About the Contributors

Shirley Reushle is an Associate Professor and Deputy Director, Australian Digital Futures Institute, University of Southern Queensland. She has a long professional history in school education and higher education in Australia including 10 years as a primary school teacher, and over twenty years as a teacher educator and researcher in university settings. Shirley’s research interests are in online learning and teaching, educational technologies, transformative learning and creating and sustaining digital communities. She regularly publishes, consults, conducts workshops and speaks on online learning design, transformative learning principles and practices, design-based research and the creation and evaluation of digital learning spaces.

Amy Antonio is an early career researcher who was awarded her PhD from Deakin University in 2011. Since assuming a lecturing position within the Australian Digital Futures Institute at the University of Southern Queensland, she has been using her humanities background to inform her research interests, which include the use of social media in higher education, mobile technologies for student engagement, utilising curation tools to cultivate digital information literacy skills and sustaining digital communities. She is currently engaged in a number of research projects, including the development of a digital curation framework and an examination of the relationship between digital information literacy skills and mental health outcomes.

Mike Keppell is Pro Vice-Chancellor Learning Transformations at Swinburne University of Technology. Mike has a long professional history in higher education in Australia, Canada and Hong Kong and has worked at six different universities. His research focuses on personalised learning, digital futures, learning spaces, blended learning, learning-oriented assessment, authentic learning, leadership and transformative learning using design-based research. He is a Life Member of ascilite.

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Carina Bossu is a Lecturer, Learning and Teaching (OEP) with the Tasmanian Institute of Learning and Teaching (TILT) at the University of Tasmania, Australia. Her current work and research are primarily focused on open educational resources (OER) and open educational practices (OEP) in higher education, more specifically issues related to learning, teaching and professional development. In 2013, Carina was named the New Researcher “One to Watch” of the year by Routledge Education. Dr Bossu has presented and published widely and is currently involved in several research projects investigating different aspects of OER and OEP in higher education.
Darryll Bravenboer is Head of Academic Development at the Institute for Work Based Learning, Middlesex University. He is a Principal Fellow of the UK Higher Education Academy and has extensive experience of developing vocational and work-based higher education provision in response to the needs of a wide range of employment sectors in diverse professional contexts. His research interests include the philosophy and sociology of education, higher education policy, fair access, widening participation, lifelong learning and vocational, work-based and employer-responsive higher education. His current responsibilities include building sustainable partnerships with employers to deliver innovative higher-level learning opportunities as well as leading the university’s work in developing Higher Apprenticeships.

Roslyn Cameron is a Research Fellow with Curtin Business School at Curtin University, Australia. Dr Cameron is a Foundational Board member of the Prior Learning International Research Centre (PLIRC) based at Thompson Rivers University, BC, Canada and has written many journal articles and book chapters on the recognition of prior learning (RPL) in Australia and in relation to its utility in human resource contexts. She was a member of a research team which was funded $AUD 280,000 to research and develop a skills recognition framework for the Australian Rail Industry (2009-2012).

Merilyn Childs is currently Associate Professor of Learning, Teaching and Curriculum at the University of Wollongong, Australia. She has extensive experience as an adult educator across post-compulsory institutions, with a career long commitment to questioning exclusionary institutional practices. Merilyn has specialised in the design of recognition practices, including work-based learning, learning pathways, the recognition of prior learning policy and practice, and credentialing across a number of industry and educational sectors. She is a commentator on higher education in the Australian context and is involved in fostering digital learning and teaching literacies, as well as creativity and learning leadership amongst those involved in the transition of citizens into and through formal education.

Dianne Conrad, a practicing adult and distance educator for over 30 years, has recently retired from positions at Athabasca University, Alberta, Canada that included serving as the Director of the Centre for Learning Accreditation and as the Director of the Bachelor of General Studies program. Her research interests include both the fields of distance and online learning and the recognition of prior learning (RPL). She will continue to co-edit the online open and distance learning journal IRRODL (International Review of Research in Open and Distributed Learning) and teach in the Master of Education program in Distance Education at Athabasca University.

Xenia Coulter is Professor Emeritus at the State University of New York Empire State College, currently in the Center for International Programs. Her Ph.D. is in the area of experimental psychology, and she has published on issues of learning, teaching and mentoring, higher education, adult development, and prior learning assessments. Recent publications (with her colleague, Alan Mandell) are chapters in C. Paine (Ed.). Information Technology and Constructivism in Higher Education and C. J. B. McGill & K. P. King (Eds.), 21st Century Adult Learning in Our Complex World.

Cath Fraser currently combines roles as a Research Leader at the Bay of Plenty Polytechnic with independent research and writing contracts for organisations across the higher education sector. Current research interests include mentoring, staff development and writing resources to support early-career teachers. In 2012 Cath was a Senior Visiting Fellow at the University of Windsor, Ontario.
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Sarah Inman is Senior Instructional Designer for Stevens Institute of Technology in Hoboken, NJ. She first became interested in pedagogy in a political philosophy undergraduate course. Since then, she has been interested in designing better learning spaces for facilitating dialogic interaction and curiosity, and creating a more personalised learning environment. Prior to this position, she attended graduate school at Georgetown University where she worked with Dr. Vovides on researching social learning analytics and instructional design. Together they worked on researching, designing, and user-testing online learning strategies.

