

About the Contributors

Arthur Tatnall is an Associate Professor in the Graduate School of Business at Victoria University in Melbourne, Australia. In his PhD he used actor-network theory to investigate adoption of Visual Basic in the curriculum of an Australian university. Arthur's research interests include technological innovation, history of technology, project management, information systems curriculum, information technology in educational management and electronic business. Much of his research is based on the use of actor-network theory. Arthur is a Fellow of the Australian Computer Society and active in the International Federation for Information Processing (IFIP) as Chair of IFIP WG9.7 – *History of Computing*, Chair of IFIP WG3.4 – *ICT in Professional and Vocational Education* and a member of IFIP WG3.7 – *Information Technology in Educational Management*. He has published widely in journals, books, book chapters and conference proceedings and recently edited the *Encyclopaedia of Portal Technology and Applications*, and *Web Technologies: Concepts, Methodologies, Tools, and Applications* for IGI Global. Arthur is also Editor-in-Chief of the *International Journal of Actor-Network Theory and Technological Innovation*, Editor-in-Chief of the *Journal of Education and Information Technologies* and Editor of the *Journal of Business Systems, Governance and Ethics*.

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Tas Adam is a Senior Lecturer in the School of Management and Information Systems at Victoria University, Melbourne, Australia. He has recently completed a PhD titled: "Determining an e-learning Model for Students with Learning Disabilities: An Analysis of Web-based Technologies and Curriculum" and has worked extensively in this area.

Salim Al-Hajri is Associate Professor and Head of E-Commerce in the Faculty of Business Studies at the Higher College of Technology in Muscat, Oman. His PhD study is about "Internet technology adoption in the banking industry" in which he investigated the enablers and inhibitors of Internet technology adoption in the Omani banking industry and compared them with those in the Australian banking industry. His research interests include e-commerce, management of information systems and technological innovation. He has participated and presented papers in various conferences locally and internationally. Currently he is working towards publishing more papers.

Antonio Díaz Andrade is a Senior Lecturer in Business Information Systems at Auckland University of Technology (AUT), New Zealand. He won the 2010 Emergent Researcher AUT Faculty of Business and Law Award. Before joining AUT in 2009, Antonio was a Lecturer at The University of Auckland, where he obtained his PhD in Management Science and Information Systems in 2007. His doctoral

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work, *Interaction between Existing Social Networks and Information and Communication Technology Tools: Evidence from Rural Andes*, was nominated for The University of Auckland Best Doctoral Thesis Award. After having spent 15 years in the Peruvian Air Force, Antonio started his academic career at Universidad ESAN, Peru in 2000. His work has been published in a number of international refereed journals, books and conference proceedings in the information systems field.

Dr Magdalena Bielenia-Grajewska is an Assistant Professor at the University of Gdansk (Institute of English, Department of Translation Studies and Intercultural Communication). She is a linguist (MA in English Studies, University of Gdańsk) and an economist (MA in Economics, Gdańsk University of Technology). Her PhD thesis was of an interdisciplinary character, being devoted to intercultural communication, translation and investment banking. She is a member of the Editorial Board of International Journal of Actor-Network Theory and Technological Innovation (IJANTII) and serves as an ad hoc reviewer in some international journals. Her scientific interests include organizational discourse, intercultural and medical communication, sociolinguistics, technological innovation and diffusion as well as ANT and symbolism in management studies. Her email address is magda.bielenia@gmail.com

Patrick Carmichael is Professor of Educational Research at Liverpool John Moores University and since 2008 has been director of the research project: Ensemble: Semantic Technologies for the Enhancement of Case Based Learning. Carmichael is co-author of 'Researching and Understanding Educational Networks' (Routledge, 2010) and author of 'Networking Research: New Directions in Educational Inquiry' (Continuum, 2011). He has written a wide range of conference papers, articles and book chapters on issues as diverse as international media development, teaching and learning in higher education, the design of educational technologies, continuing professional development of teachers, and technology and disability. He is a member of the Research Committee of the Association for Learning Technologies.

Puripat Charnkit has recently completed his degree of Doctor of Business Administration at Victoria University, Melbourne, Australia. His research topic was: *Using the Technology Acceptance Model to Investigate Knowledge Conversion in Thai Public Organisations*.

Antonio Cordella is Lecturer in Information Systems at the London School of Economics and Political Science. His research interests cover the areas of e-Government actor-network theory, and the Social Studies of Information Systems. He has published numerous journal papers, book chapters, and conference papers on the impact of Information and communication technologies on public and private organisations.

Sue De Vincentis (DipT, BEd, MEd) is a PhD student in the School of Education at Deakin University. Prior to becoming a full time student, she taught primary school at various locations around Melbourne and central London. Her research focuses on school and community knowledge practices; ways to include students as valued participants in educational activities; and how to 'do' school differently. Consequently, she finds actor-network theory very useful for challenging the dominant orderings of educational relations.

