Contributors

**Wajeehah Aayeshah** is a researcher of Media Studies and Educational Design. She is a third space academic at the University of Melbourne, designing curriculum and investigating learning and teaching in higher education. Her PhD explored games for journalism education. Her research interests include representations of Muslims in media, indigenous pedagogies, educational games, teaching and learning spaces, and student wellbeing. She is an academic geek who loves traveling, photography, drinking tea and collecting stories.

**Kay Are** is a writer of multimodal, multi-species and site-responsive poetry, and an environmental humanities researcher with interests in posthumanist, decolonising and post-Cartesian pedagogies. Kay has recently published in the areas of touch as a learning modality; on conceptualising learning environments through quantum field theory; and on feminist-materialist teaching strategies, as well as various creative works.

**Peter Ayriss** is a program development consultant in a centralised learning and teaching unit with over 20 years’ experience in higher education. His current role is to provide learning and teaching support for programs. Research interests include the student role in assessment, how academics cope in times of stress, and making the transition from content expert to a teaching academic.

**Timothy Barraud** is an Associate Principal – Junior Secondary at Indooroopilly State High School and a proud educational leader. He collaborated with Natalie Wright and Jeremy Kerr to develop a social entrepreneurship program focused on design thinking and human-centred design and innovation at Indooroopilly SHS. As a member of Queensland Student Innovation and Entrepreneurs Alliance he assists the leadership of the gen[in] project, an innovation challenge across Queensland to prepare students for a future through ideation and collaboration.

**Marita Basson** is a Senior Lecturer in Urban Planning and Design at the University of Southern Queensland. Her research interests cover urban and regional development and social sustainability, online engagement and active learning. She has published scholarly book chapters, reviewed journal articles and refereed conference papers on these subjects.
Beata Batorowicz is an Associate Professor in Sculpture and Creative Arts Coordinator at the University of Southern Queensland. As a contemporary artist and researcher, Batorowicz holds substantial experience in cross-university collaborations. Her projects such as Dark Rituals (2018), Antipods (2015), Tales Within Historical Spaces (2012), received a USQ Citation for Outstanding Contributions to Student Learning, Arts Queensland Project Development grant and an ICCC Linking Fellowship.

Simon Bedford is the Director of Learning Transformations at Western Sydney University where he develops professional learning programs, promotes connected pedagogies, and delivers twenty-first century curricula within future learning spaces. Simon’s research draws on a range of conceptual frameworks, methodologies and methods in the areas of learning analytics, assessment literacies, and curriculum design. Simon is leader of the Higher Education Research and Development Society of Australasia (HERDSA) group looking at assessment quality.

Kenton Bell is a postgraduate student at the University of Wollongong. Kenton’s primary research focus is on ways to engage men in preventing violence against women. Recently, the public report from his ‘Case Study of White Ribbon Australia’s Ambassador Program’ was released. Bell’s professional objectives are improving the teaching and learning of applied sociology focusing on men and masculinities and law and society while researching solutions-oriented approaches to preventing violence. Additionally, he is the editor of the Open Education Sociology Dictionary (http://SociologyDictionary.org).

Ruth Bridgstock is Professor of Curriculum and Teaching Transformation in the Centre for Learning Futures at Griffith University. She is interested in how we can develop and support ‘future capable’ learners, teachers and educational institutions. Ruth is Principal Fellow of the Higher Education Academy, and Australian National Senior Teaching Fellow for Graduate Employability 2.0, which is concerned with how students, teachers and educational institutions can build and use social networks for innovation, career development, and learning. Her blog is futurecapable.com.

Jason L. Brown is Head of Careers and Employability at La Trobe University and a doctoral student at the University of Southern Queensland’s Australian Collaboratory for Career, Employability, and Learning for Living. Jason’s practice and research is in the design and delivery of innovative curricula and co-curricular programs that aim to enhance student employability. He has been recognised for his work through receipt of the Career Development of Australia’s Excellence in Leadership Award in 2018.
Simon Buckingham Shum is Professor of Learning Informatics at the University of Technology Sydney (UTS), and Director of the Connected Intelligence Centre. His Human-Centred Informatics approach has been developed in fields including Scholarly Hypertext, Collective Intelligence and Learning Analytics. He has co-edited/authored *Visualizing Argumentation* (Springer, 2003), *Knowledge Cartography* (Springer, 2008, 2014), and *Constructing Knowledge Art* (Morgan & Claypool, 2015). He is a co-founder of the Society for Learning Analytics Research, and has served twice as Program Chair of the International Conference on Learning Analytics and Knowledge.

Sam Byrnand lectures in Political and Legislative History at the University of Canberra, specialising in Indigenous participation in the Australian political process. His research into the 1967 Referendum has recently been recognised as a vital component in the demystification of this significant national event. His other areas of research are in visual communications and trauma therapy of returned military service personnel.

