About the Contributors

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Helen Muga, Ph.D. is an Assistant Professor in civil engineering at the University of Mount Union, Alliance, Ohio. She worked as a postdoctoral researcher in the Civil & Environmental Engineering department at the University of South Florida, Tampa, Florida. She received a Ph.D. in Environmental Engineering from Michigan Technological University, Michigan, USA, a Masters degree in Environmental Engineering from Michigan Technological University, Michigan, USA, a Masters degree in Chemical Engineering from Curtin University of Technology, Australia, and a Bachelors degree in Chemistry from the University of Papua New Guinea. Her research interests include water and wastewater engineering, sustainability, life cycle engineering, green engineering, diffusion and adoption of green technology, and international development work.

Dunja Anđić, Ph.D., is an Assistant Professor and currently teaches Pedagogy of Sustainable Development at the University of Rijeka, Faculty of Teacher Education, Republic of Croatia. Her contemporary research interests include environmental education/education for sustainable development, kindergarten/preschool teachers, elementary/primary school teachers and their initial, pre-service, and in-service, professional education. She published several scientific and specializing texts in Croatian and English. She participated in several scientific research supported by Ministry of Education of RC. Currently, she is involved in interdisciplinary research in education for sustainable development, sustainable behavior and positive psychology, and the research of teacher competences in ESD.

Peter Aubusson is Professor and Head of Teacher Education at University of Technology, Sydney and President of the NSW Council of Deans of Education. He is an executive member of the Centre for Research in Learning and Change at UTS. He was a secondary school science teacher for ten years before becoming a university teacher and researcher. As a researcher of more than fifteen years, his fields of study have included science education, teacher education, professional learning and education futures. His recent research books include Action Learning in Schools and Beginning Teaching.
**About the Contributors**

**Elise Barron** - A historian by background and graduate of the prestigious Forum for the Future masters course, Elise worked for Kingston University between 2007-2013; initially as a researcher for the Centre for Sustainable Communities Achieved through Integrated Professional Education (C-SCAIPE), and more recently as Outreach and Engagement Manager for the Sustainability Hub. In addition to devising and running undergraduate sustainable community modules and presenting at national and international conferences on the subject, Elise is an active community facilitator, having run a number of creative environmental workshops for primary and secondary schools, and innovative inter-generational community learning projects. She is Co-Founder of Transition Town Kingston and Chair of Kingston Environment Group.

**Tracy Bhamra** is Dean of Loughborough Design School, Loughborough University and Professor of Sustainable Design. She has a BSc in Manufacturing and an MSc in Manufacturing Systems Engineering and Management. She then went on to complete her PhD in Design for Disassembly and Recycling in 1995. Professor Bhamra has extensive research experience in the field of sustainable design initially during her PhD and then following that at Manchester Business School and Cranfield University before joining Loughborough University in 2003. During this time she has been very active in developing the research area of Sustainable Design within the UK. Her research work on Sustainable Design has been funded by the UK government and research councils and a number of large industrial organisations and focussed on approaches to enable designers to integrate sustainability into their work.

**John Buchanan** is an Associate Professor in social and environmental education at the University of Technology, Sydney, where he is also coordinator of International Programs in Education. In 2010 he became Chief Investigator for a four-year project evaluating the *Climate Clever Energy Savers* Program for the Department of Education and Communities, New South Wales, Australia. He is a past President of the NSW Institute for Educational Research. He has recently published a book titled *History, Geography and Civics Education: Teaching and Learning in the Primary Years* (2013, Cambridge University Press). Prior to his academic work, he taught in both primary and secondary contexts.

**Mareike Burmeister** studied Chemistry and Biology to become a secondary teacher at the University of Bremen. She finished her PhD at the University of Bremen, Germany, in 2012 based on a grant from the Deutsche Bundesstiftung Umwelt (DBU). Focus of the research was the promotion of education for sustainable development (ESD) in German science education via the development of lesson plans and teacher education (pre- and in-service) courses. She is now working as a secondary school teacher in Bremen.

