Gerry Stahl

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Professional Preparation

Massachusetts Institute of Technology (MIT)	Humanities & Science (Math & Philosophy)	BS 1967
University of Heidelberg	Continental Philosophy	1967-68
University of Frankfurt	Social Theory	1971-73
Northwestern University	Philosophy	MA 1971
Northwestern University	Philosophy	PhD 1975
University of Colorado	Computer Science	MS 1990
University of Colorado	Computer Science	PhD 1993
University of Colorado	Computer Science	Postdoc 1996-99

Appointments & Professional Experience

2002-present **Associate Professor**
College of Information Science & Technology
Drexel University, Philadelphia, PA

2001-2002 **Visiting Research Scientist**
BSCW Development Team, CSCW Department, FIT
GMD and Fraunhofer Institutes, Bonn, Germany

1999-2001 **Assistant Research Professor**
Department of Computer Science & Institute of Cognitive Science
University of Colorado, Boulder, CO

1996-1999 **Post Doctoral Research Fellow**
Center for LifeLong Learning and Design
University of Colorado, Boulder, CO

1993-1996 **Director of Software R&D**
Owen Research Inc., Boulder, CO

1990-1993 **Graduate Research Assistant**
College of Environmental Design
University of Colorado, Boulder, CO

1990-1991 **Intern Interface Developer**
US West Advanced Technology, Denver & Boulder, CO

1989-1990 **Instructor & Teaching Assistant**
Department of Computer Science
University of Colorado, Boulder, CO

1984-1989 **Director**
Community Computerization Project, Philadelphia, PA

Relevant Publications

Stahl, G. (2003). Building collaborative knowing: Elements of a social theory of learning. In J.-W. Strijbos, P. Kirschner & R. Martens (Eds.), *What we know about CSCL in higher education*. Amsterdam, NL: Kluwer. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/journals/oun/oun.pdf.

Stahl, G. (2000). Collaborative information environments to support knowledge construction by communities. *AI & Society, 14*, 1-27. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/journals/ai&society/.

Stahl, G. (2002). *Groupware goes to school.* Paper presented at Groupware: Design, Implementation and Use -- CRIWG 2002, 8th International Workshop on Groupware, La Serena, Chile. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/conferences/2002/criwg/Stahl_CRIWG_Paper.pdf

Stahl, G. (2002). *The complexity of a collaborative interaction.* Paper presented at the Fifth International Conference of the Learning Sciences (ICLS 2002), Seattle, WA. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/conferences/2002/icls/ICLS_Stahl.pdf.

Stahl, G., Sumner, T., & Repenning, A. (1995*). Internet repositories for collaborative learning*: Supporting both students and teachers. Paper presented at Computer Support for Collaborative Learning (CSCL '95), Bloomington, Indiana. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/conferences/1990-1997/cscl95/cscl.htm.

Other Publications

Stahl, G. (Editor) (2002). *Computer support for collaborative learning: Foundations for a CSCL community. Proceedings of CSCL 2002*. January 7-11. 755 pages. Boulder, Colorado, USA. Hillsdale, NJ: Lawrence Erlbaum Associates. Retrieved from http://isls.org/cscl/cscl2002proceedings.pdf.

Stahl, G. (2002). Rediscovering CSCL. In T. Koschmann, R. Hall & N. Miyake (Eds.), *CSCL 2: Carrying forward the conversation* (pp. 169-181). Hillsdale, NJ: Lawrence Erlbaum Associates. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/journals/cscl2/cscl2.pdf.

Stahl, G. (2000). *A model of collaborative knowledge-building.* Paper presented at the Fourth International Conference of the Learning Sciences (ICLS 2000), Ann Arbor, MI. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/conferences/2000/icls/icls.pdf.

Stahl, G. (2001). WebGuide: Guiding collaborative learning on the web with perspectives. *Journal of Interactive Media in Education, 2001*(1). Retrieved from http://www-jime.open.ac.uk/2001/1.

Stahl, G., Sumner, T., & Owen, R. (1995). Share globally, adapt locally: Software to create and distribute student-centered curriculum. *Computers and Education. Special Issue on Education and the Internet, 24*(3), 237-246. Retrieved from http://www.cis.drexel.edu/faculty/gerry/publications/journals/c&e/.

