

## CONTRIBUTORS

**Lin Ayo** has worked in the area of student support for the last 17 years and is currently Director of Student Services with Bahrain Polytechnic. Lin has interests in educational leadership, critical thinking, the pedagogy of learning and mentoring. She has presented papers about her research at a number of conferences both in New Zealand and internationally and writes book reviews and articles for educational magazines.

**Ross Barnard** is a Professor and Director of the Biotechnology Program at the University of Queensland. He is known internationally for key contributions to molecular endocrinology and molecular diagnostics. He has published more than 90 refereed papers and has 100 conference presentations in those areas and in the areas of technology transfer, innovation and biotechnology education. He has published additional works in the popular press (BRW and Australasian Science) and has made submissions to the Australian Law reform commission on patenting and human health and on the protection of genetic information. Ross has held several grants in teaching and learning, including a major multi-centre grant from the Australian Universities Teaching Committee, to review biotechnology teaching in the context of the expansion and projected requirements of the Australian biotechnology industry and most recently was a project leader on a Carrick Institute Discipline based project (biotechnology).

**Ruth Beilin** is an Associate Professor and Landscape Sociologist in the Department of Resource Management and Geography in the Melbourne School of Land and Environment at the University of Melbourne. She is the Deputy Director (and a former Director) of the Office for Environmental Programs and its Graduate Environmental Program at the University of Melbourne. Her academic qualifications are in science and humanities. Since 2002 Ruth has been heavily involved in designing and implementing interdisciplinary programmes within the University and across faculties. This includes the postgraduate subject Transdisciplinary Thinking and Learning in the Masters of Environment and the core subject, Reshaping Environments, for first year undergraduates in the Bachelor of Environments. Ruth's research practice is focused on social and ecological systems

thinking in urban, peri-urban and regional rural landscapes. She has over 25 years experience in environmental change practice and resource management in Canada, Mozambique, Papua New Guinea, Samoa and Australia.

**Helena Bender** has a doctorate in zoology and is a qualified educator with experience at both secondary and tertiary level teaching. Since 2007 she has been the Senior Tutor in the Bachelor of Environments, based in the Melbourne School of Land and Environment at the University of Melbourne. In this role she is responsible for designing and implementing the tutorials and assessment, with an overarching vision of developing students understanding and ability to practice interdisciplinarity, systems thinking and post normal science when evaluating environmental issues and developing strategic responses. Her previous publications include those relating to the relationship between humans and animals in behavioural ecology.

**Paul Blackmore** is a Professor of Higher Education and the Director of King's Learning Institute. Before this he established and directed a Centre for Academic Practice at the University of Warwick from 1995 for over 10 years before becoming Professor of Higher Education and Director of the Centre for the Study of Higher Education at Coventry University. Paul's research expertise is in the conceptualisation and exploration of professional expertise, including its social dimensions, particularly leadership roles in academic settings. He has published widely in the field. In 2003 he co-edited *Towards Strategic Staff Development*. The book explored ways in which development in all its forms could be effective at a strategic level. He has recently completed a Leadership Foundation-funded research project that maps approaches to development in institutions in the United Kingdom and a Higher Education Academy-funded study of the professional learning of course and module leaders in Higher Education.

**Meaghan Botterill** has a strong professional background in teaching English as a Second Language and Adult literacy. She has worked extensively in student learning support, with a particular focus on eLearning design and resource development. She was the joint winner of RMIT University's Teaching Award in 2003 for Student Centred Learning, based upon student eLearning resource development. She is currently the Senior Coordinator: Education Technology Integration at RMIT, and is responsible for the managed implementation of ePortfolios across the university. Her Ph.D. thesis explores the issues most critical to the successful development of online learning resources in universities, with a particular focus on the impact of intergroup relations in interdisciplinary teams.

