

# Biographies

**Richard G. Bagnall** is a Professor of Education at Griffith University. His scholarly work is in the social philosophy of lifelong learning, focusing on the ethics of educational theory, advocacy and policy. He has published over 100 papers and books, supervised many research doctoral studies and worked in lifelong learning and sustainability consultancies.

**Mary A. Burston** is an adjunct lecturer in graduate teacher education at La Trobe University, Melbourne. Her interest in the confluences and complexities of local knowledge, transfer of ideas, imaging and imagining identity, self and others emerges from an academic background in the social sciences, global media, technology and communications.

**George N. Curry** is a Professor of Geography at Curtin University. His research and teaching interests are in sustainability in the broad area of rural development in the developing world. Most of his recent research has been in Papua New Guinea examining sociocultural and economic change associated with the transition to a market economy through the adoption of export cash crops.

**Phillip Darby** is co-founder with Michael Dutton and director of the independent Institute of Postcolonial Studies in Melbourne. He is also a principal fellow in the School of Social and Political Sciences at the University of Melbourne.

**Emmanuel Germis** leads the socio-economic section at the PNG Oil Palm Research Association in West New Britain Province, Papua New Guinea. He has a background in agriculture, rural development and agricultural extension. He works with village and migrant oil palm farmers, local landowning groups, extension organisations and other industry stakeholders. He is currently working on a collaborative research project with Curtin and James Cook universities examining the status of food security among oil palm farmers in PNG.

**Maurice Galton** is currently an Associate Director of Research in the Faculty of Education at the University of Cambridge and a former Dean of Education at the University of Leicester. He is best known for his observational research of classrooms. Since 2004 he has overseen the Hong Kong Small Class Teaching (SCT) initiative.

**Lesley Harbon** is Professor and Head of School of International Studies position at University of Technology Sydney. She has coordinated, led and researched short-term international experiences at three Australian universities since 1986. Her research focuses on the impact and perceived value of short-term international experiences (STIE) on language teachers' knowledge about language (KAL).

**Lai Hang Dennis Hui** is a lecturer at the Department of Social Sciences of the Hong Kong Institute of Education. His research interests include urban development of Asian cities and disaster management. His recent work appears in *China: An International Journal*.

**Kerry Kennedy** is Research Chair Professor of Curriculum Studies and Director of the Centre for Governance and Citizenship at the Hong Kong Institute of Education where he has worked since 2001. He is Series Editor of Routledge's *Schools and Schooling in Asia* and the *Asia-Europe Education Dialogue Series*.

**Gina Koczberski** is a Senior Research Fellow at Curtin University. Her research interests are in sustainability in the areas of migrant and smallholder livelihood practices, socio-economic change and rural development in PNG. She is involved in several research projects examining socio-economic change in smallholder oil palm and cocoa production with an emphasis on how changing demographic, economic and social circumstances influence household relations of production and strategies of commodity crop production.

**Merolyn Koia** is employed by the PNG Oil Palm Research Association in Northern Province, Papua New Guinea. She is involved in agronomic and socio-economic research and works closely with smallholder oil palm growers. She has been working on the agronomic aspects of oil palm and food crops and is currently working on a collaborative research project with Curtin and James Cook universities examining the status of food security among oil palm farmers in PNG.

**Edmond Hau Fai Law** is Professor at the Department of Curriculum and Instruction Hong Kong Institute of Education. His research interests include distributed curriculum leadership, curriculum studies, activity theory in curriculum research and language in education. He is now writing a book on distributed curriculum leadership for Routledge and editing a book on pedagogical innovations in ten Asian countries for UNESCO.

**John Chi-Kin Lee** is the Vice-President (Academic) and Chair Professor of Curriculum and Instruction at the Hong Kong Institute of Education. He has served as the Co-Director of the Centre for Education in Environmental Sustainability. He has been awarded as Changjiang Chair Professor to serve at Southwest University,

China. John Lee's research interests focus on curriculum and instruction, geographical and environmental education as well as school improvement.

**Vic Yu Wai Li** is an Assistant Professor at the Department of Social Sciences of the Hong Kong Institute of Education. His research interests include international political economy, with focus on political economy of finance and financial regulation. His works appear in *China Quarterly* and *Journal of Contemporary Asia*.

**Mark Mason** is a Senior Program Specialist at UNESCO's International Bureau of Education in Geneva and Professor at the Hong Kong Institute of Education. He is the former Editor of the *International Journal of Educational Development* (Elsevier) and of the *CERC Studies in Comparative Education Series* (CERC and Springer). He was formerly President of the Comparative Education Society of Hong Kong and Director of the Comparative Education Research Centre at the University of Hong Kong.