Synergistic Activities

- 2000-2001: "New Media to Support Collaborative Knowledge-Building: Beyond Consumption and Chat" (PI) $19,752; sponsor: Lab for New Media at CU and the Omnicom Corporation.
- 1997-2000: "Allowing Learners to be Articulate: Incorporating Automated Text Evaluation into Collaborative Software Environments" (primary author and primary software developer; PIs: Gerhard Fischer, Walter Kintsch and Thomas Landauer) $678,239; Sponsor: James S. McDonnell Foundation.
- 1997-2000: "Conceptual Frameworks and Computational Support for Organizational Memories and Organizational Learning" (co-PI with Gerhard Fischer and Jonathan Ostwald), $725,000; Sponsor: NSF.
- 1999-2000: "Interoperability among Knowledge Building Environments" (PI) $9,124; Sponsor: Center for Innovative Learning Technology / SRI.
- 1998-1999: "Collaborative Web-Based Tools for Learning to Integrate Scientific Results into Social Policy" (co-PI with Ray Habermann) $89,338; Sponsor: NSF.

Collaborators & Other Affiliations

Collaborators and Co-Editors:

Thomas Herrmann – University of Dortmund, Germany

Wolfgang Prinz, Kai Hakkarainene and other European collaborators in the ITCOLE Project

Skip Ellis, Tamara Sumner, Alex Repenning, Jonathan Ostwald, Walter Kintsch, Thomas Landauer, Curt LeBaron, Ray Habermann – University of Colorado

Wesley Shumar, Craig Bach, Stephen Weimar, Scott Robertson, Mike Atwood – Drexel University

Timothy Koschmann – Southern Illinois University

Graduate and Postdoctoral Advisors:

Gerhard Fisher, Clayton Lewis, Raymond McCall, Mark Gross – University of Colorado

Graduate Students:

Rogerio dePaula, Elizabeth Lenell, Alena Sanusi, David Steinhart – University of Colorado

Craig Nicholas Bach

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Professional Preparation

University of Texas at Austin	**Mathematics**	**BS 1986**
University of Texas at Austin	**Philosophy**	**BS 1986**
University of California, Berkeley	**Mathematics**	**MS 1995**
University of California, Berkeley	**Logic and Methodology of Science**	**Ph. D. 1995**

Appointments

(9/00 - present) Assistant Professor, School of Education, Drexel University

(9/97 – 8/00) Assistant Professor, Department of Humanities and Communications

(9/96 – 6/97) Visiting Assistant Professor, Department of Philosophy, Michigan State University

Relevant Publications

Reisman, F., Bach, C., et al. (2002). Creativity stems from divergent chaotic crisis. *E. P. Torrance and Creativity*.

Bach, C. (2001). A fractal is a pattern in your neighborhood. In *NTPN Annual Conference Proceedings: Vol. . Contextual Lesson Plans.* Dallas, TX: National Tech Prep Network.

Bach, C. & Manion, M. (2001). The hypermediated text: An integrated text for teaching philosophy. *Teaching Philosophy*, 24 (1), 45-61.

Bach, C. (1998). Philosophy and mathematics: Zermelo's axiomatization of set theory. *Taiwanese Journal of Philosophy and the History of Science, 21,* 5-31.

Bach, C. (2000). *South East Educational Technology Consortium Professional Development* [A comprehensive, 45-hour, Mac/PC curriculum designed to train K-12 educators in the basic fundamentals of computer literacy]. Los Angeles: Futurekids, Inc.

Other Publications

Bach, C. (1998). Review of *Logical Dilemmas: The Life and Work of Kurt Gödel*. *Mathematical Intelligencer,* 20 (4), 61-64.

Bach, C (1997). Tarski's 1936 account of logical consequence. *Modern Logic*, 7 (2), 109–130.

Bach, C. (2001). Nietzsche and The Big Sleep: Style, Women and Truth. *Film and Philosophy*, 5/6, 45-59.

Bach, C. (1999). *Technology Essentials: Telecommunications* [*Microsoft FrontPage* Web design and Internet tool curriculum for Grade 9 - Grade 12] Los Angeles: Futurekids, Inc.

Bach, C. (1997). *The Internet for Kids*. [Internet resource and classroom applications curriculum for Grade 8 - Grade 12, video included, available through *Sunburst* catalog]. Los Angeles: Futurekids, Inc.

Synergistic Activities

<u>Online Learning Environments</u>:

Bach, C. (2000). *Plato's Apology: A hypermediated learning environment* (Version 1.2) [Online learning environment]. http://www.pages.drexel.edu /~bachcn/Apology.