**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.

**Margaret Cargill** holds an adjunct senior lectureship in the School of Agriculture, Food and Wine, University of Adelaide, Australia, and works as a consultant in publication skill development and researcher education. She is co-author, with Patrick O'Connor, of *Writing Scientific Research Articles: Strategy and Steps*. She has over 15 years experience in Australia, Europe and Asia working as an applied linguist with scientists of many language and cultural backgrounds. Her current research and teaching centre on innovative collaborative methods for helping scientists develop high-level skills for communicating their research findings effectively in the international arena.

**Kate Chanock** has a B.A. in Anthropology and a Ph.D. in African History from Sussex University, and a Dip.Ed. from La Trobe University. She worked in a secondary school in Tanzania, a jail in Texas and the Home Tutors Scheme in Melbourne before joining La Trobe University as an Academic Language and Learning adviser in 1987 where, after 23 years, she is now an Associate Professor in the Humanities Academic Skills Unit. Her research interests include the cultures and discourses of academic disciplines, and studying at university with a disability. More than 60 of her publications encompass the challenges for students entering the culture of enquiry in Australian higher education and the professional issues for academic skills advisers who support them. For the work described in this volume, Kate has received a national Carrick citation for 'Outstanding contribution to students learning: For transforming insights gained from work with individual students into an innovative, integrated program of academic skills development across a diverse Arts Faculty'.

**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

Lecturer at the Hong Kong Polytechnic University, coordinating a language portfolio project.

**Helen Cleak** is a Senior Lecturer and the Director of International Placements in the School of Social Work and Social Policy at La Trobe University. She teaches in social work skills, family mediation and interdisciplinary professional practice and has published a textbook on supervising students on placement, *Making the Most of Field Education*.

**Martin Davies** holds doctorates in Philosophy from the University of Adelaide (2003) and Flinders University (1996), and is currently Acting Director in the Teaching and Learning Unit in the Faculty of Economics and Commerce at the University of Melbourne. He won the H. J. Allen Prize in Philosophy from the University of Adelaide in 2002. He is an Associate of *Austhink*, a Melbourne-based company specialising in computer-aided argument mapping. Presently a Co-Editor of the journal *Higher Education Research and Development*, he is also Guest Editor for a special issue of *HERD* on Critical Thinking in Higher Education (forthcoming 2011).

**Barbara de la Harpe** is an Associate Pro Vice Chancellor, Learning and Teaching, College of Design and Social Context at RMIT University. Barbara is an established scholar in the areas of student learning, generic skill development and professional development of staff. Over the years she has worked across the disciplines and has published in the areas of teaching and learning, generic skill development, staff professional development and education for sustainability. She has been involved in the design, development and implementation of numerous large-scale projects and the implementation of systems across institutions and disciplinary boundaries. She has contributed to improved understanding of change management and quality improvement in different disciplinary settings. Barbara is currently a CI on an ARC Linkage project which seeks to lead on and embed change for sustainability across all disciplines given that sustainability has an interdisciplinary framework at its core. A focus of Barbara's research is on the ways that disciplinary identities influence attempts to bring about educational reform and enhancement in learning and teaching practices and how an understanding of the disciplines frames professional support in order to do so.

**Marcia Devlin** holds the inaugural Chair in Higher Education Research at Deakin University, Victoria, Australia. With a background in the discipline

of psychology and almost two decades of experience in the field of higher education, Marcia's research interests and expertise span higher education policy, equity, indigenous higher education, university teaching improvement and university student engagement and learning. She has contributed to a number of significant national studies including investigations of student finances, student equity and assessment, to the national advisory body on student engagement and to federal policy development in indigenous higher education. The author and co-author of a large number of commissioned studies, reports and articles, she is frequently invited to give national and international keynote and other invited addresses. She is also interviewed by and writes frequently for national, state and regional newspapers on higher education matters.

**Cath Fraser** is a senior academic staff member in the Bay of Plenty Polytechnic's Student Services team, and also works as a research leader across the wider institution. She is involved in internal editing and publishing projects, with research interests in the area of mentoring and associated collegial relationships. She has presented papers at conferences, both nationally and internationally in the areas of staff and learning development.

