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Philip Kwashi Atiso Ahiaku is a PhD candidate in the Faculty of Education, Department of Social Science Education, University of Zululand (UZ). His main research interest is in learner performance, specifically in the role of stakeholders and the curriculum as factors influencing performance. He is also interested in research involving teaching and learning of Geography and Environmental Education. His current PhD dissertation examines curriculum change and the teaching of Geography in South Africa. His research also aims at making the Geography curriculum relevant to learners. Contact details: mangoes@yahoo.com

Aubrey Golightly holds a doctoral degree and is an Associate Professor in Geography and Environmental Education in the School of Mathematics, Science and Technology Education at the Faculty of Education (North-West University, Potchefstroom campus) in South Africa. He teaches the following Geography education modules: Population Geography, Development Geography, Environmental Geography, Urban Geography and Geography subject methodology. His research interests are active learning, problem-based learning, self-directed learning and experiential learning (Kolb's learning styles) in Geography education. His current research project concerns the training of preservice geography teachers in the implementation of problem-based learning in secondary schools as well as geography teachers' involvement in self-directed professional development activities. He has published 16 articles in accredited and peer reviewed national and international journals as well as 5 book chapters nationally and internationally. He is an Editorial Board member of the *International Research in Geographical and Environmental Education (IRGEE)*. Contact details: Aubrey.golightly@nwu.ac.za

Lesley le Grange is Distinguished Professor in the Department of Curriculum Studies at Stellenbosch University, South Africa. He qualified as a Geography teacher in the middle 1980s and over the past two decades has combined his interests in Geography and Biology to perform scholarly work in Environmental Education. He has taught Geography education at postgraduate level and supervised master's and doctoral studies in Geography education. He has 205 publications to his credit, has delivered more than 150 academic presentations and is a recipient of several academic awards. He is chairperson of the Accreditation Committee and member of the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE). Lesley is Vice-President of the International Association for the Advancement of Curriculum Studies (IAACS) and Fellow of the Royal Society of Biology (UK). He is a rated social scientist in South Africa. Contact details:

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Tebogo Malahlela was a high school Geography teacher and College lecturer. He currently lectures in Geography at undergraduate and post graduate levels at the University of Limpopo. His specialization area is in Geographic Information Systems. He has presented papers at local, national and international conferences and he has also served as a reviewer. He currently is an undergraduate external examiner for geography Education at several public higher education institutions in South Africa. Contact details:

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the co-ordinator of SANORD's Teacher Education Partnership thematic group for the global south. She is known for her pioneering work and publications on international teacher migration in the South African context and she continues to research and supervise postgraduate research in this growing field. She has also published in the field of student access, success and support in higher education institutions in South Africa. Contact details: Manik@ukzn.ac.za

Dumsani Mncube is a senior lecturer in the Faculty of Education, Department of Social Science Education, University of Zululand (UZ). His interest lies in teacher education specifically pedagogies to improve learner performance. His other research areas are in the teaching of Social Science Education (History and Geography), Travel and Tourism Education and Environmental Education (specifically Environmental Justice at school level, the greening of schools, Ubuntu values in education and sustainable development). In recent years, he has developed an interest in map work and GIS for teacher educators. Contact details: MncubeD@unizulu.ac.za or mncubedm@gmail.com

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Krystle Ontong is a lecturer in the Department of Curriculum Studies at Stellenbosch University, South Africa. She teaches Geography education modules to BEd and PGCE students and has several publications in national and international peer-reviewed journals. Her research interests are in the fields of geography and environmental education, with specific reference to place-conscious education, place-based education and sustainability education. Contact details: krystle@sun.ac.za

Sarita Ramsaroop is a senior lecturer in the Faculty of Education, Department of Childhood Education, University of Johannesburg (UJ). Her main research interest is in teacher education, specifically in interrogating the role of schools in bridging the divide between student teachers learning in coursework and fieldwork and in strengthening school-university partnerships. Her other research areas is in the teaching of Social Science (History and Geography) and Environmental Education pertaining to ‘what’ and ‘how’ student teachers teach and its impact on children learning important concepts in a diverse and multi-cultural society. Sarita attempts to decolonise the Social Science curriculum by incorporating numerous field trips (such as to museums, nature reserves, heritage sites) and personal interviews of apartheid struggle heroes into coursework. The purpose is to make student teacher learning more real and relevant. Contact details: saritaram@uj.ac.za

Rachael Jesika Singh works at the University of Limpopo as the Deputy Vice-Chancellor for Research, Innovation and Partnerships. Her background is in teacher education with majors in Geography and English. She holds a Masters (*cum laude*) and a Doctoral degree from the Rand Afrikaans University (now University of Johannesburg). Her research foci are on language and Geography education, and women in management. She has extensively published in peer-reviewed journals and is a supervisor of masters and doctoral students. Contact details: jesika.singh@ul.ac.za

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focused on exploring how Education for Sustainable Development (ESD) can be scaled up in teacher education in southern Africa. Sirkka has participated in different capacity building programmes on ESD in teacher education for ESD in Southern Africa. Her research interests thus are in environmental learning particularly on scaling Education for Sustainable Development in teacher education. Sirkka is part of the panel that reviews articles for the Southern African Journal of Environmental Education. Contact details: sirkka.ts@gmail.com

Christo van der Westhuizen, is currently associate professor in Geography & Environmental Education in the School of Natural Sciences and Technology for Education at the Faculty of Education Sciences of the Potchefstroom Campus of the North-West University. He is an Editorial Board member of the *Journal of Geography in Higher Education (JGHE)*. His research focus is the effective integration of ICT's (including Geo-spatial technologies such as GIS and Google Earth applications) in Geography Education as well as in blended and digital learning environments to foster self-directed learning. Current research projects and publications include: (1) Optimizing the community of inquiry's presences in online self-directed teaching and learning environments; (2) The application of video annotation and LMS's for effective assessment and reflection in micro- and practical teaching for Geography teacher students, and; (3) Fostering aspects of self-directed learning through personalised and adaptive instruction design in online learning environments (SDL-PAID). Contact details: christo.vanderwesthuizen@nwu.ac.za