Nick Kelly is a Research Fellow at the Australian Digital Futures Institute (ADFI) at the University of Southern Queensland. His research addresses key areas of teacher education, online communities and the cognition of creativity. Nick is currently leading an action research project investigating the support provided to pre-service and early career teachers in Australia. Nick received a PhD in Design Computing and was a post-doctoral researcher in the learning sciences prior to joining ADFI. He is the author of numerous scholarly works and a researcher on national and international grants (http://www.nickkellyresearch.com).

David Lyon is Head of the School of Business Studies at the Bay of Plenty Polytechnic and an adjunct lecturer within the School of Aviation at Massey University. Over the past five years David has been closely involved in the design, development and rollout of a range of e-based programmes that have either supplemented or replaced traditional classroom delivery both within New Zealand and offshore.

Alan Mandell is the College Professor of Adult Learning and Mentoring at SUNY Empire State College. With Elana Michelson, Mandell is the author of *Portfolio development and the assessment of prior learning* (2nd edition) (2004). With Lee Herman, he has written many texts, including *From teaching to mentoring: Principle and practice, dialogue and life in adult education* (2004). Mandell edits the college’s journal, *All About Mentoring*, and co-edits (with colleague Nan Travers) the international on-line journal on prior learning assessment, *PLA Inside Out (PLAIO)*. Mandell and colleague Xenia Coulter regularly write about contemporary higher education, including the recent essay, “Adult higher education: Are we moving in the wrong direction?” (2012).

Judith McNamara is the Head of the Law School in the Faculty of Law at QUT and was previously the Assistant Dean, Learning and Teaching and leader of the Law and Justice Higher Education Research Network. She has published extensively in legal education with key interests in the scholarship of teaching and final year experience, reflective practice, pro-bono work and work integrated learning. In particular, Judith has high level expertise in curriculum design, including learning and teaching pedagogies relevant to ensuring students are prepared for legal practice. Judith was a member of the Office of Learning and Teaching-funded Curriculum Renewal in Legal Education Project team (https://www.qut.edu.au/law/about/learning-and-teaching/capstone-preparing-for-the-real-world) which renewed the final year curriculum of legal education. She has recently developed new legal clinic units whereby students undertake community engagement learning including live client clinics and community projects. In 2013-14 Judith lead a large-scale review of the Faculty’s LLB (Honours).
Liz Neary is the Research Development Officer in the Institute for Agriculture and the Environment, University of Southern Queensland. Liz is progressing towards the Masters in Professional Studies; a program which recognises and develops individual professionalism at the highest level. Liz’s study is entitled Beyond the Borders: The Three T’s of Contemporary Protocols for Efficient Teleworking. Liz also holds a Postgraduate Certificate in Professional Studies and a Diploma in Business Administration. Liz has a keen interest in areas of professional development, community engagement and lifelong learning.

Linda Pfeiffer is a Research Fellow with the School of Education and the Arts at Central Queensland University, Australia. Linda has an extensive range of teaching experience in both the secondary and tertiary sectors. Linda’s research interests are in science education and she has also been involved in several research projects in the business and management disciplines.

Tim Pitman is a senior research fellow with the National Centre for Student Equity in Higher Education (Curtin University, Australia). He researches in the fields of lifelong learning, RPL and higher education policy. His current research focus is on access and equity in higher education, with a specific interest in alternative/non-traditional pathways to universities.

Xiang Ren is a Research Fellow (Digital Futures) at the Australian Digital Future Institute, University of Southern Queensland. His research interests include: open access scholarly publishing, open educational resources and practices, digital publishing, and China’s digital media. He has published widely with leading English and Chinese journals and given keynote presentations and talks on open access and digital publishing. Xiang completed his PhD at Queensland University of Technology with an outstanding doctoral thesis award. His doctoral research looked at open and networked initiatives and the digital transformation of scholarly publishing. Prior to his academic career, Xiang has spent more than a decade working in the Chinese publishing industry as a senior editor and a sales director. He is an advocate of open access scholarship in China and his Chinese blog (http://blog.sciencenet.cn/home.php?mod=space&uid=363928) entitled “Scholarly Publishing in the Digital Age” has attracted over 180,000 visits. He is also a member of asclilte.

Lloyd Hawkeye Robertson has maintained a private practise in counselling and educational psychology for approximately 30 years. He has recently retired from a concomitant position as consultant on student assessment, staff training and program development with Northlands College, Saskatchewan, Canada; however, he has begun teaching classes in psychology for Athabasca University. He has published on the structure of the self, the use of prior learning assessment in self-construction, self-mapping in therapy, memetic mutations in religious transmission, and “residential school syndrome” as a form of post-traumatic stress disorder.