**Glenys French** is an Adjunct Senior Lecturer in the School of Occupational Therapy at La Trobe University. Her research interests are related to the dynamics within organisations, worker health and well-being and the context of work from an occupational science perspective. She has broad experience in curriculum development and interest in innovative teaching and learning techniques, including e-Learning.

**Martin Goedhart** is currently a Full Professor in mathematics and science education at the University of Groningen in the Netherlands. He is the Head of the Department of Education of the Faculty of Mathematics and Natural Sciences. Further, he is affiliated with the University Centre for Learning and Teaching at the University of Groningen. He has a chemistry degree (1980) and holds a Ph.D. in chemical education (1990). He had positions at the universities of Utrecht (1984–1990) and Amsterdam (1992–2004). He leads a research program on science and mathematics education, mainly directed to conceptual development and the role of language in mathematics and science teaching, and teachers' professional development, both at the upper secondary and the university levels. Further, he is involved in course and curriculum development and staff development at the Faculty of Mathematics and Natural Sciences.

**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-constructs 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.

**Damian Hine** is the Director of the Doctor of Biotechnology Program at University of Queensland. He is a member of both the UQ Business School and Faculty of Biological and Chemical Sciences. His research interests include biotechnology innovation and entrepreneurship, and knowledge and intellectual capital and building intellectual assets. He co-led the DBI biotechnology-scoping project (with Professor Barnard). He was also a team member of an AUTC biotechnology project. Damian has published extensively in his field including two books, numerous book chapters, many international journal articles and a major paper for the OECD on the sustainability of the Biotechnology industry globally.

**Ellen Jansen** holds the position of associate professor and head of the department of Higher Education in the University Centre for Learning and Teaching (University of Groningen, the Netherlands). Her expertise lies in the fields of educational research and development, and quality assurance in Higher Education. She works as a consultant in the area of curriculum development and quality assurance. She develops monitoring systems for internal quality systems in higher education and is leading research projects for the University of Groningen as well as for the government, national policy agencies and other institutions for higher education. She collaborates in research with academics in Europe, New Zealand and Australia. Her primary research focus lies in the area of factors that determine quality of higher education, with a special interest in student experience, transition to

university and the influence of the learning environment on students' learning.

**Anna Jones** is Reader in Education at Glasgow Caledonian. Before that she worked at King's College London and at the University of Melbourne. Her research interests include graduate attributes, disciplinary cultures in higher education, theorising academic development practice, academic identity and curriculum change. She has extensive experience in both teaching and academic development.

**Sandra Jones** is an Associate Professor in Employment Relations at RMIT in Melbourne and a Visiting Professor teaching Knowledge Management of Innovation and Technology and Employment Relations in a Global Networked Economy in the International Management Program (IMP) offered by the IESEG of the Catholic University of France in Lille. Sandra has been engaged in the design of innovative learning activities that encourage students to develop inter-disciplinary capabilities for challenging futures using the virtual environment for many years for which she has been recognised in National and University Awards. She has published widely in her disciplinary field and in the arena of Management Education and the contribution that a Distributed Leadership approach within Higher Education Institutions can provide to build leadership capacity in developing such innovations.

**Camille Kandiko** joined King's Learning Institute as a Research Associate in January 2008. She contributes to the Institute's research agenda on the development and advancement of concept mapping, assessment of Ph.D. supervision, and the study of interdisciplinarity and interprofessionalism. Camille holds a first degree in English and Classics from Cornell University (USA) and a Masters degree in Higher Education Administration from The University of Pennsylvania (USA). She was awarded her Ph.D. by Indiana University (USA) in 2007; her thesis title was *Student Engagement in Canada and the U.S. in an Era of Globalization*. Before taking up her post at the Institute, she was project associate at IU working on the National Survey of Student Engagement. Her current research interests in Higher Education are in assessment, methodologies of teaching and learning, and international and comparative dimensions of Higher Education.

