About the Contributors

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Peter Ling is Adjunct Associate Professor, Learning Transformations, Swinburne University of Technology, Australia. Peter has extensive experience in academic development in Australia and U.S.A. Peter has been principal researcher for several national projects including “The development of academics and higher education futures” (2012). He has been evaluator for nationally commissioned projects including: “Peer Review of Teaching in Higher Education”, (2008), “Evaluation of Learning Spaces” (2010), and “Professional development program to embed inclusive and explicit teaching practices” (2015). Recent authored or co-authored publications include: Pedagogies for Next Generation Learning Spaces, in K. Fraser (Ed.), New Generation Learning Spaces (RoutledgeFalmer, 2014); Learning online, in K. Fraser (Ed.), Studying for Continuing Professional Development in Health (Routledge, 2009); Towards post-colonial management of transnational education, Australian Universities Review (2014); and How academic is academic development? International Journal for Academic Development (2013). Peter has co-edited Higher Education Research and Development and guest edited Innovative Higher Education.

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Ronald Barnett is Emeritus Professor of Higher Education at University College London Institute of Education, where he was Dean of Professional Development, and also Pro-Director, responsible for the Institute’s longer term strategy. He is a past-Chair of the Society for Research into Higher Education (SRHE), was awarded the inaugural prize by the European Association for Educational Research for his “outstanding contribution to Higher Education Research, Policy and Practice”. He is a Fellow
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Bruce Calway entered academe in 1991 from a 20 year career in business and ICT design and development. He completed a Ph.D. in Information Systems and a 2nd Ph.D. in Education. Bruce is an Adjunct Professor at Swinburne University of Technology and Retired Dean, Faculty of Higher Education, Lilydale, Swinburne University of Technology. Bruce has researched and published extensively in aspects of work-integrated learning, eLearning and learning environment development for the higher education sector in Australia and in P.R. China.

Marcia Devlin is Deputy Vice-Chancellor (Learning and Quality) and Professor of Learning Enhancement at Federation University, Australia and Lifetime Fellow of the Society for Research in Higher Education. Marcia’s research interests include university learning and teaching enhancement, digital education, and the success of disadvantaged students. She has given more than 70 headline addresses in nine countries. Recent publications include: Devlin, M. and McKay, J. Teaching students using technology: Facilitating success for students from low socioeconomic status backgrounds in Australian higher education, *Australasian Journal of Educational Technology* (2016); McKay, J. and Devlin, M. “Low income doesn’t mean stupid and destined for failure:” Challenging the deficit discourse around low SES students in higher education, *International Journal of Inclusive Education* (2015); McKay, J. and Devlin, M. Widening Participation in Australia: Lessons on equity, standards and institutional leadership, in S. Mahsood, A. Bennett, and E. Southgate, (Eds.) *Widening Participation: A Global Perspective*. (Elsevier, 2015).

Kym Fraser is the Associate Professor, Scholarship of Teaching and Learning at the Swinburne University of Technology. Kym has worked in the tertiary education sector in Australia, the United Kingdom, Hong Kong, and the United States of America. She is the editor of the books *The Future of Learning and Teaching in Next Generation Learning Spaces* (Routledge, 2015) and *Education Development and Leadership in Higher Education* (Routledge, 2005). Kym is a past editor of the HERDSA Green and Gold Guide Series, and author of the guides *Studying for Continuing Professional Development in Health* and *Student Centred Teaching*. Kym is currently leading the Office of Learning and Teaching funded Fellowship “A national, open access Learning and Teaching Induction Program for staff new to teaching”, which is a collaboration between 11 Australian universities. Her research interests include the impact of graduate certificates and teaching induction programs on teaching conceptions and practice, and building learning and teaching research cultures.