**Ana Capelo** is a post-doctoral student in Science education studying new curricula development in East Timor. Her research interests include curricular innovation and education for sustainable development. She received her PhD in Biology (2009) from Aveiro University and a Master in Biology (1996) from Lisbon University, Portugal. She worked as assistant Professor at the Institute of Educational Sciences, M Sangualde, Portugal for nine years. Currently she is a post-doctoral student in the Research Centre for Didactics and Technology in Teacher Education, Aveiro University. She collaborates on supervision of practices of master’s students in 1st and 2nd cycle, Science and Mathematics.
Anne L. Carr, EDAC, LEED AP began her interior design career as an inspired high school student at Pratt Institute in Brooklyn, New York. Subsequently, her education continued to develop with a Bachelor of Science in Interior Design from Florida State University and Master of Science in Design, Sustainability from Arizona State University. Her five years of professional experience includes work in Retail, Commercial, Senior Living and Hospitality, now with a passionate focus on Healthcare Interiors with HKS, Inc. She boasts an Evidence-based Design Accreditation and Certification (EDAC) from The Center for Health Design and is a LEED Accredited Professional (LEED AP).

Heather Castleden is an associate professor with the School for Resource and Environmental Studies at Dalhousie University. Her research interests include community-based participatory research on environment and health issues, social and environmental justice, and human research ethics.

Nanette Chadwick is Associate Professor of Biological Sciences and Director of Academic Sustainability Programs at Auburn University, where she oversees the Minor in Sustainability Studies. She received her Ph.D. in Zoology from the University of California at Berkeley, and served on the faculty at Bar Ilan University in Israel for a decade before coming to Auburn. She has published over 50 articles in peer-reviewed international journals, and has taught courses on ecology, marine biology, environmental studies, and sustainability. Her research focuses on the ecology and biology of coral reef ecosystems, with applied aspects on impacts of ecotourism, nutrient pollution, and overfishing.

Diana Chalil is a lecturer in the Agribusiness Department of both the undergraduate and postgraduate programs at the University of Sumatera Utara. She received her PhD in Agricultural Economics from University of Sydney with a dissertation titled “Market Power: Empirical Analysis in the Indonesia Crude Palm Oil Industry.” Her current research interests are mainly related to issues of adopting environmental innovations among smallholders and farmers. This includes the issue of smallholders’ Roundtable Sustainable Palm Oil certification and Organic Paddy Farming Conversion. The research covers discussion on the barriers to adoption, the willingness to pay and the learning process.

Thomas Chandler, PhD, is an Associate Research Scientist at the National Center for Disaster Preparedness, The Earth Institute, and an Adjunct Assistant Professor in Social Studies at Teachers College, Columbia University. He focuses on the human impact of natural disasters, geographic and social networks, and sustainability education. He has authored several book chapters and journal articles related to these themes. His work has appeared in The Journal of Social Studies Research, The National Council for Social Studies Bulletin, and in Interactive Learning Environments. As part of a grant with the CDC, he has been developing and evaluating curricula pertaining to severe storms and the needs of vulnerable populations.

Ranis Cheng is a lecturer in Marketing at the University of Sheffield’s Management School. She gained a PhD in the area of corporate identity in the U.K.’s fast fashion retail sector. Her main research areas include corporate identity, corporate branding, branding, fashion retail operations, and fashion sustainability. She has also been involved in several research projects on SME Marketing and employability. She has published in several journals including European Journal of Marketing, and Journal of Product and Brand Management.
**Caroline M. Clevenger** is an Assistant Professor of Construction Management at Colorado State University (CSU). She has a Ph.D. and B.S. from Stanford University, where her graduate work was primarily funded by the Precourt Energy Efficiency Center. She also holds a M.Arch and M.S. from the University of Pennsylvania. Her background includes professional work as a consultant in sustainable design and construction. For several years she was a senior engineer and led the Sustainable Design Assistance team at Architectural Energy Corporation. She has published numerous journal articles related to sustainable buildings and infrastructure. Recently, she served as a guest editor for a journal’s Special Issue on Considerations of Sustainability in Construction Engineering and Management. In both 2012 and 2013 she was awarded the Provost’s N. Preston Davis Award for Instructional Innovation at CSU. She is a Registered Architect and Licensed Engineer in the State of Colorado.

**Mike Coffey** graduated with a PhD in marine chemistry in 1994 from the University of East Anglia. After working as a marine analytical chemist for the Scottish Environment Protection Agency, he joined Nottingham Trent University as a lecturer in environmental and analytical chemistry in 1996. From 2005 he has worked part-time in this role in combination with environmental consultancy in industrial emission assessment and freelance technical authoring in wastewater treatment technologies. Mike enjoys playing strategy board-games with friends and family as a pastime.

