Introduction of New Associate Editors

Wolfgang Nejdl

I am pleased to introduce the inaugural members of the Editorial Board.

Wolfgang Nejdl
Editor-in-Chief

Paul De Bra is a full professor at the Eindhoven University of Technology. From 1977 to 1981, he studied mathematics and computer science at the University of Antwerp, where he graduated with “greatest distinction.” He also obtained a teaching certificate that year. From 1981 to 1988, he was a database researcher at the University of Antwerp. As such, he obtained the PhD degree in computer science from the University of Antwerp in February 1987. During 1988 and 1989, he did research on WYSIWYG interfaces and document processing at AT&T Bell Laboratories in Murray Hill, New Jersey. For a brief period (3 months), he worked as a software engineer at Agfa Gevaert in Antwerp, Belgium. From December 1989 to September 1994, he was the head of the Database and Hypermedia Research Group in Eindhoven. This is a subgroup of the Information Systems Group, which is part of the Computer Science Department. Since September 1994, he has been the head of the whole Information Systems Group. Professor De Bra performs research on different aspects of hypermedia systems. Currently, he is most active in the area of adaptive hypermedia and adaptive Web-based systems, with applications in technology-enhanced learning, e-culture, and e-commerce.

Pierre Dillenbourg is a former elementary school teacher who graduated in educational science from the University of Mons, B. He started his research on learning technologies in 1984 and received the PhD degree in computer science from the University of Lancaster, United Kingdom, in the domain of artificial intelligence applications for educational software. He is currently a professor in the School of Computer and Communication Sciences at the Swiss Federal Institute of Technology in Lausanne (EPFL). He has been the director of TECFA, the educational technology unit at the University of Geneva. He joined EPFL in November 2002 as director of the teacher support unit at EPEL. His current research interests concern computer-supported collaborative learning (CSCL): the design and experimentation of interactive furniture that sustains teamwork, the authoring of CSCL scripts, and the use of the eye tracking method for predicting interaction patterns. Dr. Dillenbourg is a former president of the International Society for Learning Sciences.

Vania Dimitrova is a lecturer in the School of Computing, University of Leeds, United Kingdom. Her research interests are in applying artificial intelligence techniques and Semantic Web technologies to advance intelligent learning environments, focusing specifically on knowledge capture and student, group, and community modeling. She is the author of some 60 scientific publications, organizer of several international workshops on adaptive learning systems and Semantic Web personalization, and a program committee member of the major international conferences on user-adaptive systems and artificial intelligence in education.
Jim Greer is a professor of computer science at the University of Saskatchewan and director of the University Learning Centre. He has been involved in e-learning research for more than 20 years. In 1987, in conjunction with Gordon McCalla, he formed the ARIES Laboratory, which has become one of the leading academic research labs in Canada specializing in e-learning research. He is a PI, theme leader, and member of the research management board of the LORNET research network, currently the primary scientific research project in e-learning in Canada. Dr. Greer is well known in the e-learning research community and the 30 graduate students he has supervised over the years have gone on to key positions in academia, industry, and government. He has served on more than 25 conference program committees in the past five years and has been a program chair or invited speaker at numerous international conferences. He recently completed a term as president of the International Artificial Intelligence in Education Society and serves on the editorial board of the IJAIED journal.

Eric Hamilton received both the BA and MAT degrees from the University of Chicago and the PhD degree in mathematics education from Northwestern University. He is presently the associate dean for education at Pepperdine University’s Graduate School of Education and Psychology and holds a joint professor appointment in the University’s Department of Mathematics. He came to Pepperdine in 2008 from the US Air Force Academy, where he was a research professor and the director of the Center for Research on Learning and Teaching. Dr. Hamilton currently serves as a leader of the international Distributed Learning and Collaboration (DLAC) series of research symposia in Asia, Europe, and Africa, supported by the US National Science Foundation (NSF), Microsoft Research, and numerous overseas government agencies and universities. In addition to efforts to build international research networks on future learning environments, he has developed new learning models under support from the NSF’s Computer Science and Social Science Directorates and Microsoft Research. He has been awarded patents in the United States, Canada, and Europe for pen-based learning technology and collaboration networks. He has been a member of the Senior Executive Service of the US government while at NSF, and was formerly a program officer overseeing urban and statewide systemic reform efforts in mathematics and science education. Previous to his service at NSF, he served as associate professor in the Department of Mathematical and Computer Sciences at Loyola University Chicago and led award-winning efforts in education reform in Chicago.