Beena Giridharan is the Deputy Pro Vice Chancellor, Curtin University, Sarawak, Malaysia. Her research and academic interests include: vocabulary acquisition in ESL, educational leadership, higher education practices, transnational education, and ethno-linguistic studies in indigenous communities. As a member of a project funded by Office of Learning and Teaching, Australia funded and entitled “Learning without Borders” Beena has investigated leadership roles in transnational education and in-
ternationalization of curriculum. She is a Fellow of the Higher Education Research and Development Society of Australasia (HERDSA), a panel assessor for HERDSA fellowship portfolios, and a mentor to aspiring Fellows. She won the 2006 Carrick Australian Award for University Teaching and the Curtin Excellence in Teaching and Innovation award in 2006. Beena Giridharan is an associate editor for the IAFOR Journal of Education, USA, and a reviewer for a number of international journals in higher education. Her publications include Vocabulary Acquisition Patterns in Adult Tertiary (ESL) Learners (Lambert, 2013).

David Cameron Hauseman is a doctoral candidate in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education/University of Toronto (OISE/UT), Canada. Cameron’s academic and research interests include: education administration and leadership, with a specific focus on the work and role of school principals. He has been involved in a conducting a number of program evaluation and applied social research projects in Canada. Recent authored or co-authored publications include: Youth-led community arts hubs: Self-determined learning in an Out-of-School Time (OST) program, Cogent Education (2016); Pollock K. and Hauseman D.C., Principal Leadership in Canada, in H. Arlestit, C. Day, and O. Johansson (Eds.), A decade of research on school principals: Cases from 24 countries (Springer, 2015); Pollock K., Wang F., and Hauseman D.C. Complexity and volume: An inquiry into factors that drive principals’ work, Societies (2015).

Kim Keamy is an experienced educator, having taught across a wide range of education and training contexts, including primary schools, special education settings, prison education, loss and grief education, and as a workplace trainer. He is currently Director of Learning and Teaching in the College of Education at Victoria University, Australia, and teaches mainly in postgraduate courses. Kim’s research is predominately in the area of educational leadership, which was also the focus of his doctoral research. Recent publications include: Creative leadership? “It’s just the norm”, School Leadership and Management (2016); Selkrieg, M., & Keamy, K. Promoting a willingness to wonder: Moving from congenial to collegial conversations that encourage deep and critical reflection for teacher educators, Teachers and Teaching: Theory and Practice (2015), and Keamy, K. and Selkrieg, M. The effectiveness of protocols when pre-service teachers engage in online collaborations: An exploration, Australian Journal of Teacher Education (2013).

Mary Kelly is the coordinator of the “Thought-full Schools Teacher Peer Development” program at the International School of Amsterdam (ISA), where she also teaches science at middle school level. ISA is an International Baccalaureate (IB) World school and is affiliated with Harvard University’s Project Zero Research Centre. Mary has served as ISA’s Project Zero and Visible Thinking coordinator, she has acted as a consultant to IB schools, and she has been a regional IB workshop leader for the sciences. In recent years, Mary completed a Doctorate in Teacher Education with the University of Nottingham. Her research explores the relationship between teachers’ ontological and epistemological beliefs and their approaches to teaching. Related research interests include the role of complexity and supercomplexity theories in education, the role of teacher narratives in professional development, and the impact of integrated mindfulness-based practices on teacher and student well-being and performance.

Samuel Olugbenga King has taught and conducted research in schools and universities, as well as in formal and informal learning contexts. His research, teaching, and professional experience includes
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Ekaterina Pechenkina is Research Fellow in Learning Transformations, Swinburne University of Technology, Australia. Ekaterina’s research focus is on evaluation of innovative and impactful teaching and learning initiatives. A cultural anthropologist and education researcher, most recently Ekaterina investigated the effectiveness of digital micro-credentialing, the intricacies of social media usage in e-learning, and impactful blended learning designs. She has been an International Research and Exchange Board Visiting Scholar at the California State University Bakersfield. Her recent publications include: “It becomes almost an act of defiance”: Indigenous Australian transformational resistance as a driver of academic achievement, Race Ethnicity and Education (2016); “Who needs support?” Perceptions of institutional support by Indigenous Australian students, UNESCO Observatory Multi-Disciplinary E-Journal in the Arts (2015); and The space for social media in structured online learning, Research in Learning Technology (2015).