**Kristin Cook** is an assistant professor of science education at Bellarmine University. She received her Ph.D. at Indiana University in Curriculum & Instruction, specializing in science education and environmental science. Kristin’s research focuses on engaging students and teachers with the community of science through exploration of socio-scientific issues.

**Damon Cory-Watson** is a recent graduate Duke University’s Nicholas School of the Environment from which he received his Master’s of Environmental Management. He graduated from Haverford College with an undergraduate B.A. in philosophy. Prior to attending graduate school, he had a career as a classroom teacher and creator/coordinator of an outdoor education program at a public charter school in Washington, D.C. He has also spent many year helping run a Quaker summer camp in Virginia. During his time at Duke, he studied sustainable systems with a focus on agriculture, and was an employee at the Duke Campus Farm. He now works pursuing his passion for ecology, agriculture and sustainability. He currently lives in Durham, NC.

**Alison J. Cotgrave, PhD**, is Associate Dean in education and Subject Leader in the School of the Built Environment at Liverpool John Moores University. Her research focuses on changing attitudes to the environment via curriculum redesign and how this can potentially lead to improved sustainability in the construction and property industries.

**Margaret Crocco, PhD**, is Chair of the Department of Teacher Education at Michigan State University. She has served on the faculties of the University of Iowa and Teachers College, Columbia University. She taught history and government for eight years at a high school in New Jersey. Her research focuses on issues of diversity, teacher preparation, and the history of education as they relate to social studies. She has been editor or author of eight books and numerous articles, chapters, and research reports. Crocco has also led several writing teams that have produced curriculum to accompany documentary films such as Spike Lee’s *When the Levees Broke*, Abigail Disney’s *Pray the Devil Back to Hell*, and the Bongiorno production, *Revolution ’67*, among others.
**Jason Ernest Elvin Dampier**: At the time of publication Mr. Dampier was working on completing his PhD in resource-based community socio-economics at Lakehead University. Jason is an environmental educator, researcher and writer, having a passion for the natural world and how people interact and use (and abuse) our vast natural resources. He holds Master’s degree in Forestry and Environmental Education and has a personal interest in distance education.

**Adam de Eyto** is a lecturer, design facilitator, supervisor and researcher on the undergraduate and post-graduate product design programmes at the University of Limerick, Ireland. He formerly worked in industry as an outdoor equipment designer with Lowe Alpine Systems and as a consultancy designer with Design Partners and has worked in design education for the past 15 years. He completed his PhD with Bournemouth University, UK in 2010 and his thesis is titled *Sustainable Design Education -Learning strategies for multidisciplinary education of undergraduates and professionals*. His research interests include Design for Sustainability, Multidisciplinary Education, Medical Device Design, Soft Product Design, Rapid Prototyping and 3-D Visualization. He is also a Husband, Father, Caver, Kayaker, and a Mountaineer.

**Dennis DeVries** is a Professor in the School of Fisheries, Aquaculture, and Aquatic Sciences at Auburn University, having received his M.S. and Ph.D. degrees from The Ohio State University. He is an aquatic ecologist and his research is focused on using ecological approaches to solve problems in the broad areas of fisheries management and conservation biology in systems such as reservoirs, ponds, rivers, and estuaries with fishes, snails, and mussels. He has published more than 75 peer-reviewed papers, and has taught courses in his area of expertise (Fish Ecology) as well as in the Sustainability minor at Auburn University.

**Mira Dulle** is researcher at the Institute of Instructional and School Development (IUS), School of Education, Alpen-Adria-University Klagenfurt since 2010 and holds a master’s degree in Applied Cultural Science. Her fields of expertise are evaluation of school- and sustainability projects and qualitative research.