**Rangi Matamua** of Tūhoe is an Associate Professor based in Te Pua Wānanga ki te Ao at the University of Waikato. He has undertaken significant research in the areas of Māori language revitalisation, Māori culture, Māori astronomy and broadcasting. Dr Matamua has produced a number of publications in his specialist areas and sits on a number of related boards including Society for Māori Astronomy Research and Traditions (SMART).

**John Morgan** is Professor of Education at the University of Auckland, where he specialises in curriculum studies. Before that he held posts at the University of Bristol and Institute of Education (London). He worked as a geography teacher in schools and trains new geography teachers. He has written a number of books on geography education, the latest being *Teaching Geography as if the Planet Matters* (2012 Routledge).

**Yassir Morsi** has a PhD from the University of Melbourne in Political Science and Islamic studies. His main interest is how contemporary liberal thought deals with the 'Muslim Question'. His research covers a broad range of post-colonial and critical race theorists. Yassir is currently a post-doc at the International Centre for Muslim and non-Muslim Understanding at the University of South Australia.

**Guanglun Michael Mu** is a sociologist of education. He is interested in diversity and inclusivity. He is concerned with children and youth from diverse backgrounds and with special needs. His own cultural history promoted him to speculate diasporic Chineseness through subtle, multilayered identity constructions and nuanced, inter-nested language practices.

**Margaret Robertson** is Professor of Education at La Trobe University. Teaching interests in geographical education and innovative pedagogy are reflected in long-standing research interests in youth studies and cross-cultural differences. Outreach interests include membership of the Steering Committee for the International Year of Global Understanding project which is an initiative of the International Geographical Union.

**Sean Ryan** is a Research Assistant at Curtin University. His research area is rural development in Papua New Guinea, looking at sociocultural constraints on agricultural productivity and ways of building more sustainable livelihoods for smallholder farmers.

**Naomi Simmonds** is of Raukawa, Ngāti Huri descent. She holds a PhD from the University of Waikato which looks at experiences of birth for Māori women in Aotearoa, New Zealand. Naomi is currently a lecturer in the Geography and Environmental Planning Program at the University of Waikato.

**Catherine Smyth** is Associate Lecturer in HSIE K-6 Education at the University of Sydney. She has had significant international experience, having lived and taught in the Middle East and Solomon Islands. Catherine is involved in the Asia Bound programs for both China and Indonesia. Her research focuses on pre-service teacher epistemology.

**Emilia Szekely** is a political scientist from the National Autonomous University of Mexico. She received her master's degree from Tsinghua University in China in International Development and is currently pursuing her PhD in Educational Development at the Hong Kong Institute of Education. She participated in research projects with the Center for Chinese-Mexican Studies and for the Barefoot College in India with the Hong Kong Institute of Education.

**Po Keung Eric Tsang** is an environmental scientist specialising in feasibility studies and environmental impact assessment studies. Within the Institute he is an Associate Professor in the Department of Science and Environmental Studies, Associate Director of the UNESCO UNEVOC Centre (HK) and Chairman of the Communicable Disease Prevention committee. Dr Tsang is a panel member of the International Year of Global Understanding, initiated by the International Geographical Union.

**John von Sturmer** has had a long engagement in Aboriginal affairs principally in Northern and Central Australia. In 1970 he was appointed the first Lecturer in Aboriginal Studies at the University of Queensland. From 1978 to 1994 he was Director of the Project to Monitor the Social Impact of Uranium Mining on the Aborigines of the Northern Territory. In 1994 he returned to teaching at the University of New South Wales. Currently, he is affiliated with the Institute of Post Colonial Studies and remains active as an adviser, arts practitioner, writer and critic.

**Dr Hēmi Whaanga** is a senior research officer in Te Pua Wānanga ki te Ao at the University of Waikato. Hēmi has been involved, in various capacities as a project leader, writer and researcher, in a range of linguistic, indigenous Māori knowledge and curriculum projects. His tribal affiliations are Ngāti Kahungunu, Ngāi Tahu, Ngāti Mamoe and Waitaha.

**Batchuluun Yembuu** is Professor of Department of Geography, Mongolian State University of Education. Since 1979 she is working at the university, specialising in physical geography and geography education. She has a strong commitment to curriculum, standards and textbook development on geography. She is Executive Director of Geographical Education Society of Mongolia.

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