Contributors Solution

Jessica Aguti is currently an Education Specialist, Teacher Education at the Commonwealth of Learning (COL). Prior to joining COL, Dr. Aguti was an Associate Professor in the Department of Open and Distance Learning, Makerere University, a Department she had served since joining the University in 1990. Aguti has played a major role in the growth and development of distance education and leadership in Makerere University, and in Uganda, with over thirty years as a teacher and teacher educator. Contact details: jaguti@col.org

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*, forthcoming from Sense Publishers. Contact details: amin@ukzn.ac.za

Victor Borden is Professor of Higher Education and Student Affairs at Indiana University Bloomington, where he directs the Carnegie Classification of Institutions of Higher Education and is senior advisor to the Executive Vice President for University Academic Affairs. Previously, Vic served as the lead institutional research officer within four different higher education institutions. His research focuses on the use of evidence and analysis to improve higher education programmes, institutions and systems. He is a past president of the Association for Institutional Research. vborden@iu.edu

Vanessa C. Burch is Professor and Chair of Clinical Medicine at the University of Cape Town. She holds a PhD in assessment, was chair of the UCT MBChB programme for more than 10 years, and plays a key role in undergraduate and postgraduate medical education in South Africa. She has

numerous awards for teaching and education, serves on the editorial board of international medical education journals, and is editor of the African Journal of Health Professions Education. She is a fellow of the Foundation for Advancement of International Medical Education and Research and founding Director of the sub-Saharan Africa FAIMER Regional Institute. Contact details: yanessa.burch@uct.ac.za

Jane Castle is an Associate Professor in Wits School of Education. She teaches postgraduate students and members of the academic staff about research writing, postgraduate supervision, and qualitative research methods. In 2014 she initiated a postgraduate diploma in higher education at Wits and currently teaches on two of its courses. Contact details: Jane.castle@wits.ac.za

Hamish Coates is a Professor of Higher Education at the University of Melbourne's Centre for the Study of Higher Education (CSHE). He was Founding Director of Higher Education Research at the Australian Council for Educational Research (ACER) from 2006 to 2013, and between 2010 and 2013 also Program Director at the LH Martin Institute for Tertiary Leadership and Management (LHMI). Hamish held prior roles at Graduate Careers Australia (GCA) and the University of Melbourne's Assessment Research Centre (ARC). He received a PhD in Higher Education from the University of Melbourne. Contact details: hamishc@unimelb.edu.au

Doria Daniels holds an MA in Instructional Design and Technology from the University of Iowa and a PhD in International and Intercultural Education from the University of Southern California in the USA. She is a professor in the Department of Educational Psychology at Stellenbosch University where she teaches the qualitative research modules at the masters' level and the adult learning and support module in the B Ed Honours programme. She is an NRF-rated researcher whose research and scholarship are in the areas of visual-based inquiry, marginalised population's educational access, immigrant parent support, and gender. Contact details: doria@sun.ac.za

Rubby Dhunpath is the current Director of Teaching & Learning at UKZN, providing leadership in various teaching and learning support initiatives aimed at promoting the scholarship of teaching and learning and institutional research. He holds a PhD in Education from the University of Durban-

Westville as well a TESOL qualification from Cambridge University. A Spencer Fellow and Rockefeller Scholar, Rubby has researched and published in education policy, language policy, life-history research organizational ethnographies and Doctoral Education. Contact details: Dhunpath@ukzn.ac.za

James Garraway James Garraway is acting head of the Fundani Centre for Higher Education and co-ordinates the extended programmes project at the university. He teaches on the regional Post-graduate Diploma in Higher Education, the regional Quality in Higher Education short courses, internal programmes for new staff and faculty workshops and is part of a regional team teaching writing in structured writing for publication retreats. His main research interests are in transitions from university to work/society, science and society and academic staff development. Contact details: garrawayj@cput.ac.za

Nadaraj Govender is a senior lecturer in Physical Science Education in the School of Education at the University of KwaZulu-Natal in South Africa. He holds an M.Sc (Nuclear Physics) and a PhD (Physics). He teaches B.Ed undergraduates and supervise postgrad Honours, MEds and PhDs. His field of research includes teaching and learning in Science & Physics Education, IKS, and ICT. Contact details: Govendern37@ukzn.ac.za

Angela James is a senior lecturer in Science Education in the School of Education at the University of KwaZulu-Natal. She engages undergraduate and postgraduate students in Science Education – discipline content and research. Her pedagogy is informed by phronesis: problem-solving in authentic contexts where meaning is created and competence developed. Her research interests are: Research and Service-Learning for undergraduate students, Inquiry-based teaching and learning in the Foundation Phase, Professional development of Science student teachers. and and culture. Contact details: Jamesa1@ukzn.ac.za

