Florida Center for Instructional Technology (<http://fcit.coedu.usf.edu>), an organization that provides leadership and support for the integration of technology in education. Kealy's research primarily centers on various types of static graphics displays and how they are used for improving human learning and performance.

Dale Lick is a past president of Georgia Southern University, University of Maine, and Florida State University, and is presently University Professor and Associate Director of the Learning Systems Institute at Florida State University. He teaches in the Department of Educational Leadership and works on educational (K-12 and higher education) and organizational projects involving transformational leadership, change creation, learning organiza-

tions, distance and distributed learning, new learning systems, strategic planning, and visioning. Lick is the author of more than 50 professional books, articles, and proceedings.

Nancy Maushak has been an assistant professor in Instructional Technology at Texas Tech University since 1998. Her duties include teaching graduate level classes in distance education and technology integration as well as working with graduate students on a variety of research topics. Recently, she was selected as the recipient for a College wide new-faculty teaching award. This fall she takes on the additional duty of being coordinator for the Instructional Technology Program. Maushak's doctoral degree is from Iowa State University where she worked in an educational research lab both prior to graduating and as a postdoctoral fellow. Maushak has been an active participant in the evaluation of Iowa's Star School project for over five years, has taken leadership role as lead evaluator for the past four, and has won several awards for her evaluation activities. She has presented frequently at national and international conferences and mentors graduate students in achieving this professional role.

Gary R. Morrison is a professor in the Instructional Technology program at Wayne State University. He has worked as an instructional designer at the University of Mid-America, Solar Turbines International, General Electric Company's Corporate Consulting Group, and Tenneco Oil Company. Prior to his work at Wayne State University, he was a professor at the University of Memphis, where he taught courses in the Instructional Design and Technology program. His credits include over 30 hours of instructional video programs including a distance education course that was aired nationally on PBS stations.

Morrison has written more than 100 papers on topics related to instructional design and computer-based instruction. He has published in *ETR&D*, *Journal of Educational Psychology*, *Contemporary Educational Psychology*,

and *Computers & Human Behavior*. He is the associate editor of the research section of *ETR&D* and a consulting editor for *Computers & Human Behavior*. He has collaborated on 18 book chapters including the chapter on Experimental Research in the *Handbook of Research on Educational Communications and Technology*. Gary is the senior author of the third edition of *Designing Effective Instruction*, published by John Wiley, and *Integrating Computer Technology into the Classroom*, published by Merrill. His current research interests are on distance education, metacognition, and technology integration. He received his doctorate in instructional systems technology from Indiana University.

Sang Ho Song is a professor in Educational Technology at Andong National University, South Korea, where he is a leader of the cyber education and content development program. He is teaching Motivation and Courseware Design, WBI Development, Edutainment Program Planning & Design, and e-learning Planning and Design. His specialty is motivational

issues in instruction, especially in cyber education programs. His doctorate is from Florida State University and he co-authored with Dr. John M. Keller a book, *Designing Appealing Instruction*, in Korea.

Duncan Timms is Dean of the Faculty of Human Sciences in the University of Stirling and Director of the Centre for Research and Development in Learning Technology (<http://www.stir.ac.uk/crdlt>). His research interests include the social implications of the Internet, particularly in relation to local nets, the relationship between family background and mental health, and the nature of social inclusion.

Ryan Watkins is an assistant professor in the department of Instructional Technology and Distance Education at Nova Southeastern University. He has published more than 24 articles on topics including needs assessment, strategic planning, management, and evaluation. He can be reached at rwatkins@email.com or at www.magapanning.com