Friedrich W. Hesse studied psychology at the University of Marburg and the University of Dusseldorf and graduated in 1976. He received the PhD degree from the University of Aachen in 1979 and qualified as a professor of psychology in 1989 at the University of Goettingen. From 1976 to 1979, he was an assistant researcher at the University of Dusseldorf and Aachen, where he worked as a post-doctoral research fellow from 1979 until 1982. From 1982 until 1983, he was a research fellow at the Learning Research and Development Center (LRDC), University of Pittsburgh, and Carnegie Mellon University, Pittsburgh. From 1983 until 1990, he was on the Academic Council within the faculty for psychology at the University of Goettingen. From 1990 up to the present, he has been a professor in Tuebingen, Germany. Initially, from 1990 until 1992, he was deputy of the chair, and from 1993 until 2000, he was the head of the Department of Applied Cognitive Science at the German Institute of Research for Distance Education (DIFF). Since 1999, he has been holding his current chair and, since 2001, he has been the executive director of the Knowledge Media Research Center. Together with his research unit, he works on fundamental principles of individual and cooperative knowledge acquisition and knowledge exchange with new media and the practical implementation of concepts of virtual learning and teaching.

Judy Kay is a principal of the Computer Human Adaptive Interaction (CHAI) Lab at the University of Sydney, Australia. CHAI conducts both fundamental and applied research in personalization and pervasive computing. A driving goal of her personalization research is to ensure that the user can maintain control, being able to scrutinize and control the whole process of personalization: The user can determine what is modeled about them, how this is managed, and how it is used. This is of particular importance in educational systems as it ensures the learner can be in control of the personalization and it has immense value in supporting the learner in reflection and planning. She has more than 200 publications in the areas of personalization and teaching and learning. These appear in top conferences and journals in this area: the SigCHI Conference on Computer Human Interaction, the User Modeling conferences, the User Modeling and User-Adapted Interaction Journal, and Communications of the ACM. This work has led to invited keynote addresses at major conferences: the 1994 User Modeling Conference (UM), the 1995 International Joint Conference on Artificial Intelligence (IJCAI), the 1997 International Conference on Computers in Education (ICCE), the 2000 and 2008 Intelligent Tutoring Systems Conferences (ITS), and the 2006 Adaptive Hypermedia and Adaptive Web-Based Systems Conference (AH). She is president elect for the International Artificial Intelligence in Education Society and an associate editor of its journal, the International Journal of Artificial Intelligence in Education (IJAIED).
Riichiro Mizoguchi received the BS, MS, and PhD degrees from Osaka University, Japan, in 1972, 1974, and 1977, respectively. From 1978 to 1986, he was a research associate in the Research Department of Electronics, the Institute of Scientific and Industrial Research, Osaka University. From 1986 to 1989, he was an associate professor and he is currently a professor there. His research interests include knowledge-based systems, ontological engineering, and intelligent learning support systems. He was president of the International Artificial Intelligence in Education Society and the Asia-Pacific Chapter of the Association for the Advancement of Computing in Education (AACE) from 2001 to 2003. He received an honorable mention for the Pattern Recognition Society Award in 1985, the Institute of Electronics, Information, and Communication Engineers Award in 1988, the 10th Anniversary Paper Award from the Japanese Society for Artificial Intelligence (JSAI) in 1996, Best Paper Awards from ICCE 1999 and ICCE 2006, and a Best Paper Award from JSAI in 2006. He is now president of JSAI, vice-president of the Semantic Web Science Association (SWSA), and serves as the co-editor-in-chief of the Journal of Web Semantics.