Paula Kelly is a Research Fellow at the Melbourne Centre for the Study of Higher Education. Previously, she has held both academic and professional roles across the higher education and public service sectors, with experience as a subject coordinator and lecturer at the University of Melbourne, teaching experience at Monash University and most recently as Assistant Director,

Regulation and Review at the Tertiary Education and Quality Standards Agency (TEQSA). She holds a PhD from the School of Culture and Communication at the University of Melbourne. Contact details: kelly.p@unimelb.edu.au

Actor Katurura is a Senior Lecturer and Head of the Department of Private Law in the Faculty of Law at the University of Fort Hare. He has previously held positions as a legislative draftsperson and corporate legal officer. His current teaching and research interests are in Customary Law, Law of Property, Jurisprudence and Legal Education. Actor has an LLM (Environmental Law) and a Postgraduate Diploma in Higher Education and Training (PGDHET). He received the Vice Chancellor's Teaching Excellence Award (Developing Teacher category) in 2010. Contact details: akaturura@ufh.ac.za

Moyra Keane is an educational developer in the Centre for Learning, Teaching and Development at the University of the Witwatersrand, Johannesburg. She coordinates and teaches on postgraduate courses, presents workshops for academic staff, runs a mentoring programme, and supervises post-graduate students. She is a qualified coach. Her research interests are in participative research, indigenous knowledge and the Scholarship of Teaching and Learning. Contact details: Moyra.keane@wits.ac.za

Janine Lewis is a senior lecturer at the Department of Drama and Film of the Tshwane University of Technology, where she has been involved in teaching both undergraduate and postgraduate students. Lewis has also 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). Lewis was awarded the Excellence in Teaching and Learning awards in 2011, and 2014. Contact details: LewisJ@tut.ac.za

Mankolo Lethoko is an Associate Professor and Acting Director for the Turfloop Graduate School of Leadership, University of Limpopo. She participated in a Post-doctoral Fellowship sponsored by Ford Foundation in 2008 – 2009 in collaboration with International Higher Education Policy, Washington DC. She was selected amongst the only 2 South Africans to participate in the fellowship and Selected as the only South African to work at

UNESCO's International Bureau of Education as a Consultant for the 46th Session of World Education Minister's Symposium in 2000. Contact details: Mankolo.Lethoko@ul.ac.za

Bongeka Mabaso is a senior tutor in Science and Technology Education cluster at the University of KwaZulu Natal. Her teaching and research interests include: Teacher development, Technology Education –Processing, Structures and materials, Systems and control, Design process in Technology Education, Gender and sexual violence in higher education. Contact details: mabasob1@ukzn.ac.za

Khomotso Marumo is a Director at National Library of South Africa (NLSA), Pretoria. She is responsible for ensuring that the NLSA builds up a comprehensive collections of South African publications. She holds a Masters' Degree in Information and Knowledge Management from Stellenbosch University and a PhD in Higher Education Studies from the University of the Free State. Her research is on: Empowerment: making sense of the voices of women about their journey towards their leadership identity in higher education. Contact details: Khomotso.marumo@nlsa.ac.za

Thabo Msibi is associate professor in curriculum studies in the School of Education at the University of KwaZulu-Natal, where he is also the Acting Dean for the School of Education. Professor Msibi has published research in South African and international journals and books. He also sits on four journal editorial boards. Recently, he was appointed by the Minister of Basic Education, Ms Angie Motsekga to be a member of the Ministerial Committee on Textbook Reviews. Contact details: msibi@ukzn.ac.za

Ronicka Mudaly is a senior lecturer in the School of Science, Mathematics and Technology Education at the University of KwaZulu-Natal in South Africa. A quest for a science education which is socially just and more relevant, inform her pedagogy. Her current interests include humanist approaches in science education from a Freirean perspective, indigenizing education, gender studies and youth empowerment through research. Contact details: mudalyr@ukzn.ac.za

Lazarus Nabaho is a faculty member at Uganda Management Institute. Nabaho holds a Doctor of Philosophy (PhD) in Educational Management from Makerere University, Uganda. He has contributed to the management field by publishing seven articles in refereed journals, contributing a chapter in an edited book, presenting ten papers at international conferences, and preparing two policy briefs to Government. Contact details: lnabaho@umi.ac.ug; nabaho1@yahoo.com

Ryan Naylor is an Honorary Fellow at the Melbourne Centre for the Study of Higher Education and Core First Year Coordinator for the health sciences at La Trobe University. His research focuses primarily on student equity and the student experience. His previous work includes developing a critical interventions framework for equity in higher education for the Australian Government and development of a framework for the professionalisation of university teaching. He received a PhD in Pathology from the University of Melbourne. Contact details: rnaylor@unimelb.edu.au