**Katherine Eames** has a PhD in atmospheric modelling from the School of Environmental Sciences at the University of East Anglia and a background in Meteorology, Climatology and Oceanography. Kat uses this knowledge of the theoretical background of climate change, together with her keen interest in the challenges involved with creating a sustainable society, to engage with many different disciplines and backgrounds on the topic of sustainability. Her role at Kingston University focuses on engagement with academic staff on sustainability in curriculum and research, whilst also providing guest lectures to courses across Kingston University’s Faculties. Kat’s research projects have included how to measure sustainability in HE curricula, a comparison of ESD approaches in England and Germany, and public engagement research funded by EPSRC focusing on how the older UK community can be engaged in the sustainability agenda. She has presented, among others, at the Environmental Association of Universities and Colleges (EAUC), and European Geosciences Annual Conferences, and to the London University’s Environment Group (LUEG).
About the Contributors

**Ingo Eilks**, FRSC, was a secondary school teacher in chemistry and mathematics. Since 2004 he is a professor in chemistry education at the Institute for Science Education at the University of Bremen, Germany. His research interests encompass, among others, Participatory Action Research in science education, socio-scientific issues-based science curricula, education for sustainable development (ESD), or climate change education. Three of his projects so far were awarded to be official projects of the UN-decade of education for sustainable development (DESD).

**Nicole Garner**, MEd, studied Chemistry and Mathematics to become a secondary school teacher at the University of Bremen. She is now a PhD student at the Institute for Science Education (IDN) at the University of Bremen. The focus of her research is the development and evaluation non-formal student laboratories connecting issues of sustainable development with chemistry education. The project is funded by the Deutsche Bundesstiftung Umwelt (German Environmental Funds, DBU).

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**Jarka Glassey** – having gained her chemical engineering degree at the Slovak Technical University, Bratislava and PhD at Newcastle University, UK, Jarka is currently a Reader in Chemical Engineering Education. As well as continuing her research activities in bioprocessing, she carries out pedagogical research in the area of effective delivery and assessment of chemical engineering, including sustainability aspects. Jarka is a Secretary of the Working Party on Education of the European Federation of Chemical Engineers and a recipient of a number of national awards in recognition of her contribution to teaching, most notable the National Teaching Fellow award.

**Denise M. Golden** holds two bachelor degrees, including Environmental Studies from Waterloo University, and is near completion of a Ph.D. Forest Sciences at Lakehead University. Her research focuses on climate changes in the boreal forest, collaborating with Nishnawbe Aski Nation (NAN), a political-territorial organization, representing 49 northern Ontario First Nations. The research with NAN includes documenting conditions occurring on their territorial lands in the boreal forest (above the 51° N parallel) to assist in potential climate change adaptation strategies for social and ecological integrity, as well as, potential economic impacts in land-use planning and resource development. She is a published author in peer-reviewed journals and other book publications. She is currently a co-instructor for a course on Aboriginal Peoples and Natural Resources. Denise has twenty years of consulting experience in the environmental field.

**Sue Haile** - Originally a zoologist, she obtained her Master and PhD in Environmental Engineering. Sue has an interest in all areas relating to Sustainability and Ecology and has broad experience of working with industry to show how it can improve its environmental performance and societal credentials...
whilst still maintaining a profitable company. Her main role within the University is the teaching of Sustainable Engineering and she is the Degree Programme Director for the highly successful MSc in Clean Technology. She is also the University’s Sustainability Advisor and has been heavily involved in the practical implementation of our Environmental Management Systems on campus.

Katrina Hay is an assistant professor in the physics department at Pacific Lutheran University, where she enjoys teaching a range of courses. She received her Ph.D. in physics (specializing in fluid physics) from Oregon State University in 2008 and she received her B.S. in physics and mathematics from Linfield College in McMinnville, OR in 2002. Her interests in energy, astronomy and music have led to an application approach to teaching physics. In addition, Katrina conducts research in pore-scale fluid physics.

Nathan Hensley, EdD, has a background in Sustainability Education and Curriculum Studies. He has taught in a number of environmentally-related programs and most recently worked as a Postdoctoral Teaching Fellow with the Honors College at Auburn University and as an Environmental Studies Instructor at Bowling Green State University. Nathan’s research explores broad sustainability-related topics such as the interconnection between education and the advancement of the sustainability movement. He enjoys teaching in, about, and for the natural world while utilizing experiential education. Nathan can commonly be found canoeing in his local rivers or exploring surrounding trails with friends, family, or students. His first book, *Curriculum Studies Gone Wild*, was published in 2011.

Renate Hübner, is an Assistant Professor at the Institute of Intervention Research and Cultural Sustainability, Faculty of Interdisciplinary Studies. Holds master’s degrees in Economy and in Physical Education and a Ph.D. in Commodity and Technology Sciences. Fields of work: worked long time as researcher and consultant for recycling and reuse systems. Current research is on the cultural dimension of sustainability, dealing with material goods, interventions for a sustainable culture.