Bach, C. (2001). *A fractal is a pattern in your neighborhood: Using technology-based communications to learn fractal geometry* (Version 1.0) [Online learning environment].
http://www.pages.drexel.edu /~bachcn/Fractals.

Grant Projects:

Robotics and Intelligent Systems Program, Co-PI, Link-2-Learn, Pennsylvania Department of Education (PDE)
(June, 2001 – May, 2002)
Description: Drexel University's School of Education and Electrical and Computer Engineering Department created a unique collaborative effort with the Simon Gratz Cluster in the School District of Philadelphia involving a technology education program to enhance teacher technology skills.

Drexel Tech Prep Consortium, PI, (July, 2000 – June, 2003)
Description: The Drexel Tech Prep Consortium (DTPC), whose members consist of Drexel University, Swenson Arts & Technology High School, Dobbins AVTS, Mastbaum AVTS, Nueva Esperanza Academy Charter School and the School District of Philadelphia, aims at providing students with the academic support and career guidance necessary to afford them the opportunity to better meet current industry needs and obtain high-paying employment in technical careers. The framework for the DTPC builds from the efforts, successes, and lessons learned from the consortium member's previous Tech Prep experiences. This proposal seeks to address the increasing demand for qualified laborers with technical skills in the regional market place, while economizing resources and reducing overall costs through joint efforts and collaboration.

Online Mentoring Project, Co-PI, NSF #0127516, (February, 2002 – January, 2003)
Description: The proposed Online Mentoring Project builds on the Math Forum's Problems of the Week (PoWs) and on their existing online mathematics community. The PoWs are designed to provide creative, non-routine challenges for students in grades three through twelve, and in so doing, provide in- and pre-service teachers with the opportunity to work closely with students on specific problems. It is hoped that the PoWs will provide teachers with a unique pedagogical training method that enables them to better analyze the mathematical thought processes of individual students and to use this experience to improve their teaching.

Collaborators & Other Affiliations

Collaborators and Co-Editors:
Manion, Mark. Drexel University, Department of English and Philosophy
Reisman, Fredricka. Drexel University, School of Education

Graduate and Postdoctoral Advisors:
Chihara, Charles. University of California, Berkeley, Department of Philosophy
Silver, Jack. University of California, Berkeley, Department of Mathematics
Sluga, Hans. University of California, Berkeley, Department of Philosophy
Vermazen, Bruce. University of California, Berkeley, Department of Philosophy

Thesis Advisor and Postgraduate-Scholar Sponsor:
Charnitski, Christina. Immaculata University, Education Department
Rollins, Jason. Thomson, ISI Researchsoft.

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Professional Preparation

University of California, Irvine	Social Science	B.A. 1976
California State University, Fullerton	Cognitive Psychology	M.A. 1979
Yale University	Cognitive Science	Ph.D. 1983

Appointments

2000-present	Drexel University College of Information Science and Technology, Associate Professor
1998- 2000	MediaOne and MediaOne Labs Knowledge Management Initiative Lead, Member of Research Staff
1994-1998	U S WEST Research and U S WEST Corporate Library Member of Research Staff, Information Technologist
1992-1994	IBM Research Member of Research Staff
1986-1992	Rutgers University Psychology Department, Assistant Professor
1983-1986	The Catholic University of America Psychology Department, Assistant Professor

Professional Service

- Special Editorial Board member, *Interacting With Computers*
- NSF panel reviewer (IIS, SBIR)
- Co-chair of the 1995 ACM Conference on Computer-Human Interaction (CHI-95)
- Co-Chair of the 1991 meeing of Empirical Studies of Programmers
- Fellow of the American Psychological Society (since 1990)

Relevant Publications

Robertson, S. (2002). A tale of two knowledge-sharing systems. *Journal of Knowledge Management, 6(3),* 295-308.

Robertson, S. (2000). The digital city's public library: Support for community building and knowledge sharing. In T. Ishida & K. Isbister (Eds.), *Digital cities: Technologies, experiences, and future perspectives.* Lecture Notes in Computer Science (vol 1765), Berlin: Springer-Verlag, 246-260.

Robertson, S., Jitan, S., & Reese, K. (1997). Web-based collaborative library research . *Proceedings of the Second ACM International Conference on Digital Libraries* . New York: ACM Press, 152-160.

