

# Gerry Stahl

College of Information Science &  
Technology  
Drexel University  
Philadelphia, PA 19104

215-895-0544 (office)  
215-895-2494 (fax)  
gerry.stahl@drexel.edu  
www.cis.drexel.edu/faculty/gerry

## 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	Ph. D. 1975
University of Colorado	Philosophy	BS 1990
University of Colorado	Computer Science	MS 1993
University of Colorado	Computer Science	Postdoc 1996-99

## Appointments & Professional Experience

2002-present	<b>Associate Professor</b> College of Information Science & Technology Drexel University, Philadelphia, PA
2001-2002	<b>Visiting Research Scientist</b> BSCW Development Team, CSCW Department, FIT GMD and Fraunhofer Institutes, Bonn, Germany
1999-2001	<b>Assistant Research Professor</b> Department of Computer Science and Institute of Cognitive Science, Boulder, CO
1996-1999	<b>Post Doctoral Research Fellow</b> Center for LifeLong Learning and Design, Boulder, CO
1995-1996	<b>President</b> Personalizable Software, Niwot, CO
1993-1996	<b>Director of Software R&amp;D</b> Owen Research Inc., Boulder, CO
1990-1993	<b>Graduate Research Assistant</b> College of Environmental Design, Boulder, CO
1990-1991	<b>Intern Interface Developer</b> US West Advanced Technology, Denver & Boulder, CO
1989-1990	<b>Computer Science Instructor &amp; Teaching Assistant</b> University of Colorado, Boulder, CO
1984-1989	<b>Executive Director</b> Community Computerization Project, Philadelphia, PA

## Relevant Publications

- Stahl, G. (1993) Supporting situated interpretation, In: *Proceedings of Annual Meeting of the Cognitive Science Society* (CogSci '93), Boulder, CO, pp. 965-970. Available at:  
[www.cis.drexel.edu/faculty/gerry/publications/conferences/1990-1997/cogsci93/CogSci.html](http://www.cis.drexel.edu/faculty/gerry/publications/conferences/1990-1997/cogsci93/CogSci.html).
- Stahl, G. (1999a) POW! Perspectives on the Web, In: *Proceedings of WebNet World Conference on the WWW and Internet* (WebNet '99), Honolulu, HA. Available at:  
[www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/webnet99/webnet99.html](http://www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/webnet99/webnet99.html).
- Stahl, G. (1999b) Reflections on WebGuide: Seven issues for the next generation of collaborative knowledge-building environments, In: *Proceedings of Computer Supported Collaborative Learning* (CSCL '99), Palo Alto, CA, pp. 600-610. Available at [www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/csl99/](http://www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/csl99/).

- Stahl, G. (2000) A model of collaborative knowledge-building, In: *Proceedings of International Conference of the Learning Sciences (ICLS 2000)*, Ann Arbor, MI. Available at: [www.cis.drexel.edu/faculty/gerry/publications/conferences/2000/icls/](http://www.cis.drexel.edu/faculty/gerry/publications/conferences/2000/icls/).
- Stahl, G. & Herrmann, T. (1999) Intertwining perspectives and negotiation, In: *Proceedings of International Conference on Supporting Group Work (Group '99)*, Phoenix, AZ. Available at: [www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/group99/](http://www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/group99/)

### **Other Publications**

- Stahl, G. (1996) Armchair missions to Mars: Using case-based reasoning and fuzzy logic to simulate a time series model of astronaut crews, *Knowledge-Based Systems*, 9, pp. 409-415. Also in: Pal, Dillon & Yeung (2000) *Soft Computing in Case Based Reasoning*, London, UK, Springer Verlag, pp. 321-334. Available at: [www.cis.drexel.edu/faculty/gerry/publications/journals/crew/index.html](http://www.cis.drexel.edu/faculty/gerry/publications/journals/crew/index.html).
- Stahl, G. (1998) Collaborative information environments for innovative communities of practice, *Proceedings of the German Computer-Supported Cooperative Work Conference (DCSCW '98)*, Dortmund, Germany. Available at: [www.cis.drexel.edu/faculty/gerry/publications/conferences/1998/dcscw98/dcscw.html](http://www.cis.drexel.edu/faculty/gerry/publications/conferences/1998/dcscw98/dcscw.html).
- Stahl, G. (1999) WebGuide: Guiding collaborative learning on the Web with perspectives, *Annual Conference of the American Educational Research Association (AERA '99)*, Montreal, Canada. Also in: *Journal of Interactive Media in Education (JIME)* (2000). Available at: <http://www-jime.open.ac.uk/00/stahl/> and [www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/aera99/](http://www.cis.drexel.edu/faculty/gerry/publications/conferences/1999/aera99/).
- Stahl, G. (2000) Collaborative information environments to support knowledge construction by communities, *AI & Society*, 14, pp. 1-27. Available at: <http://www.cs.colorado.edu/~gerry/publications/journals/ai&society/>.
- 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), pp. 237-246. Available at [www.cis.drexel.edu/faculty/gerry/publications/journals/c&e/](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 and other European collaborators in the ITCOLE Project

Tamara Sumner, Alex Reppenning, Jonathan Ostwald, Walter Kintsch, Thomas Landauer, Curt LeBaron – University of Colorado

Wesley Shumar, Craig Bach, Stephen Weimar – Drexel University

Timothy Koschmann – Southern Illinois University

#### Graduate and Postdoctoral Advisors:

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

#### Graduate Students:

Rogério dePaula, Elizabeth Lenell, David Steinhart – University of Colorado

## Craig Nicholas Bach

School of Education  
109 Disque  
Drexel University  
Philadelphia, PA 19104

215.895-5963 (W)  
610.631.5879 (fax)  
bachcn@drexel.edu  
www.pages.drexel.edu/~bachcn

### 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

#### Online Learning Environments:

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.

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

# Stephen Andrew Weimar

The Math Forum  
Drexel University  
3210 Arch Street  
Philadelphia, PA 19104

215.895-0236 (W)  
Steve@drexel.edu

## 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  
Agolino, 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



## 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.

### **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 the development of CSILE.

### **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

Dr. Mørch's general research interests are CSCL, CSCW, and HCI. His specific interests are collaborative learning, learning at work, technology for learning, knowledge management, end-user development, analysis of user communities, design methods and theories. Mørch has taught courses in system development, HCI and CSCW.

### **Wolfgang Prinz**

Director of the CSCW Research Department, Fraunhofer-FIT and Professor of Computer Science, Aachen, Germany

A leader in CSCW, he is particularly interested in supporting social awareness in online interaction.

### **Barbara Wasson**

Director of Intermedia and Professor of Pedagogical Information Science, University of Bergen, Norway

Her interests include tele-learning, AI in education, pedagogical agents and instructional planning. She is Chair of CSCL 2003 in Bergen.

### **Volker Wulf**

Director, Internat. Institute for Social Informatics and Assoc. Professor of Computer Science at Siegen University, Germany

His research and teaching interests include organization and technology development, HCI, CSCW and CSCL.

## 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.