

Curriculum Vitae

CONTACT DETAILS

Name:	Stephen R Quinton
Occupation:	Associate Professor of Education in Teaching, Learning, and Learning Technologies
Key Specialisations:	Consultant to education, government, and business Educational Management and Strategy Planning Education evaluation and research Learning technologies evaluation and research Learning environments design, and development
Qualifications:	BEd (Curtin); MEd (UWA); PhD (UWA)
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Revision date:	10 November 2020

Summary:

I am a specialist in learning and teaching with over thirty years' experience in providing expertise in learning theory, curriculum design, assessment, research, quality assurance, and evaluation as applied to face-to-face, and online learning. My Bachelor of Education, Master of Education, and Doctor of Philosophy degrees support my knowledge in these areas.

I have a detailed, up-to-date understanding of how to manage and enable the construction of effective online learning solutions. To this end, I have established a long record in applying my expertise and knowledge to the selection and implementation of digital technologies to align with: accepted educational design principles and strategies; the established organisational management practices, policies, and procedures; and organisational change.

In all my work, I aim to derive quality educational solutions that directly address the learning needs of students. A key aspect of this work is to promote the use of technology that facilitates active engagement by staff and students in their respective teaching and learning activities. This work has involved the preparation and provision of evaluated design models and strategies; practical guidelines and support documentation; reusable learning resources and teaching content, and tailored educational policy, planning, and strategy programmes.

For additional insight into my work and refereed publications, my website is available at the following address:

<http://www.ctec-think.com.au/>

Qualifications:

Qualification	Institution and Title
Doctor of Philosophy (PhD) Thesis Title: Main Disciplines:	University of Western Australia, 2003 (research thesis) Reconstructing the Technology/Learning/Knowledge Nexus Education; Information Systems; Educational Technologies
Master of Education (MEd) (with Distinction) Thesis Title: Main Disciplines:	University of Western Australia, 1997 (research thesis) Factors Inhibiting the Uptake of Information Technology in Western Australian Schools. Education; Online Learning; Educational Technologies
Bachelor of Education (BEd) (with Distinction) Main Disciplines:	Curtin University of Technology (1988) (4 year degree) Education; Information Technologies; Educational Technologies

Employment History:

Year/s	Appointment, Employer	Description
Jul 2011 to present:	Education Management consultant for: <ul style="list-style-type: none"> • Brien Holden Vision Institute (BHVI), Sydney • West Coast Institute Of Training (WCIT), Perth • Australian Osteopathy Association (AOA) • University of New England (2 contracts) • University of New South Wales • Victoria University • University of Western Australia The Australian Tertiary Education Quality Assurance Agency (TEQSA)	<ul style="list-style-type: none"> • Establish plans and projects tailored to addressing the specific visions and aims of educational organisations, including online. • Implement enterprise wide strategy plans and policy designed to address practical day-to-day issues and needs. • Devise tailored quality assurance and evaluation programmes covering all elements of the organisations long-term T&L Plans, Strategic Educational Plans, in line with proven evaluation frameworks and practices. • Integrate quality assurance and evaluation procedures into online learning programmes. • Conduct evaluation studies to measure and guide future directions in online design, development, technology selections and technical requirements, and related delivery processes. • Advise IT departments on technical requirements for integrating identified educational needs with required software and online environments. • Construct professional development programmes for teaching staff in their teaching and learning practices. This includes the use of technology. • Research, design, and construct databases of case studies for use in professional development programmes. Member of the TEQSA Register of Experts employed to provided advice and evaluation in the areas of: <ul style="list-style-type: none"> • Academic quality assurance • Learning and teaching in higher education • Curriculum Development and design (including alignment with the Australian Qualifications Framework) • Research Training • Learning Technologies (including flexible delivery, online delivery, e-learning, distance education)
Jan 2012 to	Associate Professor Learning Solutions,	<ul style="list-style-type: none"> • Lead and manage a team to design, implement, promote, and support innovative learning solutions for