Katina Pollock is Associate Professor of Educational Leadership and Policy in Critical Policy, Equity, and Leadership Studies at the Faculty of Education, Western University. Katina has been awarded a number of research grants and contracts with various funders. Her most recent grant (with Dr. Fei Wang) explores Secondary School Principals’ Understanding of Work Intensification. Katina has been involved in large-scale knowledge mobilization initiatives that connect research to practice. She is currently Co-director for the Knowledge Network for Applied Education Researcher, an initiative supported by the Ontario Ministry of Education. Katina’s most recent publication includes: Pollock, K, Wang, F. and Hauseman, D.C., Complexity and volume: An inquiry into factors that drive principals’ work, Societies (2015); Pollock, K., Murakami, E., & Swapp, D., The work of school leaders: North American similarities, local differences, International Studies in Educational Administration (2015) and Pollock, K., & Winton, S., Juggling multiple accountability systems: how three principals manage these tensions in Ontario, Canada, Educational Assessment, Evaluation and Accountability (2015).
Margaret Robertson is Professor of Education in the College of Arts, Social Sciences and Commerce at La Trobe University, Australia. Margaret is a member of the Steering Committee of the International Year of Global Understanding Project with interests in youth cultures, pedagogical change and transforming education through innovative uses of technologies. Research interests include cross-cultural analyses of young people’s views and visions for the future. Whilst Margaret has long contributed to the curriculum and research outputs related to Geographical Education, relevant to this publication is her dual discipline background in psychology and geography. Post-graduate teaching and doctoral supervision of international students has prompted an enquiry into the psychological steps needed for higher order thinking and academic performance.

Mark Rose is traditionally linked to the Gunditjmara Nation of Western Victoria, Australia. With a 30 year career in education, Professor Rose has contributed to broad range of educational settings within Victoria, nationally and internationally. Mark currently holds the position of Executive Director of Indigenous Strategy and Education at La Trobe University. In ministerially appointed arrangements he advised several Australian government ministers and the co-chair Royal Commission into Aboriginal Deaths in Custody Review. Mark has sat on numerous government task forces, is involved with United Nations Permanent Forum on Indigenous Issues in New York. He is a delegate to the National Congress of Australia’s First People. Currently Mark is Vice President of the Victorian Aboriginal Education Association Incorporated. He chairs the Indigenous advisory group of the Australian Curriculum and Assessment and Reporting Authority. He also chairs the Batchelor Institute of Indigenous Education in the Northern Territory.

Mark Selkrig is a Senior Lecturer, Creativity and the Arts, College of Education, Victoria University, Australia. His academic and research interests focus on the intersection and possibilities of: art, education, change making and learning to build capacity and agency of individuals and communities. Mark is a Churchill Fellow and practicing artist. Recent publications include: Learning about ourselves from others: ‘Transformation of artists’ identities through community-based arts practice, *International Journal of Lifelong Education* (2011); Becoming a bricoleur: Constructing sculptures to explore complex and troublesome dimensions in educational research, *International Journal of Research and Method in Education* (2014); Selkrig M. and Bottrell C. Considering a methodology to provoke respectful conversations about creativity with arts educators, *Australian Art Education* (2016); and Sadler K., Selkrig M. and Manathunga C. Teaching is... opening up spaces to explore academic work in fluid and volatile times, *Higher Education Research and Development* (2016).

Calvin Smith is an adjunct Research Fellow with the Griffith Institute for Educational Research. His research focuses primarily on theorizing the impact of aspects of curriculum on student learning. This work currently is focused on the development of integrative learning, employability skills, lifelong learning and professional identity formation through work-integrated learning (WIL). The recipient of multiple internal and external research and development grants exceeding $1 million, Calvin’s work has emphasized the importance of clarity in conceptualization and operationalization of constructs, and the use of appropriate research designs. Calvin was Chief Investigator for the Australian Office for Learning and Teaching (OLT) project *Measuring The Impact Of WIL On Employability* (2012-2014). He was a co-leader of the OLT project *Measuring and Reporting Teaching Quality* (2010-2012), led an Austra-
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