Peter Copeman is Senior Teaching Fellow in the University of Canberra’s Teaching and Learning Directorate, convening the Graduate Certificate in Tertiary Education course, co-facilitating the Centre for Excellence in Learning and Teaching Scholarship, and helping drive the university’s Indigenising the Curriculum project. He is a Senior Fellow of the Higher Education Academy with multi-award-winning teaching credentials in academic staff development, student learning support English language teaching, and theatre. His research interests include Indigenous epistemologies and pedagogies, teaching induction for new academics, and research communication.

Gail Crimmins is the Program Area Coordinator for Communication and First Year Experience Lead within the School of Communication and Creative Industries, University of the Sunshine Coast. Her research interests include gender in higher education, gender inequity in organisational structures, and learning and teaching in higher education.

Julianne Cutrupi is the current Manager of Careers at UTS, with almost 17 years’ experience in Higher Education and graduate recruitment in Australia and the UK. She is a former member of the NAGCAS Management Committee, Chairing Institutional Representatives across Australia. Julieanne is a member of ACEN, AAGE and The Careers Leadership Collective. Recently Julieanne has been involved in a range of research projects including an ATN project with the aim to help International Students succeed in Work Integrated Learning.
Margarietha J. de Villiers Scheepers is the Program Coordinator for the BBus Entrepreneurship program at the University of the Sunshine Coast. Her research interests include start-up entrepreneurial experiences, entrepreneurship ecosystems and corporate entrepreneurship. Her learning and teaching publications focus on cultivating an entrepreneurial mindset and employability in higher education.

Jo Devine is a Senior Lecturer in Construction Engineering and Management at the University of Southern Queensland. She has extensive industry experience as an engineer prior to joining USQ. Her research interests are in student diversity and engineering education.

Neal Dreamson is a Senior Lecturer in the Faculty of Education, Queensland University of Technology. He earned a PhD in intercultural education in 2016 and a DDES in interactive user experience design in 2007. His research expertise is a socio-cultural-philosophical approach to technology integration, cultural diversity, and digital citizenship. His recently published books are *Reinventing Intercultural Education* (Routledge, 2016) and *Pedagogical Alliances Between Indigenous and Non-Dualistic Cultures* (Routledge, 2018). His current work is to pedagogicalise *inter-connective experiences*.

Brian Egloff is an Adjunct Professor at the University of Canberra and an Honorary Associate Professor at The Australian National University. Brian is currently lecturing in Indigenous Heritage and Landscapes following on from four decades of work fostering Aboriginal Land Rights with the Yuin nation of the south coast of New South Wales.

Peter English is Lecturer in Journalism at the University of the Sunshine Coast, where his work focuses on journalism in traditional and social media, with an emphasis on sport.

Melissa Forbes is a Senior Lecturer in Music at the University of Southern Queensland in Toowoomba, Australia. Her PhD research examined the use of collaborative learning for first year music practice courses at USQ. Current research interests include collaborative learning and creativity, contemporary commercial music vocal pedagogy and alternative pathways to, through and beyond higher music education.

Gabrielle Gardiner has worked at the University of Technology Sydney (UTS) in a variety of project and management roles, including development of the ‘Data Intensive University’ strategy, now established as the Connected Intelligence Centre. With a background in communication, information and knowledge management, Gabrielle has administrative responsibility for cementing CIC’s reputation as a world-leading hub for analytics research and learning. Gabrielle also has experience in research data management and
curation, and ethics, having led the team that established the NSW node of the Australian Data Archive and the Aboriginal and Torres Strait Islander Data Archive.

Moein Ghodrati works as an Enterprise Architect to build best practice solutions for leading higher education institutions across Australia. Harnessing technology to deliver strategic business value and improving the society has always been the first priority in his career. He has been playing a pivotal role in major transformational projects including the E4Kids and eResource at the University of Melbourne, the Inspired Learning Initiative at UNSW Sydney, and is currently leading the design of the Digital Learning Ecosystem at UTS as part of the LX transformation project.

Mitch Goodwin is a media artist and academic with a research interest in emergent media ecologies and digital aesthetics. An interdisciplinary academic, Mitch has presented at SXSW Interactive (Austin, TX), the Art Association of Australia (GOMA, Brisbane), the David Bowie symposium (ACMI, Melbourne) and at the Australian Anthropology Society in which he interrogated the ethics of drones and autonomous systems. His media work has screened widely, including the IEEE VISAP (Baltimore, MD), The Lumen (Cardiff), MADATAC (Madrid) and the WRO Media Arts Biennale (Poland). http://mitchgoodwin.com.