**Sarjit Kaur** is an Associate Professor in Applied Linguistics at the English Language Studies Section, School of Humanities, Universiti Sains Malaysia in Penang. She is also an Associate Research Fellow of Malaysia's National

Higher Education Research Institute (NaHERI) which undertakes research related to higher education policies and issues in Malaysia. She is a member of the International Literacy and Research Unit (ILRU) based in USM. Sarjit is also on the editorial team for the bi-annual *Higher Education Research Bulletin* in Malaysia. Her research interests include English for Specific Purposes, Teaching English as a Second Language (TESL) and issues in literacy and higher education. Widely published, her recent co-authored edited books include *Globalisation and Internationalisation of Higher Education in Malaysia* (USM Press, 2008) and *Governance and Leadership in Higher Education* (USM Press, 2008).

**Philip MacKinnon** is implementing the new Bachelor of Biotechnology with Honours at Monash University as its convenor. He undertook the research that led to its adoption and design. He has a background in biochemistry with research experience in at the University of Adelaide and the University of Oxford. He was a foundation research and development manager of the biotechnology company Progen Industries (Brisbane). He has experience in assessing the political and societal impact and implications of science, including biotechnology, through his roles as a Senior Analyst in the Office of National Assessments (Australia) and as a weapons inspector for the United Nations.

**Catherine Manathunga** is a Senior Lecturer in the Teaching and Educational Development Institute and the UQ Graduate School at the University of Queensland (UQ). Catherine has worked in supervision development for 9 years at QUT and UQ, currently coordinating the UQ suite of supervision development programmes. Her research interests are in doctoral educational outcomes, supervision and the history and theorisation of academic development. She was a founding member of the Challenging Academic Development (CAD) Collective.

**Lorraine Marshall** is a foundation staff member of Murdoch University. Between 1975 and 2004, she established and led Student Learning, which included the development of learning skills support for students and professional development for staff. She has also had a leadership role in the university wide initiative in Graduate Attributes. She is currently the Convenor of first year Foundation units at Murdoch, with oversight of their curriculum, teaching and governance. In 2006, she received a National Carrick Citation for her contribution to student learning within the interdisciplinary environment of Foundation units. Lorraine has authored two books: *A Guide to Learning Independently* with Frances Rowland



(editions: 2006, 1998, 1993, 1981) and *A Learning Companion: Your Guide to Practising Independent Learning* (editions: 2006, 1998, 1996, 1995). She has also produced a range of printed, audio, video and multimedia educational materials. In 2006, she received a National Carrick Program Award in Flexible Delivery for her online *Quick Skills Modules*.

**Patrick O'Connor** is a Research Ecologist, Environmental Consultant and Science Educator who holds a Visiting Research Fellowship in the School of Agriculture, Food and Wine, University of Adelaide, Australia. He is co-author, with Margaret Cargill, of *Writing Scientific Research Articles: Strategy and Steps*. His work over the last 10 years has focussed on the use of scientific principles in designing and evaluating environmental programmes for governments and statutory authorities in Australia. His research interests and scientific publications span fields of terrestrial ecology and detection of change in plant and animal communities.

**Tai Peseta** joined the Curriculum, Teaching and Learning Centre at La Trobe University as a Senior Lecturer in January 2010. Previously, she worked in academic development at the University of Melbourne, and the Institute for Teaching and Learning at the University of Sydney. Her current research interests are in theorising the scholarship of academic development, and exploring conceptual basis of higher education teaching and learning. She is a founding member of the Challenging Academic Development (CAD) Collective; is a member of the HERDSA Executive; sits on the Editorial Board of Teaching in Higher Education, and works as an Associate Editor on the journals Higher Education Research and Development and the International Journal for Academic Development.