September 2012:	Edith Cowan University Short-term contract.	<p>learning and teaching using technology, including the provision of support and curriculum and educational design.</p> <ul style="list-style-type: none"> • Undertake evaluation studies to determine the suitability of technologies for use in university teaching and learning. This involved a comprehensive review of the educational potential and technical requirements for implementing BlackBoard Analytics, Blackboard Mobile Learn and Blackboard Mobile Central, the Mahara and Pebblepad ePortfolio systems, and an enterprise-wide content management system (CMS). • Plan, develop, and resource strategic initiatives, including forward budget planning and decisions affecting the allocation and use of resources.
Aug 2009 to Jan 2012:	Senior Lecturer University of New South Wales	<p>Manager of the Technology Enabled Learning & Teaching (TELT) portfolio, Learning & Teaching @ UNSW, Division of the Deputy Vice-Chancellor (Academic). Main duties include the provision of academic leadership, research scholarship, and technical expertise to promote online learning, educational design, and the use of technologies to enhance learning and teaching. Also managed the evaluation and implementation of Blackboard 9.0 and Moodle 2.0</p>
Jan 2008 to August 2009:	Associate Professor Curtin University	<p>School of Regional, Remote and eLearning, Office of Teaching and Learning. Key duties involved provision of leadership and scholarship in the areas of flexible learning technologies and educational design, and undertake research in eLearning, learning theory and pedagogical practice as applied to the delivery of technology supported online and OUA degree provisions.</p>
2007:	Senior Researcher (Senior Lecturer) Curtin University	<p>Digital Ecosystems Business Intelligence Institute (DEBI), Curtin Business School. Main roles included:</p> <ul style="list-style-type: none"> • Secure ARC and project funds • Conduct research into online education • Supervise higher degree by research students
Jan 2005 to 2006:	Senior Researcher Curtin University	<p>Researcher in Knowledge Networks and eLearning in the Humanities Division. Main duties involved procurement of research funds, establishment of eLearning related research collaborations and management of project work across university schools as well as National and International partnerships.</p>
May 2003 to Jan 2005:	Senior Lecturer Curtin University	<ul style="list-style-type: none"> • Manager of the Educational Development and eLearning Unit (EDeL) Learning Support Network, Curtin University. • Manager Curtin's open learning (OUA), distance education, and online provisions, Learning Support Network, Curtin University. • Conduct research into Online Learning Environment Design
2001 to May 2003:	Lecturer/Researcher Curtin University	<p>Learning Support Network, Curtin University, Perth, Western Australia. Main duties involved:</p> <ul style="list-style-type: none"> • Manage Curtin's online, open learning (OUA), and distance education design and delivery programmes. • Conduct research into Online Learning Environment Design
2000:	Lecturer/Tutor Computer Studies	<p>School of Education and the School of Information Technology, Murdoch University, Western Australia</p>
1999:	Lecturer/Tutor Information Systems	<p>School of Information Technology and the School of Education. Murdoch University, Western Australia</p>
1997 to	Lecturer/Tutor	<p>School of Education, Murdoch University, Western</p>

1998:	Information Systems	Australia.
1996 to 1997:	Lecturer Computer Studies	Graduate School of Education, University of Western Australia
1988 to 1995:	High School Teacher Computers and information technologies	Computer Science and Information Technology teacher, State Education Department of Western Australia and several private schools.

Personal Vision:

My vision is to construct learning environments that afford students multiple opportunities to improve their critical thinking and knowledge creation skills. A range of working criteria guides my approach to the provision of high quality education programmes:

- refine current understanding of how emerging technologies can underpin learning effectiveness and support the construction of knowledge
- devise learning design strategies tailored to the nuances of electronic learning environments
- improve the learning process through the provision of physical and virtual environment solutions that are tailored to the needs of learners
- promote the use of learning resources that provide genuine interactivity and deliver timely feedback in response to students' immediate learning needs
- expand staff and student access to teaching practices and services that afford greater choice in addressing increasingly complex learning needs and preferences
- incorporate thorough evidence-based evaluation and quality assurance procedures into all phases of the learning and teaching process, particularly with regard to technology use
- source and establish funding support for the research and development of 'next-generation' learning environments and technology applications.