Tehmina Khan has been involved in sustainability accounting research for more than 8 years. She has researched and published widely in the areas of sustainability (including biodiversity) reporting and disclosure, corporate social and environmental reporting, business and individuals’ societal roles and accountabilities, as well as sustainability accounting education, in internationally recognised accounting and non-accounting journals and conference proceedings. She has been involved in accounting education for over twelve years. She has striven towards continuously improving student learning and education through the use of non-conventional accounting teaching techniques including the promotion of critical thinking and discussions in the class room. She has committed herself to embedding sustainability in the curriculum regardless of the accounting subject taught, in order to create important and world relevant awareness and education amongst business students.

Yuto Kitamura is an Associate Professor at Graduate School of Education, the University of Tokyo. He graduated from Keio University and received his M.A. and Ph.D., both in education, from University of California, Los Angeles (UCLA). He had worked at Education Sector of UNESCO in Paris as an Assistant Education Specialist and taught as an Associate Professor at Graduate School of International Development, Nagoya University and Department of Education, Faculty of Human Sciences, Sophia
University. He was a Fulbright Scholar at the George Washington University, a visiting professor at the University of Dhaka in Bangladesh, and a member of international advisory board at the Master of Education Program at Royal University of Phnom Penh in Cambodia. His recent publications include *The Political Economy of Educational Reforms and Capacity Development in Southeast Asia: Cases of Cambodia, Laos and Vietnam* (co-editor, Springer, 2009).

**Noora Kokkarinen**, PhD, is a Research Assistant at Liverpool John Moores University. Her doctoral work incorporated an interdisciplinary approach to study and measure sustainable construction attitudes in built environment students. She has also been involved in various other research projects ranging from safety and leadership in the workplace, post occupancy evaluation (POE) and currently, carbon monoxide.

**Nelly Kostoulas-Makrakis**, Ph.D is Assistant Professor in the Teacher Education Department at the University of Crete, Greece. She graduated from the University of Athens, Greece and did her doctoral dissertation at the University of Stockholm, Sweden. Her teaching and research interests focus on Education for sustainable development pedagogy. She is the author of three books and several articles. She is also the focal point for the Earth Charter Hellas.

**Weng Si (Clara) Lei** is an Assistant Professor in Tourism Event Management programme at the Institute for Tourism Studies, Macau. Prior stepping into the academia, Clara worked in the industries for some years and took part mostly in marketing and management. Before becoming a full time academic, Clara worked for the Institute of European Studies of Macau while she was an adjunct faculty member at the Macau Polytechnic Institute. She had taught courses on Marketing, International Marketing Management and Advertising Management. Her research interests rest on international business, especially focusing on the impacts from overseas investors in the hospitality industry, event management education and cross-cultural education management.

**Maria de Lourdes Lischke**, MEd, studied Chemistry and Spanish language teaching to become a secondary teacher at the University of Bremen, Germany. Her final examination thesis was based on a development of teaching materials for a non-formal student laboratory module on environmental aspects of the chemistry of the atmosphere.

**Fernando Lourenço**: After completing the BA in Product & Furniture Design (Kingston University) and MSc in Manufacturing, Design & Sustainability (Cranfield University), Fernando worked as a freelance designer. He later completed MRes & PhD in Entrepreneurship and Sustainability Education with full scholarship and joined Manchester Metropolitan University Business School (MMUBS) in 2008 as a Senior Lecturer & Unit Leader. In 2009 he was awarded the National Enterprise Educators Award (UK). In 2012 he returned to Macao after spending 16 years in the UK to join The Institute for Tourism Studies as an Assistant Professor. He is currently developing a range of for-profit & social enterprises with a number of entrepreneurs. He is a founding member of SIMANG Association of Macau (mission: tackle social exclusion via education). Fernando is also the co-founder and shareholder of SIBOK Education & Consultancy, Ltd (Macau, China). His research interests include entrepreneurship, sustainable development, education, wellbeing and tourism studies.
Patrick T. Maher, Ph.D., is an Associate Professor of Outdoor Recreation and Tourism Management in the Ecosystem Science and Management Program at the University of Northern British Columbia in Prince George, Canada. He is also the Associate Dean of Undergraduate Studies (North America) for the University of the Arctic. His research focuses on three overlapping areas: the meanings that humans take from their experiences with remote/polar regions; the pedagogical models, such as experiential learning, which help people action their experiences; and the linkages to global sustainability challenges that result due to changing behaviour and values. Dr. Maher has played a critical role in founding the International Polar Tourism Research Network, is the project lead for the University of the Arctic’s thematic network on northern tourism, and is an editor of the Journal of Experiential Education.

