

BIOGRAPHICAL DETAILS

Mark Bullen is Associate Director of Distance Education & Technology at the University of British Columbia.

Erin K. Edwards is entering her second year as a doctoral student at Utah State University's Department of Instructional Technology. She received her B.S. from Hampshire College in communication and cognitive science, and completed her M.S. in Utah State University's Department of Instructional Technology, where she received the Instructional Technology Scholar of the Year award. She has been the recipient of a Threshold Grant, the Clair and Enid Johnson Brown Scholarship, and the Marie Eccles Scholarship. Her research interests include the design and development of online learning communities and activity theory.

Wellesley R. (Rob) Foshay is Vice President for Instructional Design and Cognitive Learning of PLATO Learning, Inc., makers of the PLATO[®] computer-based learning resource. In his 25 years of activity in ISPI, Foshay has served on many national and local committees and task forces, including a term on the board of directors of the International Society for Performance Improvement. In addition, he is a frequent presenter before professional associations, has contributed chapters to books on instructional design and human performance technology, and has published frequently in its journals. He was a founding member of

IBSTPI, and co-author of the first edition of the *Instructional Designer* Competencies. He serves on the editorial boards of three research journals.

Douglas M. Harvey is an Assistant Professor of Instructional Technology for the Richard Stockton College of New Jersey. His research and writing has focused on the use of cognitive flexibility hypertexts and issues related design and development of online learning.

David Jonassen is Distinguished Professor of Learning Technologies at the University of Missouri. Since earning his doctorate in educational media and experimental educational psychology from Temple University, Jonassen has taught at the Pennsylvania State University, University of Colorado, the University of Twente in the Netherlands, the University of North Carolina at Greensboro, and Syracuse University. He has published 23 books and numerous articles, papers, and reports on text design, task analysis, instructional design, computer-based learning, hypermedia, constructivist learning, cognitive tools, and technology in learning. He has consulted with businesses, universities, public schools, and other institutions around the world. His current research focuses on constructing design models and environments for problem solving.

Jim Levin is a Professor of Educational Psychology, and a Faculty Affiliate at the National

Center for Supercomputing Applications and at the Beckman Institute for Advanced Science and Technology at the University of Illinois at Urbana-Champaign. His research focuses on finding ways to improve problem solving through collaborative interaction through networks and to help people learn to be better problem solvers by providing powerful distributed learning environments. He has developed several innovative models of learning, including the concept of teleapprenticeships. He has recently been studying "teaching teleapprenticeships," instructional frameworks that allow education students to learn within the context of remote K-12 classrooms. He has been exploring ways to use advanced technologies to improve education, locally, nationally, and internationally.

Kathryn Ley is an Associate Professor of Instructional Technology at University of Houston - Clear Lake. She has conducted research on the relationship between instruction and self regulation support, instructional motivation, cognitive style, and self efficacy.

Leslie Moller, Ph.D., is a graduate of Purdue University's Instructional Research and Development program. He is on the editorial boards of the *Quarterly Review of Distance Education*, and *International Journal of Educational Technology and Performance Improvement Quarterly*. Moller has authored over three-dozen articles and book chapters related to distance education and instructional systems design. He is a frequent presenter at ISPI, AECT, and other national conferences, and has over 20 years corporate and consulting instructional technology experience. He and his wife live just outside Valley Forge, Pa.

Gus Prestera is a doctoral candidate in the Instructional Systems Program at Penn State University.

Roger Schank is a Distinguished Career Professor in the School of Computer Science at Carnegie Mellon University. He was the

founder of the Institute for the Learning Sciences at Northwestern University, where he is John P. Evans Professor Emeritus in Computer Science, Education and Psychology. He was professor of computer science and psychology at Yale University and Director of the Yale Artificial Intelligence Project. He was a visiting professor at the University of Paris VII, an Assistant Professor of Computer Science and Linguistics at Stanford University, and research fellow at the Institute for Semantics and Cognition in Switzerland. He is a fellow of the AAI and was founder of the Cognitive Science Society and co-founder of the Journal of Cognitive Science. He holds a Ph.D. in linguistics from University of Texas.

In 1994, he founded Cognitive Arts Corp., a company that designs and builds high-quality multimedia simulations for use in corporate training and for on-line university-level courses. The latter were built in partnership with Columbia University.

He is the author of more than 20 books on learning, language, artificial intelligence, education, memory, reading, e-learning, and story telling. The most recent are *Coloring Outside the Lines: Raising a Smarter Kid by Breaking All the Rules*, *Scrooge meets Dick and Jane*, and coming this fall: *Designing World Class E-Learning*.

Rose M. Marra is an Assistant Professor of Learning Technologies at the University of Missouri—Columbia, where she teaches courses in instructional design and training and development. Her research interests include the effectiveness of online learning environments, gender equity in higher education, and the epistemological development of college students. Marra came to MU from Penn State University, where she was the Director of Engineering Instructional Services. In a former life, Marra worked for AT&T Bell Laboratories as a software engineer.

David A. Wiley is Assistant Professor of Instructional Technology at Utah State University. He is the editor of *The Instructional Use*

of Learning Objects and has authored numerous papers on the technical, pedagogical, and social aspects of learning objects. He currently chairs the Standards Working Group of the NSF's National Science Digital Library, recently finished an NSF funded postdoctoral fellowship focused on the appropriate use of digital educational resources, and directs the OpenContent Project. His research interests include learning objects, decentralization, community, and dismantling intellectual property law.

Brent G. Wilson is professor of Information and Learning Technologies at the University of Colorado at Denver. His current research leads him to the following questions: How can we help people make effective use of learning resources? How can we help designers of learning resources create better materials? And, how can we encourage people to collaborate, share, and participate as active members of learning communities? He wishes to thank the various colleagues who read the paper and provided feedback, including Erin Edwards, David Wiley, Joni Dunlap, Les Moller, and Martin Ryder.