Elizabeth Ruinard is a learning developer in the Faculty of Law at QUT. With a varied background in university education, art museum education and vocational educational and training teaching, she has been employed in curriculum design, the development of educational pathways and work-integrated learning. Elizabeth’s doctoral thesis in cultural studies was entitled Articulating and disarticulating the body: reflections on the genre of installation and the role of the visitor, and recent publications in education are on work-integrated learning.
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Robert Schuwer is Lector (Professor) OER at Fontys University of Applied Sciences, School of ICT in Eindhoven, the Netherlands. Since 2006 the majority of his work is about open educational resources (OER) and open education. His experiences and research interests are in open policies, business models for OER and implementing OER-based processes, on institutional, cross-institutional and national levels. Since 2010, he is chairman of the Dutch Special Interest Group Open Education.

Rory L.L. Sie is an IT-lecturer at the Utrecht University of Applied Sciences. As a teacher himself, Sie is genuinely interested in supporting learners and teachers, for example by promoting networked learning, motivation and alleviating teacher work stress. His research encompasses the interplay between computational techniques such as data mining, social network analysis and recommender systems, and psychological notions such as motivation, personality and cooperation. Sie worked in several European and nationally funded research projects on technology-enhanced learning, networked learning, learning analytics, creativity and open educational resources.

Robyn Smyth retired as the Director of Learning and Teaching Support at the University of Southern Queensland in mid-2014. While in that position she supervised teams providing professional development and student support for online, face-to-face and blended curricula. She is an Associate Professor with a doctorate investigating large scale educational change, leveraging off that work in her practice as an Academic Developer working in the higher education sector for almost two decades. Using technology to support curriculum design in complex contexts and the potential for open and synchronous communication tools to support student learning are core research interests for which she won Office of Learning and Teaching grants. Principally her research is focused on innovating pedagogy and managing educational change which supports innovation. The concept of openness is an emerging interest which stems from her work in Bhutan where she experienced the inequity of access to knowledge first hand.

Adrian Stagg is an eLearning Designer at the University of Southern Queensland. He has spent over fourteen years in both public and academic libraries, and holds a Master of Applied Science (Library and Information Management). His interests in open educational practice have prompted the commencement of a PhD at the University of Tasmania focusing on the practitioner experience in the re-use of open educational resources. Adrian has authored research publications covering information literacy in higher education, the first year experience (FYE), and the use of technology in education (such as screen-casting and student response devices).

Lynette Steele is Group Leader for Applied Management and Legal Studies at the Bay of Plenty Polytechnic, and has been an integral part of the design and management project board for the Graduate Certificate in New Zealand Immigration Advice. Lynette is interested in all aspects of eLearning and online course delivery and is leading the incorporation of web conferencing into other online courses within the organisation.

Jon Talbot is a Senior Lecturer in the Centre for Work Related Studies (CWRS) at the University of Chester, England. CWRS was established in 1998 and is one of the largest centres for fully negotiable Work based learning in the UK with approximately 1500 students. His main role is to facilitate research projects for Postgraduate and Doctoral students.
Luke Van Der Laan is the Director of the Professional Studies Program at the University of Southern Queensland. The Professional Studies Program is a unique professional learning and development program meeting the needs of mid- to senior professionals by offering tailored Graduate Certificate, Master and Doctoral workplace-based degree programs. Luke previously served as the Chief Executive of a national not-for-profit organisation and also as a board member and trustee of numerous organisations. Luke holds a PhD (Leadership, Foresight and Strategic Thinking) and has published across the areas of leadership, foresight, strategic thinking and sustainability. Luke’s research interests are in the areas of professional development, foresight capabilities and strategic thinking of organisational leaders. He is also a strong proponent of democratising education and the principles of equity in education.

Lesley Vidovich is a Professor of Education at the University of Western Australia. Her primary research focus is education policy, in both schooling and higher education sectors. Her research extends from macro (global) trends to micro level practices within educational institutions. She has conducted and published research in a number of different countries across Europe, Asia, North America, and Africa, as well as Australia.

Yianna Vovides is the Learning Design & Research Specialist lead for the GeorgetownX project at Georgetown University. GeorgetownX is part of the university-wide Initiative for Technology Enhanced Learning managed by the Center for New Designs in Learning and Scholarship (CNDLS) at Georgetown. Dr. Vovides also serves as faculty in the Communication, Culture, & Technology Program of the Graduate Schools of Arts & Sciences at Georgetown University. She has over 15 years of instructional design and technology experience from both academic and professional practice. Her research focuses on modelling reflective sensemaking processes using learning analytics and examines the design of communities of inquiry to support retention and achievement within post-secondary and adult education.

Regine Wagner was formerly Associate Professor of Higher Education at Royal Melbourne Institute of Technology, Australia and is now a full-time Artist. Regine is an adult educator with extensive post-secondary experience in informal and formal learning spaces, including in the contexts of youth work, community services, and learning and teaching in the tertiary sector. Her main research interests were in recognition of prior learning, skills recognition for migrants and refugees and experience based tertiary education.

Barbara Workman is a freelance consultant and has a background of nursing and teaching with expertise and research interests in accreditation and facilitation of work based learning across all higher education levels. As a National Teaching Fellow and Principal Fellow of the Higher Academy she is committed to sharing and facilitating good practice in work-based learning in higher education. She is involved with academic development of work-based programs across a range of subject disciplines and organisations. She has publications in clinical skills and work-based learning.