Bryonny Goodwin-Hawkins is a postdoctoral research associate at Aberystwyth University, Wales. Her research focuses on rural development and EU policies, and she works in collaboration with the Welsh Local Government Association and partners across Europe. Bryonny was formerly a founding member of the University of Melbourne’s Faculty of Arts Curriculum Design Lab. As a socio-cultural anthropologist, she is particularly interested in creating connected undergraduate curricula in the social sciences.

Sara Hammer leads a small program quality enhancement support team within a centralised learning and teaching unit at the University of Southern Queensland. Her notable research has focused on the conceptualisation and development of graduate learning outcomes such as graduate attributes. Her most recent work has focused on the use of capstone units for quality assurance purposes.

Michael Healy is a careers and employability educator and doctoral student at the University of Southern Queensland. In his practice and research, he is focused on exploring methods of promoting transformational careers and employability learning for university students, particularly using career writing and connectedness learning methods. He is a member of the Australian Collaboratory for Career, Employability, and Learning for Living, a research group based at USQ and focused on the psychology of working and careers.
**Scott Heyes** is an Associate Professor of Landscape Architecture at the University of Canberra, and holds research associate positions at the Smithsonian Institution’s Arctic Studies Center in Washington, DC and at Trent University’s Frost Centre for Canadian and Indigenous Studies. His research and teaching interests centre on Indigenous knowledge systems and heritage issues in Indigenous Australia, Fiji, and the Inuit homelands of Arctic Canada, involving several collaborative projects with Indigenous communities and industry partners using ethnographic and participatory methods, spanning more than fifteen years, and leading to research outputs both in traditional forms like co-publications and conference papers, and creative outputs such as short films, design studios, design works, maps, and major exhibitions.

**Denise Jackson** is the Director of Work-Integrated Learning (WIL) in the ECU School of Business and Law. She is a National Board Director and WA State Chair for the Australian Collaborative Education Network, the national association for WIL. Denise has received a number of research and teaching awards, most recently a national Citation for Outstanding Contribution to Student Learning. Her research spans student transition from university to the workplace, career development learning, professional identity development and work integrated learning.

**Brianna L. Julien** is a Lecturer in Human Physiology in the School of Life Sciences at La Trobe University, with a PhD on factors influencing postural reflex activity and a Graduate Certificate in Higher Education. Brianna, a Fellow of the Higher Education Academy, is dedicated to meeting the challenges facing science educators in preparing students for an uncertain future and to developing innovative and engaging learning experiences that will stimulate a love of science and lifelong learning in the next generation of scientists. Brianna’s research interests are scientific skill development through authentic learning activities, use and development of open access educational resources, and embedding employability skills into science curricula.

**Jeremy Kerr** is a Senior Lecturer at the Queensland University of Technology and coordinator for the Visual Communication program. His research centres on applying co-design and participatory design frameworks to foster community capacity-building and self-advocacy. Jeremy works in the areas of intercultural design, mental health and cross-institutional education, with current projects including the Diverse Learners Hub, an online resource translating autism research for wider implementation, and CARE International’s Pikinini Kisim Save (PKS) Project.

**Alexander Kist** is an Associate Professor in Telecommunications and the School Coordinator (Learning and Teaching) with the School of Mechanical and Electrical Engineering. His research interests include teletraffic engi-
neering, performance modelling, remote access laboratories, and engineering education. He is the author of more than 130 scientific articles, an executive member of the International Association of Online Engineering.

Kirsty Kitto is a Senior Lecturer in Data Science in the Connnected Intelligence Centre at the University of Technology Sydney (UTS). She models the ways in which humans interact with complex information environments, paying special attention to the interdependencies between language, attitudes, memory and learning. This theoretical work has led her to an ongoing interest in the contextuality inherent in lifelong learning and how we might build smart IT infrastructure that puts people in control of their data.

Elizabeth Lakey is an academic in the Graduate School of Humanities and Social Sciences in the Faculty of Arts at the University of Melbourne. Her disciplinary background is in Development Studies, Migrant Cultural Studies, Community Development and several languages. Elizabeth is the Work Integrated Learning (WIL) Coordinator in the Faculty of Arts. In this role she teaches several subjects that integrate WIL into arts curricula, facilitated through avenues such as internships, global volunteering and project-based learning.

Louise Lexis is a Senior Lecturer in Human Physiology in the School of Life Sciences at La Trobe University, and a fellow of the Higher Education Academy. Louise has a Master of Science in Exercise and Sport Sciences from the University of Florida and a PhD from the University of Queensland. Louise is committed to designing and delivering innovative and authentic scientific and employability curricula that are designed to help educate our next generation of science professionals. Louise’s research interests include evaluating the acceptance and effectiveness of custom-designed open access resources, Students as Partners projects, and authentic scientific and employability curricula.