**William D. Rifkin** is the Director of the Science Communication Program in the Faculty of Science at the University of New South Wales. He is an engineer-turned-sociologist with degrees from MIT, the University of California-Berkeley, and Stanford University. He was affiliated with the Xerox PARC spinoff, the Institute for Research on Learning, in Silicon Valley in the 1990s and helped to launch a postgraduate unit combining organizational behaviour, information technology, and market economics, the Program on Social and Organizational Learning at George Mason University. He has been recognised as one of Australia's most effective university instructors. His research interest is communication among experts and relative non-experts and learning processes in settings ranging from steel mills and public hearings to doctors' offices and classrooms. He has

published in journals such as *Higher Education*, *Human Relations*, *Technology Studies* and *Business and Professional Ethics*.

**Lisa Schmidt** is a lecturer in the Biotechnology programme at Flinders University with scientific expertise in Medical Biotechnology. She is involved in the delivery of topics to undergraduate and Masters students and is particularly interested in the transition to university study for students from diverse backgrounds.

**Marcelle Scott** is a conservator with specialisations in conservation ethics, management and pedagogy. She has a B.App.Sc. (UCAN), a Grad.Dip. in Archaeology (JCU) and a Graduate Certificate in University Teaching from the University of Melbourne. Marcelle joined the Centre for Cultural Materials Conservation in 2001, with the specific responsibility to develop a new conservation curriculum at postgraduate level, a first for conservation education in Australia. She is the Subject Co-ordinator and lead teacher in a number of subjects in the postgraduate program. Her research interests relate to conservation pedagogy and her current project investigates interdisciplinary teaching and learning. Marcelle is a recipient of the Dean of Arts Award for Excellence in Teaching (2006) a Citation for Outstanding Contributions to Student Learning (2007) from the Australian Learning and Teaching Council, and in 2008 was a Guest Scholar at the Getty Conservation Institute in Los Angeles for research in the areas of conservation pedagogy and interdisciplinarity.

**Gurnam Kaur Sidhu** is an Associate Professor at the Faculty of Education, Universiti Teknologi MARA (UiTM), Shah Alam, Selangor. Currently, she is the Head of ACRULet (Asian Centre for Research on University Learning and Teaching) based at UiTM, Selangor. Her research interests include Teaching English as a Second Language (TESL), lifelong autonomous learning and issues in educational management and leadership.

**Malcolm Tight** is a Professor of Higher Education at Lancaster University, where he directs the Doctoral Programme in Educational Research. He previously worked at the University of Warwick, Birkbeck College and the Open University. He has been Editor of the leading international journal on higher education, *Studies in Higher Education*, since 1999. His current research interests concern the development of higher education in the United Kingdom since 1945, and the current condition of higher education research globally.

**Kim Watty** is an Associate Professor and the Principal Research Fellow in the Graduate School of Business and Economics in the Faculty of Business and Economics at the University of Melbourne. She was the Director of the Teaching and Learning Unit in the Faculty 2007–2009. With a discipline background in accounting, her research interests include: assessment and feedback design, quality in higher education and evaluation of teaching quality for improvement. She has worked on several ALTC project teams, and most recently completed two ALTC projects: *Enhancing Assessment Feedback Practices in Accounting Education: Issues, Obstacles and Reforms* and *Finding Common Ground: Challenges and opportunities for Enhancing Interaction Between Domestic and International Students*. Kim is an Associate Editor for *Accounting Education: an international journal* and recently co-edited a themed issue of this journal titled *Generic Skills* (2010)

**Dianne Williamson** is a Senior Lecturer in the School of Public Health at La Trobe University, and teaches in interdisciplinary subjects taken by first- and final-year students in the Faculty of Health Sciences, and in the Health Information Management program. She has substantial experience in teaching and in curriculum development including the use of enquiry based learning and on-line learning modes. Dianne's areas of interest are in health information management systems and policy, quality and safety in healthcare, and inter-professional practice.