Samuel Moyosore Ekundayo is a PhD student of Business Information Systems at Auckland University of Technology (AUT), New Zealand. He completed his BSc. Degree in Engineering Business Management at Coventry University (CU), UK and MSc. degree in Knowledge Management at Nanyang Technological University (NTU), Singapore. He is currently exploring the contribution of ICT to the development of higher education in developing countries for his PhD thesis. Samuel is a growing researcher with publications so far linked with subjects such as Activity Theory, ICT for development, E-learning, Leadership, Knowledge-based economy and Knowledge Management. Samuel is also an award winning inspirational speaker and author with his motivational blog (<http://www.dynamiqueprofesseur.com>) attracting thousands of visitors monthly from over 135 countries worldwide.

Tiko Iyamu is a Professor of information systems at the Tshwane University of Technology, Pretoria, South Africa. He also serves as a Professor Extraordinaire at the Department of Computer Science, University of the Western Cape, South Africa. Before taken fulltime appointment in academic, he held several positions in both public and private organisations. He was Chief Architect and Head of Architecture & Governance at the Government and Private institutions, respectively. His research interests include Mobile Computing, Enterprise Architecture, Information Technology Strategy; and focuses on Actor Network Theory (ANT) and Structuration Theory (ST). Iyamu is author of numerous peer-reviewed journal and conference proceeding articles. Tiko serves on journal board and conference proceedings committees.

Stasys Lukaitis is an academic in the RMIT School of Business Information Technology and has been now for many years. He is a Fellow of the Australian Computer Society. Stas' teaching and research interests include business and IT alignment and why projects get into trouble, computer security and networking, virtualisation and cloud environments, and qualitative research. He has consulted to industry in various capacities over the years.

Zainal Abidin Mohamed is currently a professor in management and the former Dean of the Graduate School of Management at University Putra Malaysia (UPM). Holds a Bachelor degree in Agricultural Science (Malaya 74), MBA (Wis 76) and PhD (Edin 88). Active in teaching, advisory and research activities in the areas of strategic management, supply chain, innovations and entrepreneurship. Have held several administrative positions in UPM and at University Utara Malaysia (while on secondment in 1999-2002). Attended the Harvard Executive programme in 1984, International Teachers Programme at INSEAD, 1991 and was attached to SPEA in 1995 at University of Indiana, Bloomington under the Fulbright sponsorship for research in Reengineering during his sabbatical. Also an active trainer/coach in EDP programmes for in-house training, such as MAS, PETRONAS, MAYBANK, TELEKOM, Port Klang Authority, as well as public departments and SMEs. Conducted similar programmes in Zimbabwe and Ethiopia. Have twenty-eight publications in the form of three books, twelve chapters in books and the rest in academic journals. Chief editor of the Asian Journal of Case Research, Fellow of EDI of the World Bank, and President of Case writers' Association of Malaysia since 2003.

Dianne Mulcahy is a Senior Lecturer in the Melbourne Graduate School of Education at the University of Melbourne. Her published work in Education spans the areas of education policy, curriculum studies and educators' professional formation and development. Her current research focuses on teacher professional learning and professional teaching standards. Dianne has a longstanding interest

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in the materiality of educational practice. Pursuing this interest by way of actor-network theory, recent articles have appeared in *Educational Philosophy and Theory*, *Educational Management Administration & Leadership*, *Studies in Continuing Education*, and *Curriculum Perspectives*, and include: 'Thinking management and leadership within colleges and schools somewhat differently: A practice-based, actor-network theory perspective'; and 'Performing curriculum change in school and teacher education: A practice-based, actor-network theory perspective'.

Dr Fabian Muniesa is a senior researcher at the Centre de Sociologie de l'Innovation (CSI) in the Ecole des Mines de Paris (now Mines ParisTech), France. His research contributions are mostly located in the fields of science and technology studies and economic sociology. His work primarily aims at developing a pragmatist, materialist approach to the study of calculation, valuation and organization. His past and current research topics include the automation of financial markets, the practice of economics, the implementation of performance indicators, and the pedagogy of business.

Desiree Nelson completed her B.A. in Sociology at the University of Saskatchewan and is pursuing a Masters in Adult Education at the University of Regina. Her research interest involves alternative forms of learning in the post secondary classroom.

Uma Patel is Programme Director for the MA in Academic practice at City University London, and lead researcher at City University on the nationally funded Semantic Technologies for Enhancement of Case-Based Learning project (ENSEMBLE). She moved into Higher Education as an academic in 2004. Her expertise brings together academic studies and work based experience in education, and technology innovation. She has worked as a school teacher, and in adult education and training. She has worked in software design and maintains her links with the sector through consultancy. Some of her past funded research projects include: '3D Visualization of Knowledge Based Systems', 'Intuitive - Multi Media Interface Design' and 'Eurostat - New Technologies and User Requirements'. Her current research interest is in applied pedagogical / technological innovation in complex interdisciplinary domains, participatory design, and claims around technology and empowerment. Her research is informed by writers who draw on science and technology studies and the social science of knowledge.