Najwa Norodien-Fataar holds an MA (International Studies) from Ohio University in the USA. She is a lecturer in the Fundani Centre for Higher Education at Cape Peninsula University of Technology where she provides academic development support to students. Her research interests are higher education, student access and support and ICTs in higher education. Her current doctoral research focuses on student access and engagement in higher education. Contact details: norodien-fataarn@cput.ac.za

Joseph Oonyu is an Associate Professor in the Department of Science, Technical and Vocational Education, School of Education, Makerere University. He is the President of NAST-Uganda, an association of science teachers promoting the teaching and learning of science. His research interests include innovations in science education pedagogy, alternative education delivery for indigenous children and those disadvantaged by circumstances such as war, quality assurance. Contact details: joonyu@cees.mak.ac.ug

Julia Preece is Professor of Adult Education at the Durban University of Technology. Her main areas of research interest are in adult education, lifelong learning and community engagement. Recent book publications include a coedited book called *African Universities and Community Engagement*:

Perspectives, Prospects and Challenges (published by NIACE) and an authored book Lifelong Learning and Development: A Southern Perspective (published by Continuum). Contact details: juliap@dut.ac.za

Geo Quinot is Vice Dean in the Faculty of Law and Professor in the Department of Public Law at Stellenbosch University. He mainly teaches LLB students in administrative law, which is his primary field of research with a particular focus on public procurement regulation. Quinot also conducts research in legal education. Between 2013 and 2015 he held a university teaching fellowship at Stellenbosch University. He is an admitted advocate. Contact details: gquinot@sun.ac.za

Juliet Ramohai is a lecturer and an Acting Programme Director: Postgraduate studies and research in the Faculty of Education at the University of the Free State. She is responsible for courses at the undergraduate and post-graduate level within the Inclusive Education discipline. She holds a Masters' Degree in Psychology of Education and a PhD in Higher Education Studies. Her research is on gender and race in South African higher education with a focus on inclusivity and social justice. Contact details: ramohaij@ufs.ac.za

Lalini Reddy is the Faculty of Applied Sciences Work-Integrated Learning (WIL) Co-ordinator at the Cape Peninsula University of Technology. She has a doctoral degree in Biotechnology and has led curriculum renewal, quality reviews, WIL, community service learning (CSL) and General Education at DUT. As Director of the South African Institute of Sathya Sai Education she trains teachers in Sathya Sai Education in Human Values (SSEHV). Her current research areas are 1. Traditional plant medicine, 2. Biofuels, 3. WIL and CSL and 4. Value-based education. Contact details: Reddyl@cput.ac.za

Shakila Singh is a senior lecturer in Gender Education at the University of KwaZulu-Natal. Her approach to education is powerfully influenced by the work of bell hooks, a feminist educator and cultural critic who draws on the work of Paulo Freire in understanding that learning could be liberatory. Her teaching, postgraduate supervision and research in the broad areas of: gender and sexuality; gender, sexuality & HIV and gender and sexual violence in higher education and schools. Contact details: Singhs7@ukzn.ac.za

Suresh Singh was a school principal in a rural high school in Kwazulu-Natal before joining the University of Limpopo. He is currently a senior lecturer in Science Education and the Head of Department for Mathematics, Science and Technology Education. He was the first recipient of the Best Establish Teacher Award at the university in 2014. He has a D.Ed from the University of Johannesburg and his passion for training the next generation of Physical Science teachers emanates from his 25 years' experience as a Physical Science teacher. Contact details: Suresh.Singh@ul.ac.za

Asheena Singh-Pillay is a lecturer in Science and technology education at the School of Education, University of KwaZulu-Natal. She promotes a socially just and relevant science and technology education. Science and technology education are positioned as one source of knowledge, among alternative knowledge systems. She lectures the processing of plastics to pre-service technology teachers via an ESD lens. Her postgraduate supervision and research interests include: Curriculum, Technical Vocational Education and Training, Indigenous Knowledge Systems and Technologies, Gender, and Community—School interfaces. Contact details: pillaya5@ukzn.ac.za

Ted Sommerville is a semi-retired Associate Professor in Medical Education at the Nelson R Mandela School of Medicine of the University of KwaZulu-Natal. He teaches, examines and researches within and outwith the Medical School. Educational research interests include curriculum and assessment. He is currently studying the nature of the PhD in clinical medicine. Extramural interests include cycling, choral singing, and bonsai. Contact details: sommer@ukzn.ac.za

Ugash Subramaney is a clinical psychiatrist, working at the forensics department of Sterkfontein hospital in Johannesburg. As an adjunct professor at the University of the Witwatersrand, she has been involved in teaching both undergraduate and postgraduate students; and is the chairperson of the post graduate and psychotherapy training committees at the department of Psychiatry. She is currently involved in Masters and PhD supervision and has a research interest in Forensic psychiatry, Traumatic stress disorders, psychotherapy and higher education; particularly resilience training. Contact details: Ugasvaree.Subramaney@wits.ac.za