Professional Expertise and Skills:

Throughout my career I have gained wide-ranging expertise in learning and teaching related practice as demonstrated by the following brief overview of my skills and achievements:

- A comprehensive understanding of the educational issues and needs of the Australian education informed by a multidisciplinary programme of scholarship, and research.
- A practical understanding of contemporary developments in online teaching and learning as indicated by a capacity to apply educational technologies to all delivery modes.
- A longstanding and widely recognised reputation in conducting high quality research on teaching and learning.
- A well-established record of applying analytical, conceptual, and communication skills appropriate to an academic and scholarly context.
- Leading and supporting the development of a research-informed evidence-based approach to technology use in learning and teaching.
- Extensive experience in the development of teaching and learning policy, plans, strategies, evaluation frameworks, and practical guidelines for education.
- Leadership and scholarship in online learning, educational design, and the use of technologies to enhance learning and teaching.
- Expertise in developing and implementing technology-based pedagogical innovations to improve online teaching and learning outcomes.
- Provision of educational guidance to teaching staff on the design and application of a wide variety of digital media including print, video, multi-media, and web-based instructional resources for online environments.
- Highly effective leadership skills complemented by the ability to cultivate productive collaborations.
- Efficient and equitable management of teaching and technical / professional staff with diverse professional backgrounds and experience.

- Proven competence in leading, supervising, and managing staff engaged in major projects supplemented by substantial experience in organising operational units, day-to-day operations, and associated budgets.
- Managing and developing the educational expertise of staff necessary to effectively lead and support technology enabled learning and teaching.

Policy and Planning Skills

My research and practice in teaching and learning conducted over the past 25 years has led to the development of many effective approaches and methodologies for determining suitable policy, planning, and strategies for implementing face-to-face and online learning solutions. As part of this body of work, I devised strategies for the development and implementation of online programmes, and introduced quality assurance procedures for appraising such programmes. Many of these programmes incorporated digitised learning resources, and professional development services. In brief, **I have been directly responsible for and contributed to the development and provision of:**

- policies, strategies, guidelines, principles, and resources required to facilitate regular, ongoing evaluation of learning programmes
- quality assurance procedures and guidelines for ensuring the effective implementation of educational technologies, and conducting detailed analyses of their learning effectiveness
- development and analysis of organisational business processes, standards, and specifications for the delivery of learning solutions and educational technologies approved for integration into teaching and learning programmes
- policy and procedural development frameworks for administering teaching and learning related research, evaluation, and related innovation implementations
- research and documentation of evaluation frameworks, criteria, and standards required to identify, design, and deploy educational solutions and technologies
- strategy documents detailing the approaches and methodologies that are core to deploying educationally effective online learning and teaching policy, planning, strategy, and quality assurance implementation programmes and technologies.

The types of reports and discussion papers that I have submitted to all levels of the organisations I have worked in include:

- strategic aspirations (vision) statements for face-to-face and online learning
- principles, policies, guidelines, and resources required to support and facilitate the continued review and refinement of face-to-face and online learning
- implementation procedures and guidelines for online learning and learning technologies use
- business processes and specifications for the effective organisational provisioning and implementation of educational technologies
- policy and procedural frameworks for the research, evaluation, and development of educational technology programmes based on established criteria and standards
- plans, procedures, and guidelines for the development and progression of online learning evaluation and pilot programmes
- conducted, analysed, and reported on student and staff experiences in online learning and teaching; the barriers and issues that hinder staff acceptance of online learning; and the potential for new and emerging technologies and media for enhancing student learning and staff teaching experiences.

Experience and Contributions to Online Learning & Teaching:

As manager of several online learning and teaching support units, I have been responsible for:

- providing academic leadership and scholarship in learning technologies and educational design
- supervising academic and technical / professional staff engaged in online design, educational resource production (including video), programming, web development, and graphics.

- providing strategy, direction, and support for Distance Education (DE), Open Universities Australia (OUA), and online delivery programmes
- providing expertise in developing and implementing technology-supported pedagogical innovations to improve online learning and teaching outcomes
- conducting large-scale institutional, national, and international evaluation and benchmarking studies in relation to online L&T
- liaising with campus staff to ensure an integrated, multi-mode approach to delivering online learning environments
- providing educational guidance to academic staff on the design and application of a wide variety of digital media including print, video, multi-media, and web-based instructional resources suitable for online learning and teaching environments
- managing timelines, budgets, risk analyses, and technical resources for all online projects, research collaborations, and related activities.

In addition, I have contributed to university level online learning and teaching programmes through the provision of:

- leadership and management of multidisciplinary teams to develop tertiary level online degree courses and teaching units
- consultancy support and expertise to academic staff and external partners on the design of technology-based distance, open (OUA), flexible, and online teaching environments
- the design, development and delivery of a broad range of online degrees and units
- introduction of new technology-based pedagogical innovations to improve the quality of the university's OUA, DE, and online delivery provisions
- high quality, user configurable learning and teaching resource development tools to improve staff competence in online learning
- new innovations in the application of ICT to learning and teaching through the development of methods for creating, locating, utilising and re-purposing educational resources.

