

Contributors

Nyna Amin, a former recipient of a Fulbright scholarship and university distinguished teacher, is an Associate Professor of curriculum studies in the School of Education at UKZN. She writes in the fields of curriculum, teacher education, higher education, medical education and gender. She is one of the co-editors (with Michael Samuel and Rubby Dhunpath) of the book, *Disrupting Higher Education Curriculum: Undoing Cognitive Damage*, (2017) from Sense Publishers. Contact details: amin@ukzn.ac.za

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Rubby Dhunpath is the Director of Teaching and Learning at UKZN. His previous appointments include that of Teacher Educator at UKZN, Senior Research Specialist at the Human Sciences Research Council and Rockefeller research Fellow at the University of Illinois. A Fulbright and Spencer Alumni, he now provides leadership for the promotion of scholarship in teaching and learning and institutional research. He is currently an Advisor/ Mentor in the Teaching Advancement at Universities (TAU) Fellowship. Rubby has researched and published in education & language policy, organizational ethnographies and higher education curriculum. Contact details: dhunpath@ukzn.ac.za

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University of Johannesburg on full time basis and University of Pretoria on part-time basis. He has extensive hands on experience on various quantitative research methods. Up to date he has assisted \pm 500 postgraduate students from honours to post-doctoral level and staff researchers pursuing different various disciplines of research, with quantitative research designs, data analysis and interpretation of statistical results to enhance research output and publications. Contact details: akuhudzai@uj.ac.za

Karina Lemmer holds an MA and PhD, which examines multilingual embodied acting in the South African context. She is a lecturer at the TUT Department of Drama and Film where she specializes in voice and acting. Karina has adapted and directed several productions and has also created original multi-lingual South African Theatre within the academic context and for platforms such as the NAF and other festivals. Karina is a Lessac practitioner, and TEFL instructor has presented at National and International Conferences and conducted facilitation and voice coaching, broadly in South Africa, Botswana and Kenya. Contact details: lemmerk@tut.ac.za

Janine Lewis (TAU Fellow, HERSA graduate, and three-time Teaching Excellence award recipient at TUT) has experience in curricula transformation and programme design; and inter-disciplinary learning centred-teaching. As Head of Department of Entertainment Technology at the Tshwane University of Technology, South Africa; her direct fields of specialisation include theatre, acting and directing/devising. Lewis has taught internationally at the Ohio State University USA (2007), the Hunter Gates Physical Theatre Academy in Edmonton, Canada (2007) and the 6th Annual International Festival of Making Theatre in Athens, Greece (2010); and has presented papers at various conferences in countries across the world and South Africa. Contact details: lewisj@tut.ac.za

Ina Louw has a PhD in Math Education and is an Education Consultant (Academic Developer) for the Faculty of Natural and Agricultural Sciences. She has 26 years' experience of mathematics teaching and her research focuses on mathematics education and academic staff development in higher education. She is currently involved in a number of research projects where colleagues investigate their practice in 'scholarship of teaching and learning' projects. Contact details: Ina.louw@up.ac.za

Nkosinathi Emmanuel Madondo is a lecturer in the Science Extended Programme at Rhodes university. Mr. Madondo prepares students for mainstream courses in Science through the discipline of Science itself. Unlike the deficit model of the notion of the gaps in generic skills that students bring with them, which fails to provide genuine access to the practices of the field and leave the university and its structures outside of any critique, Mr. Madondo works hard to make the ways of ‘doing and being’ accessible to the students in his class so that the ‘mysteries’ of scientific language are dismantled. Contact details: n.madondo@ru.ac.za

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Michael Samuel (School of Education, University of KwaZulu-Natal) was involved in the Ministerial Committee on Teacher Education which assisted in

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