The Realities of Change in Higher Education

Interventions to promote learning and teaching

Edited by Lynne Hunt, Adrian Bromage and Bland Tomkinson

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Contributors

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Gavin Moodie is Principal Policy Adviser and Law Tutor at Griffith University, Australia and a regular correspondent for the Australian's higher education supplement. He has published over 40 refereed papers and chapters on higher education and its relations with vocational education, the subject of his doctorate. Gavin is a referee for Higher Education and was joint editor of the *Journal of Higher Education Policy and Management.*

Lesley Parker holds a Personal Chair in Higher Education at Curtin University of Technology, in Western Australia. She was appointed Planning Director of the Carrick Institute for Learning and Teaching in Higher Education following nearly eight years as Senior Deputy Vice-Chancellor and Vice-President at Curtin. Her research interests and leadership in educational reform span all sectors of education. Lesley has published widely in the areas of structural curriculum change, professional development of educators, and gender equity.

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Dr **Susan King** has helped shape strategic planning, governance, performance monitoring and quality assurance processes as Executive Director, Governance, Policy and Planning at Edith Cowan University, Australia, including the university's preparations for its Australian Universities Quality Agency audit. This work follows policy and resource management roles in public sector departments at both Federal and State levels.

Professor Lynne Hunt is Leader, Learning and Teaching, at Charles Darwin University, Australia. She has received three university-level awards for teaching excellence and the 2002 Australian Award for University Teaching in the Social Science category. She also won the 2002 Prime Minister's Award for Australian University Teacher of the Year. She received the 2002 Merit Award for Best Paper on Authentic Learning from the Higher Education Research and Development Society of Australasia. She is a HERDSA Fellow and a board member of the Carrick Institute for Learning and Teaching in Higher Education.

Craig E. Nelson is Professor Emeritus of Biology at Indiana University Bloomington, USA, where he helped start both the Scholarship of Teaching and Learning Program and the International Society for the Scholarship of Teaching and Learning. He was the first president of the society. His articles apply the scholarship of teaching and learning to the improvement of learning and teaching. He consults widely on related topics.

Jennifer Meta Robinson, Director of Campus Instructional Consulting at Indiana University Bloomington, USA, consults campus-wide on teaching and scholarly inquiry into learning. She directs the Scholarship of Teaching and Learning program there and is a founding member and vice president of the International Society for the Scholarship of Teaching and Learning. Recent publications discuss problem-based learning, the scholarship of teaching and learning, and community building.

Milton D. Cox, Director, Center for the Enhancement of Learning and Teaching at Miami University, USA, founded and directs the Lilly Conference on College Teaching, is founder and editor of *Journal on Excellence in College Teaching and Building Faculty Learning Communities*. He received the special achievement certificate from the Professional and Organizational Development Network in Higher Education (POD), and the MacDuffee Award for distinguished service to Pi Mu Epsilon, US mathematics honorary.

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Craig Place is Manager of the Acadia Institute for Teaching and Technology. He joined Acadia University in 1988 to teach geology. He joined the Institute in 1996 as an Academic Computing specialist. He has developed and delivered international teacher and faculty training programs and has been invited to speak and present workshops on topics of educational technology across North America and in Australia.

Mark Atlay is currently Head of Teaching Quality Enhancement at the University of Luton and Director of the University's Centre for Excellence in Teaching in Higher Education, which is exploring further the implementation and impact of personal development planning and employability on the curriculum. He has been responsible for coordinating and supporting the University's skills initiative and responding to national initiatives such as those on progress files and personal development planning.

Frank Lyons has been developing work-based learning at the University of Portsmouth, UK since 1990. This was recognised with the award of a National Teaching Fellowship in 2003. A lifelong learner at the University, he taught sociology from 1968 to 1990 before becoming Associate Dean, Curriculum, in the Faculty of Technology and then Director of the Centre of Excellence in Teaching and Learning, in 2005. He was Visiting Fellow at Edith Cowan University in Western Australia in 2004.

Dr Mike Bement is Director of Postgraduate Studies for the Partnership Programme at the University of Portsmouth, and in 1991 convened the group that set up the programme. A former engineering designer who moved into tertiary education, his publications focus on learner-managed education, and he is particularly interested in the accreditation of prior and experiential learning. He has delivered keynote speeches on new approaches in engineering education across the globe, and acted as consultant to UK institutions.

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Bland Tomkinson is the University Adviser on Pedagogic Development at the University of Manchester, having been Director of the Teaching and Learning Support Centre at the University of Manchester Institute of Science and Technology (UMIST), and Programme Director for the Postgraduate Certificate in Academic Practice. Bland is the author of several book chapters on pedagogic subjects and on managing change, as well as of a number of journal articles and monographs. He co-edited *Critical Encounters: Scholarly Approaches to Teaching and Learning*.