Kate Lloyd is the Academic Director of Learning, Teaching and Research for the Professional and Community Engagement (PACE) program at Macquarie University. Kate’s research focuses on several projects which take an applied, action-oriented and collaborative approach to research characterised by community partnerships, co-creation of knowledge and an ethics of reciprocity. Kate holds an ARC Discovery Grant and recently received on behalf of PACE, the AAUT award for programs that enhance student learning.

Mandy Lupton is a Senior Lecturer in the Centre for Learning Futures at Griffith University. She has taught online subjects in teacher-librarianship, connected learning and inquiry learning. She uses a suite of social media tools and platforms for teaching and learning and requires her students to create
a range of web-based artefacts for their assignments. Her research interests include inquiry learning, connected learning, information literacy and digital literacies.

**Tessa McCredie** is the Associated Director of the Careers and Employability service at the University of Southern Queensland. Tessa’s research has focused on the role of the Career Development Practitioner in the employability agenda in higher education and leads a team of professional staff in supporting the embedding of employability into curriculum.

**Amanda McCubbin** is a program development consultant who provides advice to academic staff on issues of program quality enhancement at the University of Southern Queensland. Her research interests include academic development, quality assurance and quality enhancement with her most recent work focusing on benchmarking attributes that contribute to the higher education accreditation process in Australia.

**Joanna McIntyre** is the Program Area Coordinator for Creative Industries within the School of Communication and Creative Industries, University of the Sunshine Coast. Her research interests include celebrity, cinema and television, queer and transgender representation, and Australian culture.

**Kay Oddone** is a lecturer in the Faculty of Education, Queensland University of Technology. Her research explores the experience of school teachers who use personal learning networks for professional learning. She has twenty years’ experience in education and information management. She has presented nationally and internationally, and her research interests are networked and connected learning, digital literacy and the use of social technologies in learning.

**Mark Philips** is an analyst at Caltex Australia. Prior to this he worked in data analytics at the University of Technology Sydney (UTS) where his research focused on understanding the key drivers of student employability. He is undertaking a Master of Data Science at UTS.

**Peter Radoll** is Professor of Information Technology, inaugural Dean of Aboriginal and Torres Strait Islander Leadership and Strategy, and Director of the Ngunnawal Centre at the University of Canberra. He is a descendant of the Anaiwan People of northern New South Wales. Previously Peter held various university roles including Dean and Director of the Wollotuka Institute at the University of Newcastle, Director of the Tjabal Centre and Associate Lecturer in Information Systems at the Australian National University. He is a leading academic in the area of diffusion of ICTs in Aboriginal communities, and Visiting Research Fellow at the Centre of Economic Policy Research at the ANU.
Michael ‘Maxx’ Schmitz is a third space academic, curriculum designer and ancient historian specialising in military history. In his capacity as a curriculum designer Maxx has worked in the academic, government and private sectors and is particularly interested in experiential learning, diversification of assessment, the use of technology in teaching and has been closely involved in several digital learning projects including VR and Object-based learning (OBL) initiatives.

Neil Tippett is a postdoctoral research fellow at the University of South Australia. As a multi-disciplinary researcher, his research interests span child behaviour, school bullying, health and wellbeing, and more recently, graduate outcomes. Through his work with Ruth Bridgstock, Neil has developed a strong interest in supporting students throughout university and has recently conducted research projects which investigate orientation and the first-year experience, study tours, and student perceptions of online learning.

Matalena Tofa is a postdoctoral researcher at Macquarie University. She has a PhD in human geography and a Masters of Education. Her research interests include social networks, curriculum development, and collaborative and participatory research methods.

Bill Wade has over 18 years of higher education experience in key leadership roles and also benefits from over 10 years of direct creative industry experience. He has been instrumental in working closely with the creative arts industries to enhance connectedness, project-based and work integrated learning within the programs he has been responsible for leading.

Mary Walsh lectures in Politics at the School of Politics, Economics and Society, University of Canberra. She is the Program Director of the Bachelor of Politics and International Relations degree and Founding Patron of the Politics, International Relations and National Security student association (PIRaNaS). Her most recent publications appear in *Contemporary Political Theory*, *The Review of Politics*, *The Australian Journal of Political Science* and *Democratic Theory*. She currently mentors Indigenous students on the topic of Constitutional Recognition.

Natalie Wright lectures in Interior Design in the QUT School of Design. Her community-engaged research explores design thinking and design-led innovation in secondary, tertiary and institutional education contexts, as a framework to prepare a twenty-first century-ready workforce. Her PhD developed a Design-led Educational Innovation Model, tested through an informal design immersion program delivered in regional/rural high schools. Current work is focused on building capacity for school teachers to teach design and utilise design thinking for learner-centred curriculum design and delivery.