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Anand R. Marri, an Associate Professor at Teachers College, Columbia University, currently serves as Vice President and Head of Economic Education at the Federal Reserve Bank of New York. His research focuses on civic education, economics education, and social studies education. In addition to authoring several chapters, his work has appeared in journals such as Action in Teacher Education, New Educator, Social Education, Social Science Docket, The Social Studies, Teachers College Record, Urban Education, and Urban Review. He has also contributed articles to CNN and the New York Times. He has received over $4.5 million in grants from organizations such as Carnegie Corporation of New York, the Joyce Cowin Foundation, the Peter G. Peterson Foundation, the Spencer Foundation, the U.S. Department of Education, and the Woodrow Wilson International Center for Scholars.

Alex S. Mayer is Professor of Environmental and Geological Engineering and founding Director of the Center for Water & Society at Michigan Technological University, where he has been since 1991. Dr. Mayer’s teaching and research focuses on human-environment interactions, water resources sustainability, watershed management and modeling, and groundwater flow, transport, and remediation. Dr. Mayer has directed $8.5 million in externally-funded research and has published more than 80 papers and book chapters in peer-reviewed literature. Dr. Mayer has served in editorial positions for several professional journals and has consulted for engineering companies, legal firms, and non-profit groups. He is a registered Professional Engineer.

Brian E. McLaren finished a PhD in Forest Sciences at Michigan Technological University in 1996. Since arrival at Lakehead University in 2004, following a position in natural resources management with the Inland Fish and Wildlife Division of the Government of Newfoundland and Labrador, he has
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**Muireann McMahon** holds a PhD from Loughborough Design School, an MSc Sustainable Product Design from Bournemouth University, UK and a BDes Industrial Design from the National College of Art and Design, Ireland. Currently she is a lecturer in Product Design at the University of Limerick, Ireland where she teaches at both undergraduate and graduate levels. She has previously worked as a Design Lecturer at the Institute of Technology, Carlow; Unitec Auckland, New Zealand; Bournemouth University, UK and as professional designer in the commercial furniture and interior industry. Most recently she spent six months as Scholar-in-Residence with Designmatters at Art Center College of Design, California. Her research interests cover Social Innovation in Design, Sustainable Design, Design Education and Responsible Design Practices.

**BJ Miller** is the director of institutional research and effectiveness at Eastern Mennonite University. She served on EMU’s QEP planning committee, and, as a current member of the QEP implementation team, provides leadership for the assessment of QEP student learning outcomes as well as the overall evaluation of the project. Dr. Miller earned her PhD in assessment and measurement from James Madison University.

**Sandra Murray** is a lecturer on Food, Nutrition and Public Health within the School of Human Life Science, University of Tasmania. She has over 20 years’ experience working as an accredited practicing dietitian. Sandra is a passionate sustainability activist and during 2011 to 2012 was awarded a research fellowship with the Tasmanian Institute of Learning and Teaching where she facilitated the establishment of a Community of Practice in Education for Sustainability at University of Tasmania. She has integrated learning for sustainability into the curriculum both as theoretical content and as assessable items.

**Robert Nagel** is an Assistant Professor in the Department of Engineering at James Madison University. Dr. Nagel joined the James Madison University in 2010 after completing his Ph.D. in mechanical engineering at Oregon State University. He has a B.S. from Trine University and a M.S. from the Missouri University of Science and Technology, both in mechanical engineering. The research and teaching interests of Dr. Nagel revolve around engineering design, engineering design education, and social sustainability. Dr. Nagel has performed research with General Motors Research and Development Center, the United States Army Chemical Corps, and the United States Air Force Academy, and he has received grants through the National Science Foundation, the Environmental Protection Agency, and General Motors Corporation.