Thomas Ottmann studied mathematics, physics, and mathematical logic at the University of Münster. He received the Habilitation in 1975 and the PhD degree in mathematical logic in 1971. From 1976 until 1987, he was a professor in the Institut AIFB in Karlsruhe. In 1987, he became the first professor of computer science at the University of Freiburg. There, he was significantly involved in the establishment of a new technical faculty. He was a visiting professor at the University Waterloo, Canada, and ETH Zürich, Switzerland, a Harris Guest Professor at Dartmouth College, New Hampshire, and a visiting professor at the University of Western Australia, Perth. He served as secretary of the European Association for Theoretical Computer Science, as elected referee for the German Science Foundation (DFG), and coordinated focused research programs in algorithms and data structures. He also coordinated several joint national projects promoting e-learning at German universities and developed new tools for object-based lecture recording. He served as a member of the Scientific Advisory Committee of the State of Lower Saxony. He is member of the steering committee of the Swiss Virtual Campus, member of the advisory board of the L3S, Hannover, and member of the evaluation panels of the Universities of Tampere and Oulu, Finland. Since 2006, he has been head of the technical committee of the Accreditation Agency ASIIN specialized in accrediting degree programs in engineering, informatics, the natural sciences, and mathematics. Since October 2006, he has been a GI-Fellow. His research interests are in algorithms and data structures, in particular, geometric algorithms, multimedia systems, and e-learning. He has published more than 150 papers and 11 books in these areas.

Demetrios G. Sampson received a diploma in electrical engineering in 1989 from the Demokritos University of Thrace and the PhD degree in multimedia communications in 1995 from University of Essex, United Kingdom. He is the director of the Advanced eServices for the Knowledge Society Research Unit (ASK) at the Informatics and Telematics Institute (ITI) of the Center of Research and Technology Hellas (CERTH) and an assistant professor of e-learning at the Department of Digital Systems of the University of Piraeus. His main research interests are in the areas of technology-enhanced learning (TEL). He is the coauthor of more than 180 publications in scientific books, journals, and conferences with at least 390 known citations. He is a senior member of IEEE and the chairman of the IEEE Computer Society Technical Committee on Learning Technology (LTTC). He is the co-editor-in-chief of the Educational Technology and Society Journal, a member of the editorial boards of nine international journals, and guest coeditor of 15 special issues of international journals. He has been the general chair of five international conferences, the program committee chair in seven international conferences, and a member of 115 program committees in international conferences on TEL. He has been a keynote/invited speaker at eight international and 12 national conferences. He received Best Paper Awards from the IEEE International Conference on Advanced Learning Technologies in 2001, 2004, and 2007.
Timothy K. Shih is a professor in the Department of Computer Science and Information Engineering at Tamkang University, Taiwan, and an adjunct professor at the National Tsing Hua University, Taiwan. He is a member of ACM. As a senior member of IEEE, Dr. Shih joined the Educational Activities Board of the IEEE Computer Society. His current research interests include multimedia computing and distance learning. He has edited many books and published about 400 papers and book chapters, as well as participated in many international academic activities, including the organization of more than 50 international conferences and several special issues of international journals. He is the founder and co-editor-in-chief of the International Journal of Distance Education Technologies (Idea Group Publishing). Dr. Shih is an associate editor of the ACM Transactions on Internet Technology and an associate editor of the IEEE Transactions on Learning Technologies. He was also an associate editor of the IEEE Transactions on Multimedia. He has received many research awards, including research awards from the National Science Council of Taiwan, an IIAS research award from Germany, an HSSS award from Greece, a Brandon Hall award from the United States, and several best paper awards from international conferences. Dr. Shih has been invited to give more than 25 keynote speeches and plenary talks in international conferences, tutorials at IEEE ICME 2001/2006 and ACM Multimedia 2002/2007, and talks at international conferences and overseas research organizations. His publications, demonstrations, and contact address can be retrieved from http://www.mine.tku.edu.tw/chinese/teacher/tshih.htm.

Marcus Specht received the diploma in psychology in 1995 and wrote a dissertation on adaptive information technology at the University of Trier in 1998. From 1998 until 2001, he worked as a senior researcher at the GMD, the German National Research Center for Information, on human-computer interaction and mobile information technology. Starting in 2001, he was the head of the Department of Mobile Knowledge at the Fraunhofer Institute for Applied Information Technology (FIT). In 2001, he cofounded the bureau42 GmbH, which was elected best multimedia startup company in 2001. Since 2005, he has been an associated professor at the Educational Technology Expertise Center at the Open University of the Netherlands and is currently involved in several national and international research projects on competence-based life-long learning, personalized information support, and contextualized learning. He has rich experience in artificial intelligence for intelligent tutoring systems, cognitive science, and the integration of ITS and Web-based tutoring adaptive hypermedia. In the last 10 years, he has been working on questions of content engineering, end user integration, and new systems for ubiquitous and contextualized information creation and access. His main research interests are in adaptive learning and training systems, knowledge management, contextualized computing, and intelligent user interfaces.