Robertson, S., & Reese, K. (1999). A virtual library for building community and sharing knowledge. *International Journal of Human-Computer Studies, 51*, 663-685.

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Other Publications

Carroll, J., Mack, R., Robertson, S.P., & Rosson, M.B. (1994). Binding objects to scenarios of use. *International Journal of Human-Computer Studies, 41,* 243-276.

Robertson, S.P. (1995). Generating object-oriented design representations via scenario queries. In J. Carroll (Ed.), *Scenario-based design for human-computer interaction.* New York: John Wiley & Sons, 279-308.

Robertson, S.P., Carroll, J.M., Mack, R.L., Rosson, M.B., Alpert, S.R., Koenemann-Belliveau, J. (1994). ODE: A self-guided, scenario-based learning environment for object-oriented design priniciples. *Proceedings of OOPSLA '94: Object-Oriented Programming Systems, Languages, and Applications.* Reading, MA: Addison-Wesley, 51-64.

Robertson, S.P., Wharton, C., Ashworth. C., & Franzke, M. (1996). Dual device user interface design: PDAs and interactive television . *Proceedings of CHI 96: Human Factors in Computing Systems* , Reading, MA: Addison-Wesley, 79-86.

Robertson, S.P. (1994). TSUNAMI: Simultaneous understanding, answering, and memory interaction for questions. *Cognitive Science, 18,* 51-85.

Robertson, S.P., Weber, K., Ullman, J., & Mehta, A. (1993). Parallel question parsing and memory retrieval. *Journal of Memory and Language, 32,* 155-168.

Robertson, S.P., & Yu, C.C. (1990). Common cognitive representations of program code across tasks and languages. *International Journal of Man-Machine Studies, 33,* 343-360.

Synergistic Activities

My work on collaborative systems for handling research requests in digital libraries is specifically aimed at disseminating knowledge across organizational boudaries and building communities of interest (see Robertson & Reese, 1999 cited above). I have expanded this work to the sphere of public libraries (see Robertson, 2000 cited above). I also worked on a general knowledge sharing and knowledge management system for company-wide use in a telecommunications/broadband company (see Robertson, 2002 cited above).

Collaborators & Other Affiliations

Recent Collaborators
Dr. Michael Atwood, Drexel University
Dr. Gerry Stahl, Drexel University
Dr. Susan Wiedenbeck, Drexel University

Graduate and Professional Advisors
Dr. John Black, Teachers College, Columbia University. Ph.D. thesis advisor.
Dr. Arthur Graesser, Psychology Department, University of Memphis. M.A. thesis advisor.

Thesis Advisor and Postgraduate-Scholar Sponsor
I have not served as a thesis advisor in the last 5 years.

WESLEY SHUMAR

Department of Psychology,
Sociology, & Anthropology
Drexel University
Philadelphia, PA 19104

Professional Preparation

University of Pennsylvania	**Cultural Anthropology**	**BA 1976**
New York University	**Cinema Studies**	**MA 1978**
Temple University	**Cultural Anthropology**	**Ph. D. 1991**

Present Appointment

Assistant Professor, PSA Department, Drexel University

Relevant Publications

2002 *Building Virtual Communities*, edited volume (Co-Editor K. Ann Renninger) Cambridge University Press.

1997 *College for Sale: A Critique of the Commodification of Higher Education*. London: Falmer Press.

2003 Above and Below: Mapping Social Positions Within the Academy (co-author Jonathan T. Church) in Deborah Herman & Julie Schmid (eds.) *Cogs in the Classroom Factory*, Westport, CT: Greenwood Press.

2002 Enabling Change at the Math Forum: Building a Community of Problem Solvers, (co-author K. Ann Renninger) in K. Ann Renninger & Wesley Shumar (eds.) *Building Virtual Communities*: Learning and Change in Cyberspace, Cambridge University Press.

2002 Change and Learning in the Virtual Community: The Questions and Their Context, (co-author K. Ann Renninger) in K. Ann Renninger & Wesley Shumar (eds.) *Building Virtual Communities*: *Learning and Change in Cyberspace*, Cambridge University Press.

Other Publications

2002 Returns of the Repressed: Some New Applications of Psychoanalysis to Ethnography, (co-author Anthony Molino). In J. Scalia (ed.) *The Vitality of Objects*. London: Continuum Press.