Project Management and Communication Skills:

I have extensive experience in managing large-scale, organisational wide learning and teaching programmes and projects that require long-term coordination of staff. In dealing with team members, I have established a cogent ability to communicate complex concepts and ideas in a clear and efficient manner to individuals and groups with diverse backgrounds, experiences, and skills. I provide effective and constructive leadership by applying my expertise and knowledge to the planning and management of strategy meetings, workshops, and presentations; coordinating the roles and activities of large teams, project resources, documentation, and budgets; supervising post-graduate students; and applying high-level research and analysis skills to ensure all required goals are fully met.

I have also made many contributions to organisational level policy and strategy by way of reports, guidelines, and published works. This includes conducting long-term studies to document the educational objectives, pedagogies, and modes of delivery employed by national and international universities from which I developed guiding principles and benchmarks for online teaching and learning. These studies involve analysis and critique of their policies, implementation plans, and quality assurance strategies. In general, the goal was to capture the pedagogical innovations, technological and research directions, quality assurance and evaluation processes, and staff development strategies that point to emerging trends in online learning.

Professional Development Expertise

A major aspect of my career has involved the provision of academic development expertise to staff and students. As Manager of major teaching and professional development programmes, I have provided teaching and learning curriculum development and related research, support, and consultancy service to teaching staff and trainee teachers. These roles require that I possess detailed knowledge and

expertise in curriculum and educational design practice, which I gained through working with students and staff engaged in the delivery of face-to-face, flexible / blended learning, eLearning, and distance / international education programmes.

Underpinning my ability to carry out this work is the broad range of educational design methods, technological solutions, evaluation methodologies, and pedagogical approaches I have successfully employed to encourage staff to design and deliver high quality learning solutions. Much of this work has led the way in promoting alternative modes of learning as a viable complement to the traditional classroom approach through the introduction of new design models and strategies that are supported by practical guidelines, educational resources, and 'just-in-time' professional development websites. The result has been to advance the expertise of staff in using technology to improve students' knowledge.

As a result of my efforts to devise effective teaching and learning programmes, a wide range of benefits for teacher training are demonstrable through the following achievements:

- Devising tailored quality assurance procedures for online learning that align with the organisation's Teaching and Learning and Online strategy plans.
- Integrating quality assurance procedures into online learning programmes.
- Conducting evaluation and benchmarking studies to measure and guide future directions in online design, development, and delivery.
- Identifying gaps to construct professional development programmes for staff using technology in their teaching and learning practices.
- Establishing pilot projects designed to measure the educational value of learning technologies.
- Initiating, conducting, analysing, and reporting on research into students' and staff experience of face-to-face and online learning and teaching.
- Conducting research into determining the effective use of new and emerging technologies and media for enhancing students' learning experience and staff teaching skills.
- Producing detailed evidence of the development, implementation, and evaluation of guidelines and resources that assist staff to develop effective learning and teaching capabilities.
- Initiating the development of strategies to achieve wider dissemination and adoption of innovative practices in the use of media and technology in learning and teaching.
- Identifying, trialling, evaluating and reporting on the affordances of emerging media and related technologies for L&T.

Project Work

A Selection of Major projects managed and completed to date includes:

- **African Virtual University (AVU) Project:** This A\$4.5 million project was funded by AUSAID Australia that formed part of the much larger Virtual Colombo Plan funded by the World Bank. The AVU component required the establishment of a virtual online teaching and learning facility for a consortium of four African universities. My role was to oversee the educational design and technical developments of the online delivery provisions.
- **Mature Age Workers - Meeting the Learning Challenges:** This project was funded by the ANTA National Project 2004 which aimed to develop an learning object online environment to provide a 'community of practice' around mature age learning issues and provide a portal for vocational education and training practitioners to discuss and collaborate on determining effective online learning pathways for mature age workers.
- **Smart Communities: Applied Research into Integrated Government Services and Regional Networked Neighbourhoods to Support children and Young People at Risk.** This three-year project was a \$1,000,000.00 collaborative research partnership between Curtin and Edith Cowan University. Research began in October 2003 and focused on the integration of government services with metropolitan and regional networked neighbourhoods to support children and young people at risk. The project aimed to increase the life choices available to young people in need of additional support services. The project identified the attributes and communication patterns of at risk children in order to construct an online support system designed to facilitate their needs and to evaluate the system's effectiveness.

