CONTRIBUTORS

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Charlotte Brack as Senior Lecturer in the Faculty of Medicine, Nursing and Health Sciences at Monash University has contributed to design and development of interdisciplinary units for the Biotechnology Degree. She has been the educational designer for interdisciplinary educational project Health and Disability: Partnerships in Action. This involves design and development of a community of practice relating to implementation of graduate attributes in curricula across Monash.

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Juliana Chau holds a Ph.D. in language education and has over 60 publications on e-Learning, portfolios and e-Portfolios for language learning and assessment, socio-constructivist learning, language and pedagogic development. She has taught English in both Hong Kong and Australia to students from diverse ethnic backgrounds and of varying language abilities. She is a
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**Marcia Devlin** holds the inaugural Chair in Higher Education Research at Deakin University, Victoria, Australia. With a background in the discipline
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Kathryn Hegarty has worked at RMIT University since 1995, while also working at various times as a secondary English, ESL and Careers teacher. Her roles have involved change projects in relation to academic development, research training and university governance. After (on conflicting identities for academic women) she was awarded her Ph.D. in 2003, she moved into a full time academic role. Kathryn’s interest in this topic emerges from two key areas; firstly, the accountabilities which confront the higher education sector in terms of equipping graduates with attributes for present and future challenges. Secondly, Kathryn is fascinated by the self-con structs which academics bring to their roles, and the ways in which those constructs and assumptions are formed. Kathryn is currently a research fellow on an ARC Linkage project which seeks to lead on and embed change for sustainability across all disciplines; sustainability is inherent an interdisciplinary framework. Kathryn’s research work is aimed at exploring the ways in which disciplinary lenses construct our responses to the world and to organisational learning and change within universities.

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