2001 Protean Impulses: A Conversation with Robert Jay Lifton, in A. Molino and Christine Ware, (eds.) *Where Id Was: Challenging Normalization in Psychoanalysis*, Athlone Press (London) and Wesleyan University Press.

2001 The Culture of Consumption as Idolatry: Meaning and Commodification in *Bridges: an Interdisciplinary Journal of Theology, Philosophy, History and Science*, Spring/Summer 2001.

1999 Laboring in the Dream Factory Part 1 in *International Journal of Qualitative Studies in Education*, London, Taylor and Francis Publishers.

1996 The Problem of Individualism in Family-School Policies, (first author, Annette Lareau). *Sociology of Education,* Special Policy Issue.

Synergistic Activities

2002-Present Principal Investigator, Online Mentoring Grant An NSF funded project designed to establish an online mentoring system using the Math Forum's Problem of the Week environment. Pre-service Math Teachers will gain skills in mentoring students in an

asynchronous environment. The project will assess the value of this form of mentoring for helping new teachers focus on how students learn to think mathematically. The project will demonstrate ways the Internet and the online resources of the Math Forum can contribute to teaching pre-service teachers how to mentor students in mathematics. NSF funded three-year project beginning February 1, 2002, Award Id: 0127516.

2002-Present — Principal Investigator, Social Activity in the Educational Digital Library: Community Tools and Resources for Learning. This CILT funded pilot project is designed to create a profile of how technology supports teachers collaborating around digital library resources. While both digital libraries and online communities promise to impact education, the two have been inadequately linked. The project identifies three types of online sites along a continuum from sites that are primarily resource collections to sites that are primarily collaborative with a blended site of resources and interactions in between. We propose to identify common activity structures occurring in different site types by surveying a number of online community and digital library sites and by collecting data on three example sites: CILTKN (resource collection), TAPPED IN (collaborative) and the Math Forum (blended). A pre-conference workshop will be held at ICLS in order to elicit activity structures from other sites and hone measures for our three-site study. A catalog of user activity structures will be compiled from the research and posted on the CILT Design Principles database for other researchers to use and build on.

2002-Present — Project Evaluator, Math Tools. Math Tools is a 2 year NSF funded project at The Math Forum to create

1993-1995 — Director of Research: Cooperation and Competition: Women and Mathematics Education, Swarthmore College, Swarthmore, PA. Directed a two-year ethnographic field research project on issues that women students face when taking math courses and majoring in math and science. Research has been designed around a series of pilot interviews and focus groups in an effort to gain some broad understanding of the exclusionary experiences women students deal with in math and science at Swarthmore College.

Collaborators & Other Affiliations

Atwood, Michael, Drexel University
Bookman, Jack, Duke University
Bruce, Chip, U. of Illinois, Urbana-Champaign.
Cassel, Boots, Villanova University
DiGiano, Christopher J., SRI
George, Yolanda, AAAS
Hanley, Gerry, Merlot
Hoadley, Chris, Penn State University
Kaput, Jim, Umass
Klotz, Gene, Swarthmore College
Lasher, Kristina, The Math Forum
Lesh, Dick, Purdue University
Mardis, Marcia, Merit
McArthur, Dave, Eduprise
McMartin, Flora, Merlot
Moore, Lang, Duke University
Muramatsu, Brandon, Project NEEDS
Narum, Jeanne, PKAL
Nemerovsky, Ricardo, TERC
Olive, John, University of Georgia
Pea, Roy, Stanford University
Recker, Mimi, Utah State Univ.
Renninger, K. Ann, Swarthmore College
Roberts, Lynne, Temple University
Roschelle, Jeremy, ESCOT (SRI)
Sumner, Tammy, University of Colorado
Underwood, Jody, ETS
Wattenberg, Frank, West Point
Webb, Norman L., U. of Wisconsin
Weimar, Steve, The Math Forum

STEPHEN ANDREW WEIMAR

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Professional Preparation

Haverford College	Philosophy	BA 1980

Appointments

Director, The Math Forum @ Drexel, Drexel University (2001-present): Responsible for research and business development, operations, and program design of the leading application of the Internet to improve mathematics education.

Vice President, Learning Partnerships, WebCT (2000-2001): Led the development of the online academic communities and consulting services to form an effective business unit driving the successful implementation of WebCT for higher education, K-12, and corporate clients.