Johanes Eka Priyatma has been lecturing in the field of Information Systems at Sanata Dharma University Yogyakarta Indonesia since 1994. Since then he lead the design and implementation of information system to support his university academics and management systems until 2006. He also involved the development of e-government system in Indonesia since 2005. He is currently taking a PhD at Graduate School of Management of University Putra Malaysia in the area of e-government looking particularly on the potential contribution of Actor Network Theory to its development. During his study he has been actively participating in several international conferences and writing some journal articles.

Andrea Quinlan is a PhD Candidate in the Department of Sociology at York University, Canada. Her research explores intersections of law, science, technology, and sexual violence. In her PhD work, she draws on Actor-Network Theory and feminist theory to examine the Sexual Assault Evidence Kit, a tool used to collect forensic evidence in legal cases of sexual assault. She explores the mechanisms through which forensic DNA evidence is constructed and legal knowledge of sexual violence is assembled.

Elizabeth Quinlan was one of the first graduates of the Interdisciplinary Studies Doctoral Program at the University of Saskatchewan, Canada, where she now teaches and researches in the Department of Sociology. Her interests lie in the intersection of sociology of health, work, and gender. In her CIHR-funded post-doctoral fellowship, she investigated how members of multi-disciplinary health care teams exchange, create, and apply their knowledge in the context of their collective clinical decision-making. Her recent interests include using arts-based participatory research methods to co-create improved working conditions and quality of life. Recently, Quinlan was awarded a New Investigator grant from Saskatchewan Health Research Foundation to Award to use participatory theatre with health care aides to address workplace bullying.

Sanna Rimpiläinen (MA, MSc) is a doctoral student at the School of Education, University of Stirling, Scotland. Her PhD is linked to an interdisciplinary research and development project *Ensemble* run between Education and Computer Sciences. The team studies case-based learning in a number of settings in Higher Education with a view of developing semantic web-applications for supporting these activities. She studies, employing an Actor-Network Theory approach and multiple ethnographic methods, how a new piece of semantic technology emerges through the heterogeneous research and development practices engaged in the project in one of the settings. Prior to embarking on the PhD, Sanna worked for the Applied Educational Research Scheme of Scotland (2004-2008) as a Research Officer administering and researching the use of Sakai Virtual Research Environment used by collaborative, educational research teams and other groups. She has an MSc in Applied Educational Research (2008), University of Strathclyde; her first degree (MA) is from the Department of Cultural Studies (2000), University of Turku, Finland.

Edin Tabak is a doctoral candidate in the department of the Internet Studies at the Curtin University of Technology in Perth. Prior to this, he spent 12 years in the web industry working as a web designer and the Internet content manager. He holds Bachelor of Science in Interactive Multimedia Technologies (Edith Cowan University), Bachelor of Science (Honours) in Information Technologies (University of Technology Sydney), Master of Internet Communication (University of Canberra), and the Graduate Certificate in Research Commercialisation (Curtin University of Technology). His research interests include information behaviour, information architecture, research management, and politics of information practices. He is currently completing a PhD thesis, which investigates the impact of nationalism on information sharing in academic communities.

Michael Tscholl is a researcher in learning and education at the University of Cambridge (UK). His studies center on questions in collaborative learning, case-based learning, and technology-enhanced learning. His approach to study learning is informed by cognate disciplines, and he has published in conferences and journals of those fields. He has been involved in the ESRC/EPSRC ENSEMBLE project studying ways to enhance case-based learning with the emerging semantic web technology, approaching questions of technology in learning and education through frameworks informed by Science and Technology Studies (STS) and Actor-Network Theory. He holds BSc, MSc and PhD degrees in Cognitive Psychology and Computer Science.

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Jonathan Tummons is a Senior Lecturer in Education in the School of Social Sciences and Law at Teesside University, UK. His published work in Education spans the areas of assessment, theory and methodology, and recent articles have appeared in *Studies in Higher Education*, *Ethnography and Education* and *Assessment and Evaluation in Higher Education*. He is also the author or co-author of several textbooks for trainee teachers. His most recent books are *Contemporary issues in Lifelong Learning* (co-authored with Vicky Duckworth and published by McGraw Hill) and *Assessing Learning in the Lifelong Learning Sector* (third edition, published by Learning Matters). His current research focuses on Actor-network Theory and Institutional Ethnography (with Mary Hamilton at Lancaster University, UK) and e-assessment (with Clive Hedges at Teesside University, UK).

Jim Underwood is a senior lecturer in Information Systems at the University of Technology, Sydney and has been teaching and researching the social aspects of IS development for over 40 years. He was originally a mathematician and has worked for several IT consulting companies. His research combines ANT and Foucault's theory of discourse to the politics of information systems development, considering particularly the intersection of competing discourses and the role of ambiguity in system success.