- **Facilitating the Lifelong Learning Needs of the Mature Age Community.** This three year project involved SMEC, CBS and Central TAFE focused on the application of learning object technology to the needs of mature age learners. Total funding is \$212,000.00 plus in-kind contributions.
- **An Intelligent Automated Essay Marking Tool - MarkIT for the Education Sector.** The Industry partner in this four year project was the WA State Government Department of Education and Training. Funding amounted to \$750,000.00 in Commonwealth and partner contributions. The project aimed to develop an Automated Essay Grading System for the education sector that would free up teachers to concentrate on higher level pedagogical tasks thus resulting in a better quality of education.
- **Tribes and Cultures: Frameworks for shared language and intent to cost-effectively improve learning outcomes.** I was Project Leader and lead applicant in this ALTC (Carrick Institute) 2 year funded project. The funding amount approved is \$223,420.00.
- **A Sustainable Tourism Model for Planning and Implementing ICT in Remote Regions.** I was Project leader and lead applicant in this ICT in Tourism feasibility 2 year study approved by the Sustainable Tourism Cooperative research Centre (STCRC). Total cash and in-kind funds are \$60,000.00.
- **Connecting generations: bridging the experiences of Generation Y and the Silent Generation using the Internet.** I was project leader and lead applicant in this 2 year project, which was funded by the Australian auDA Foundation (au Domain Administration Ltd). Funding provided \$20,000.00.
- The **Western Australia School of Mines (WASM)** project funded by the Mineral and Energy Council of Australia. A three-year project to develop six undergraduate and postgraduate online units in the areas of Process Mineralogy and Rock Mechanics. The project involved the expertise of WASM, the Curtin School of Geology, and School of Environmental Science at Murdoch University. It was presented to Rio Tinto in Melbourne and to a Geology conference held in the UK. On both occasions, the units were praised for their innovation and quality.
- The **Protecting Heritage Places OUA** unit was designed as an experiment in cultivating higher order thinking and project management skills in online learning. The Australian Heritage Commission enthusiastically endorsed this unit for its innovative design, which was officially launched at a special Federal Government Ministerial ceremony held in September 2003 at Melbourne. It was also awarded a Curtin VC Excel Award in recognition of the innovation and excellence in the design of this unit.
- The School of Art and Design OUA **Bachelor of Arts (Art)** and **Bachelor of Art (Architecture)** are the first fully online offering in these degrees in Australia. The success of both degrees has been outstanding and can be measured by the fact that student enrolments have outpaced the on-campus offerings and the volume of positive feedback provided by staff and students.
- Initiated the **Flexible Learning and Delivery (FLaD)** staff development website to promote flexible delivery of Curtin's academic programmes and to assist in the effective development and delivery of online learning resources at Curtin University. Its key audiences are instructional designers and academic staff developing material for flexible online delivery.
- While employed at Curtin University, I led and managed the design and delivery of online teaching units as exemplified by the following activities, strategies, and research contributions:
 - management of large scale, distance, open (OUA), and multi-modal online learning projects and programmes
 - cultivation of productive partnerships across a wide range of university faculties and schools (Education, Business, Information Systems, Media Studies, Health, International Health, Science Mathematics Education Centre (SMEC), Art, and Architecture)
 - provided DE/OUA/Online Developers Guidelines, educational guidelines and technical checklists
 - introduced improvements and efficiencies in the design and development of online delivery provisions through research
 - regular liaison with university staff to coordinate an integrated approach to flexible delivery
 - contributions to the broad and diverse range of learning and teaching needs of university staff through presentation of professional development workshops, seminars, demonstrations, discussion papers, reports, and published works.
- As **Manager of the Technology Enhanced Learning and Teaching (TELT) Portfolio** within L&T@UNSW I provided support, research, and services to academic teaching staff. This role required the capacity to draw on an extensive body of knowledge and expertise in improving L&T that is supplemented by a history of practical experience in addressing the needs of students engaged in face-to-face, online learning, and blended learning. Some of duties and roles are outlined as follows:

- provided academic leadership, scholarship, and expertise to promote online learning, educational design, and the use of technologies to enhance learning and teaching
- established and maintained the university's Technology Enhanced Learning and Teaching (TELT) platform (comprising educational technologies, policies, strategies, procedures, and staff/student training)
- led and supported the development of policy, planning, strategy, quality assurance (evaluation frameworks and benchmarking) for the TELT Platform. This project alone spanned 3 years.
- identified, trialled, evaluated, and reported on the affordances of emerging technologies and media for use in L&T. This required daily collaboration and consultation with the University's IT Services area.
- led and managed an applied, research-informed approach to TELT implementation across the university
- initiated, conducted, analysed, and reported on research into the:
 - student and staff experience in online learning and teaching
 - potential for new and emerging technologies and media to enhance staff and students' experiences in learning and teaching.
- initiated and managed the development of strategies to achieve wider dissemination and adoption of innovative practices in the use of technology and media in learning and teaching
- established and managed a large team of staff with diverse professional and technical backgrounds and experience to implement effective TELT integration throughout the university.

Selected Refereed Publications

Quinton, S. and Allen, M. (2013). The Social Processes of Web 2.0 Collaboration: Towards a New Model for Virtual Learning. Book chapter published in Curriculum Models for the 21st Century. M. Gosper and D. Ifenthaler (eds.), New York, USA: Springer.

Quinton, S. (2012). An integrated educational technology evaluation framework: en route to a generic, iterative model for establishing learning effectiveness Book chapter published in Learning Environments: Technologies, Challenges and Impact Assessment. Atkinson, R. K. (Ed.), Hauppauge, New York: Nova Science Publishers, Inc.

Quinton, S. R. (2012). Redefining the Role and Purpose of Learning. In B. Khan (Ed.), User Interface Design for Virtual Environments: Challenges and Advances (pp. 185-208). Hershey, PA: IGI Global.

Quinton, S. (2011). Rethinking Learning in the 21st century. Book chapter published in Higher Education Management and Operational Research: Demonstrating New Practices and Metaphors, G. A. Bell, J. Warwick, P. Galbraith (eds.), 00-00. Rotterdam, The Netherlands: Sense Publishers.

Quinton, S. (2009). A Cybernetic Methodology for Advancing 'Intelligent' Web-Based Learning Support. Book chapter published in "Web-based Support Systems". JingTao Yao (Editor), Department of Computer Science, University of Regina, Canada. Springer.

Quinton, S. (2009). Principles of Effective Online Learning Design. Book chapter published in "Toward the Future of Technology Enhanced Education: Ubiquitous Learning and the Digital Native". Dr. Martin Ebner, Graz University of Technology, Austria and Mandy Schiefner, M.A., University of Zurich, Switzerland (Editors), Graz University, Austria. IGI Global.

Quinton, S. (2009). Electronic Media as a Catalyst for Enhancing Metacognition. Book chapter published in "Issues in Information and Media Literacy". Dr. Marcus Leaning (Editor), Trinity College, University of Wales, UK. Informing Science Press.

Quinton, S. Fisher, D. Dreher, H. and Houghton, P. (2007). Creating Sustainable Online Learning Environments for Mature Age People. Book chapter published in "Sustainable Communities, Sustainable Environments: The Contribution of Science and Technology Education". David B. Zandvliet and Darrell L. Fisher (Editors). Rotterdam, The Netherlands: Sense Publishers. pp 115 - 130.

Quinton, S. (2007). Delivering Online Expertise, Online. Book chapter published in “Instructional Design: Case Studies in Communities of Practice”. Dr. Mike Keppell (Editor). New York, USA: Idea Group Inc.

Quinton, S. (2006). A brief critique on the future of learning (Assessing the potential for research). Book chapter published in D. Fisher & M. S. Khine (Eds.), Contemporary approaches to research on learning environments: Worldviews. Singapore: World Scientific. pp 543-78.

Quinton, S. (2006). Contextualisation of Learning Objects to Derive Meaning. Book chapter published in Koohang, A. & Harman, K. (Eds.), Learning Objects: Theory, Praxis, Issues, and Trends. Santa Rosa, California: Informing Science Press. pp 113-80.

Quinton, S. (2004). Towards Dynamically Generated, Individualised Learning. Refereed paper published in ‘e-University: International Conference on ICT and Higher Education’. Dr. Wichian Premchaiswadi (Ed.). Siam University, Bangkok: Thailand.

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