Co-Principal Investigator and Project Director, Geometry Forum, Math Forum, Swarthmore College (1994–2000): Coordinate project development for this Internet-based electronic community and NSF-sponsored research project in math education and telecommunications.

Education Consultant (1988–1994): Freelance consultant to schools, colleges, and educational organizations.

Executive Director, Philadelphia Chapter of Educators for Social Responsibility (ESR) (1983–1988): Established and administered this professional organization for public, private, and parochial school teachers in the Philadelphia area.

Math Teacher, Germantown Friends School, Philadelphia (1980–1983): Middle and high school mathematics.

Relevant Publications

Weimar, S, A., et. al. (1993-2002). *The Math Forum* http://mathforum.org/

Renninger, K. A., Weimar, S. A., & Klotz, E. A. (1998) Teachers And Students Investigating And Communicating About Geometry: The Math Forum. In R. Lehrer and D. Chazan (Eds.), *New Directions in Teaching and Learning Geometry.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Synergistic Activities

Principal Investigator, Integration Teams, a subcontract with the ESCOT project of SRI, Swarthmore College, Swarthmore, PA. September ‘98-‘00. Coordinating research into model collaborations between teachers, software programmers, and web developers in an online context for the purpose of establishing a sustainable economy for the development and application of software component technologies in the math classroom.

Co-Principal Investigator, Weaving Research and Practice, a subcontract with the Bridging Research and Practice project of Terc, December ‘98-‘00. Coordinating research into online professional development environments in which communities are formed around multi-media articles written in collaboration by teachers and researchers featuring video of classrooms.

Professional Developer for Conflict Education and Collaborative Learning programs, ’83-93: built a professional organization, taught courses and conducted professional programs for schools and teacher education programs concerning conflict resolution and collaborative learning in K-12.

Collaborators & Other Affiliations

Addington, Susan, EDC and U. of Cal. Riverside
Agogino, Alice, U. Cal. Berkeley
Albers, Donald, Math. Assoc. of America
Banchoff, Thomas, MAA, Brown U.
Bier, Carol, Textile Museum
Bogomolny, Alexander, Math Forum
Carraher, David, TERC
Chazan, Daniel, Michigan State U.
Clemens, Herb, Utah
Cuoco, Al, EDC
DiGiano, Christopher J., SRI
Goldenberg, Paul, EDC
Hillman, Nina, Temple
Kaput, Jim, UMass
King, Jim, Washington
Lesh, Dick, Purdue
Martin, Gary, NCTM
Merlino, Joe, LaSalle
Moore, Lang, Duke University
Muramatsu, Brandon, Project NEEDS
Nemerovsky, Ricardo, TERC
Olive, John, University of Georgia
Pea, Roy, Stanford
Plotkin, Helen, the Math Forum
Porter, Gerald, U. of Pennsylvania
Renninger, K. Ann, Swarthmore College
Robson, Robby, Oregon State U.
Roitman, Judy, U. of Kansas
Roschelle, Jeremy, ESCOT (SRI)
Schorr, Roberta, Rutgers University, Newark
Shumar, Wesley, Drexel University
Simutis, Len (Eisenhower National Clearinghouse)
Straley, Tina, MAA
Tunis, Harry, NCTM
Underwood, Jody, ETS
Webb, Norman L., U. of Wisconsin
Wood, Bill, U. of Maryland

American Project Collaborators

Geri Gay
Professor, Communication in the Computing & Information Science Department and Director of the HCI Lab, Cornell University, Ithaca, NY
She has written extensively on the design of human-human interaction mediated by computers and the Internet.

Ricki Goldmann-Segal
Professor of Learning Systems in the Department of Information Science and Co-Director of the eARTH Lab (Electronic Arts Habitat), College of Computing Sciences, New Jersey Institute of Technology, Newark, NJ
She is especially interested in studying how students can be creative and expressive with the use of technology, including video. She conducts video-supported ethnography of education.

Cindy Hmelo-Silver
Assistant Professor, Graduate School of Education, Rutgers University, New Brunswick, NJ
She conducts research on learning through problem-solving, focusing on scaffolding for collaboration and knowledge-building in these environments; she teaches courses in educational psychology, cognition and technology, and problem-based learning.

Christopher Hoadley
Assistant Professor, College of Education and School of Information Sciences and Technology, Pennsylvania State University, University Park, PA
He designs, builds, and studies ways for computers to enhance thinking and learning. Currently his research focuses on collaborative technologies such as knowledge management tools and computer support for cooperative learning (CSCL). Other interests include the use of design activities as a teaching method, design-based research methodologies, and science and technology education.