**Adebayo Ogundipe** is an Assistant Professor in the Department of Engineering at James Madison University where he teaches classes on Introduction to Engineering and Sustainable Engineering and Design. He was previously a Research Fellow at Stevens Institute of Technology where he worked on developing tools and protocols for assessing sustainable engineering designs using life-cycle assessment and industrial ecology methods. Dr. Ogundipe holds a Ph.D. in Environmental Engineering, an M.Eng in Chemical Engineering from Stevens Institute of Technology, and B.Sc. in Chemical Engineering from the University of Lagos, Nigeria.
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Richard Penaskovic is Professor of Religious Studies at Auburn University. He has written several books and published over 100 articles, 25 in peer-reviewed journals. He has received several teaching awards, and his book Critical Thinking and the Academic Study of Religion is available from Duke University Press. He feels most at home in Augustine Studies, Newman Studies, ecumenism, and inter-religious dialogue. He presently serves as Associate Editor of the journal Philosophy and Theology, where he edits the Karl Rahner Papers.

Elisa Pokral, Education & Media Director for Monroe County Indiana Waste Management District presents with participants of all ages. She has developed curriculum in Indiana and Utah. She received a B.S. in journalism, an M.F.A. in performing arts-non-profit management and writes and hosts cable TV earth care infomercials and environmental articles.


Franz Rauch is an Associate Professor and head of studies at the Institute of Instructional and School Development (IUS), School of Education, Alpen-Adria-University Klagenfurt (i.e. 9 part-time university courses for teachers); holds a master’s degree in Natural Sciences (teaching certification), a Ph.D. and a Venia Docenti in Education; he was a science teacher for several years; since 1991 involved in research and development projects in curriculum and school development; he is actually a member of the leading team of IMST and leads the IMST programme Regional and Thematic Networks. Fields of expertise and publications: networking and science education, environmental education – education for sustainable development, continuing education of teachers/professional development, action research.
About the Contributors

**Susan Salter** is a lecturer in Microbiology, Cell Biology and Food Law in the School of Human Life Sciences, UTas. She qualified as a Medical Scientist and has worked in diagnosis, teaching and research in diagnostic pathology. She is a Fellow of the Australian Institute of Medical Scientists, has a Masters in Education (Res), a BA in General Studies (Philosophy, History & Languages), postgraduate qualifications including a Graduate Certificate in Teaching and Learning at University and qualifications in IT & Multimedia and Design. Her research areas include: transition to university; engaging a first year diverse cohort of science-based students and improving learning outcomes; introducing sustainability to the first year curriculum.

**Natalie Sappleton** is a Senior Lecturer in Management at Manchester Metropolitan University, Manchester, UK. Natalie graduated from the University of Glasgow in 2002 with First Class Honours in Economics and Politics and from Manchester Metropolitan University in 2008 with a Masters degree in Research Methods. Her PhD thesis, The Segregation Stereotyping Bind: Gendered Social Networks and Resource Acquisition among Men and Women Business Owners in Gender Typical and Atypical Sectors applies gender role congruency theory to a study of entrepreneurship and social capital. Her research interests include gender (in)equalities and the labour market, social networks and Internet research methods.


**Sandy Schuck** is a Professor of Education and Head of Research Degrees in the Faculty of Arts and Social Sciences at the University of Technology, Sydney. She convenes the Pedagogical Practice and Innovation stream of the Centre for Research in Learning and Change. She started her career as a secondary school teacher and then became a lecturer in primary and secondary mathematics education. She supervises doctoral research students in different areas of education, including teacher professional formation, and learning in a digital age. Her main research interests are in the area of teacher professional learning, teacher education futures and technology mediated learning in K–12 and teacher education contexts.
Rowena Scott works in the Centre for Learning and Development at Edith Cowan University (ECU) assisting academics with resources and curriculum development on topics such as the scholarship of Sustainability, Community Engagement, Volunteering and Workplace Integrated Learning (WIL). In her role as the Australasian Campuses Towards Sustainability (ACTS) regional director for Western Australia, Rowena promoted the ECU Environmental Sustainability Photography Competition to national and international significance.

Madoc Sheehan completed his PhD at UMIST in Manchester in 1999 before joining as a lecturer in the Chemical Engineering discipline at James Cook University in Townsville, Australia. He is currently a senior lecturer and has supervised more than 10 PhD students and published more than 41 peer reviewed publications. His research interests are in multi-scale modelling and design of particulate and drying systems as well as engineering curriculum design for sustainability. In 2013 he received an Australian Office of Learning and Teaching Citation for Outstanding contributions to Student Learning for the work described in this Chapter. In 2007 he won an National ALTC Citation for his work relating to assessment innovation and industry engagement.

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