Timothy Koschmann
Associate Professor, Dept. of Medical Education, Southern Illinois University, Springfield, IL
His research has focused on practices by which participants in joint activity provide practical instruction to each other. He examines these practices through micro-analytic studies of interaction in concrete. He is concerned with the role of designed artifacts in mediating the practices of instructability, sense-making, etc. He has sought to make connections between current issues in the learning sciences and the writings of various philosophers.

Bonnie Nardi
Principal Research Scientist, Agilent Laboratories, Palo Alto, CA 94303
A leading industrial researcher in HCI and CSCW, she has written on community aspects of end-user programming and on the applicability of activity theory to software design.

Leysia Palen
Research Professor in Computer Science, University of Colorado, Boulder, CO
She has investigated the adoption of CSCW systems like shared calendaring systems and wireless phones, exploring social issues with ethnographic methods.

Linda Pulliam
Research Consultant to the Office of the Chancellor, System-wide Library Initiatives, California State University
Dr. Pulliam does applied research in information technologies and human practices.

Mark Schlager
Senior Cognitive Scientist and Associate Director of Learning Communities, Center for Technology in Learning, SRI International, Menlo Park, CA
Dr. Schlager specializes in the application of cognitive and social learning theory to the development of educational technology. His current research focuses on the application of advanced computing and networking technologies to enhance informal collaboration and learning. He directs the development of a multi-user virtual environment to support the professional development of an on-line teacher community.

Dan Suthers
Assistant Professor, Department of Information and Computer Sciences, University of Hawaii at Manoa
Teaching and research in HCS and AI perspectives on designing software to work with people and social systems, especially the use of representational affordances in CSCL.

International Project Collaborators

Wolfgang Appelt
Department Head, BSCW Team, Fraunhofer-FIT, Sankt Augustin, Germany
Dr. Appelt manages several projects sponsored by the European Commission. His research explores support for collaborative workgroups and the development and maintenance of systems to support this.

Thanasis Daradoumis
Professor, Department of Information Sciences, Open University of Catalonia, Barcelona, Spain
Dr. Daradoumis conducts research in CSCL, including a multi-year Spanish project focusing on evaluating online collaborative learning practices, analyzing collaborative learning interactions and developing tools for support and assessing online learning groups; he coordinates several on-line courses in Software Engineering using a collaborative PBL methodology.

Hugo Fuks
Associate Professor, Computer Science Department, Catholic University of Rio de Janeiro, Brazil
Dr. Fuks conducts research in CSCL theory and Groupware Engineering; he teaches distance and presence courses in information technology applied to education and groupware engineering.

Joerg Haake
Chair for distributed systems at Fern Universitaet Hagen, the German distance learning university
Professor Haake designs curriculum and teaches computer science courses as well as pursuing his research in CSCL begun at Fraunhofer-IPSI.

Kai Hakkarainen
Senior Research of the Academy of Finland and Director, Centre for Research on Networked Learning and Knowledge Building, Department of Psychology, University of Helsinki, Finland
Dr. Hakkarainen conducts research in theories of inquiry and learning, networked expertise and collaborative technologies in educational and workplace contexts; he teaches psychology and cognitive science.

Thomas Herrmann
Assistant Dean for Technology and Professor of Informatics and Society, Informatics Department, Dortmund, Germany
His interest is in the evaluation and design of socio-technical systems in accordance with human needs and organizational structures. He and his students have explored the support of negotiation in small workgroups.

Jim Hewitt
Assistant Professor in the Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto, Canada
He specializes in the educational use of computer technologies, designing and building educational computer environments, and studying how they support thinking and learning. His work has been part of CSILE development.

Ulrich Hoppe
Professor of Educational Computing, Dept. of Math & Computer Science, University of Duisburg, Germany
He has developed collaborative modeling tools, including for math (function plots, tables, stochastics), and computationally enhanced learning spaces for young children.

Victor Kaptelinin
Associate Professor, Department of Informatics, Umeå University, Umeå, Sweden
Dr. Kaptelinin conducts research in CSCL and HCI dealing with integrated workspace management, personal technologies, distance learning, skill acquisition, and applications of activity theory; he teaches undergraduate and graduate courses in HCI.

Anders Mørch
Associate Professor, University of Oslo, Norway
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