
Contributors

Colin Arrowsmith has recently retired as Associate Professor in Geospatial Science in the School of Science at RMIT University. He is now a visiting professor at the University of South Australia and Flinders University. He holds a Doctor of Philosophy from RMIT as well as two masters' degrees and a bachelor's degree from the University of Melbourne, and a Graduate Diploma of Education from Hawthorn Institute of Education. Colin has authored more than 80 refereed publications and eight book chapters in the fields of GIS, tourism analysis and film studies. Colin's research interests include geospatial science education, the application of spatial information systems, including geographic information systems (GIS), to investigating the impact of tourism on nature-based tourist destinations, tourist behaviour, as well as investigating the issue of managing micro-historical data within GIS utilising cinema data. Colin is a member of the Surveying and Spatial Sciences Institute of Australia and a Fellow of the Royal Geographical Society.

Karen Barton, PhD, is a Professor of Geography at the University of Northern Colorado where she teaches resource management, African studies, and global environmental change. She has received the NCGE teaching award, several Fulbright fellowships, and the National Endowment for the Humanities Senior Fellow Award for her engaged scholarship in rural communities. She is currently completing a book manuscript on 'Africa's Greatest Shipwreck' for Lexington Press.

Shauna Brail is Associate Professor, Teaching Stream, in the Urban Studies Program, and a Senior Associate in the Innovation Policy Lab at the Munk School of Global Affairs, University of Toronto. She holds a BA in Urban Studies/Geography (UofT), an MA in Urban Planning (UBC), and a PhD in Geography (UofT). As an economic geographer, her research focuses on the transformation of cities as a result of economic, social and cultural change. She has led the development of academic internships and community engaged learning in the Urban Studies Program for over a decade, working with students, university administrators and partners at urban-focused organizations across the city. Shauna is the author or co-author of articles about experiential learning and community partnerships in the following: *Journal of Geography*, *Journal of Geography in Higher Education*, *Canadian Journal of Higher Education* and the *International Journal of Teaching and Learning in Higher Education*.

Joanna Bullard, PhD, PFHEA, is Professor of Physical Geography and Associate Dean (Teaching) for the School of Social Sciences and Humanities at Loughborough University, UK. Throughout her career she has had a sustained interest in, and commitment to, how high-quality teaching and learning can be provided, developed and encouraged in higher education. She was a member of the Editorial Board of the *Journal of Geography in Higher Education* from 1997 to 2007 and has ten publications in the field of pedagogy focusing on teaching geosciences and academic development. She is a Principal Fellow of the Higher Education Academy and is currently Chair of the Royal Geographical Society (with Institute of British Geographers) programme accreditation panel (2016–19).

Graham Butt is Professor in Education, Co-Director of Research and Co Post Graduate Research Tutor at the School of Education, Oxford Brookes University. He is a founding member of the Geography Education Research Collective (GEReCo). Graham's research is predominantly in the field of geography education, although he has also published on assessment, teacher workload and modernisation of the teaching workforce. His books include *Modernising Schools* (2007, with Helen Gunter), *Lesson Planning* (3rd edition) (2008), *Making Assessment Matter* (2010), *Geography Education Research: Retrospect and Prospect* (2018) and, as editor, *Geography, Education and the Future* (2011), *MasterClass in Geography Education* (2015) and *The Power of Geographical Thinking* (2017) (with Clare Brooks and Mary Fargher). Graham is a long-established member of the Geographical Association and an invited member of the UK Committee of the International Geographical Union (IGU).

William Cartwright is Professor of Cartography in the School of Science at RMIT University. His major research interest is integrated media and cartography, and the exploration of different metaphorical approaches to the depiction of geographical information. He was President of the International Cartographic Association, past Chair of the Joint Board of Geospatial Information Societies – JBGIS (now UN-GGIM: Geospatial Societies). He is co-editor of the *International Journal of Cartography*. He holds a Doctor of Philosophy and a Doctor of Education. He has six other university qualifications – in the fields of cartography, applied science, education, media studies, information and communication technology, and graphic design. He is the author of over 300 academic papers. In 2013 he was made a Member of the Order of Australia for 'significant service to cartography and geospatial science as an academic, researcher and educator'. In 2017 he was made an Honorary Fellow of the International Cartographic Association.

Lucy Clarke, PhD, is a geomorphologist, specialising in river processes, natural flood management and using GIS (Geographic Information Systems) and image analysis to evaluate landform change. She is a Senior Lecturer in Physical Geography at the University of Gloucestershire in the UK, where she teaches a range of undergraduate modules spanning research methods and field skills, environmental processes, GIS and river science and management. She was awarded the University of Gloucestershire University Teaching Fellowship in 2015 for her use of digital technologies in enhancing student learning. Fieldwork has been an important component of both her research and teaching, and she has experience of undertaking fieldwork in a variety of different environments across the World, including sites in Europe, Canada, New Zealand and South Africa.

David Conradson teaches human geography at the University of Canterbury in New Zealand. He has professional qualifications in geography and psychotherapy, and together these trainings have alerted him to the complex ways in which relational conditions, past and present, can both enable and inhibit learning. From this perspective, he has become interested in the co-creation of supportive learning environments for university students.

Michael DeMers, PhD, GISP, is Professor of Geography in the Department of Geography at New Mexico State University where he focuses on Geographic Information Science, Landscape Ecology and Geography Education, especially GIS education. He holds the James R. Anderson Medal of Honor in Applied Geography, given by the

Applied Geography Specialty Group of the American Association of Geographers, and the Wheeler Peak Lifetime Achievement Award given by the New Mexico Geographic Information Council.

Sarah Dyer is an Associate Professor in Human Geography at the University of Exeter, UK. She is a member of the editorial board of the *Journal of Geography in Higher Education* and is author of 'Appreciate: cards to support appreciative partnership learning' (available to download from the Advance HE website). Her research explores various connections between work and higher education, including academics' working lives and narratives of student employment and employability.

James Esson, PhD, is Lecturer in Human Geography in the Department of Geography and Environment at Loughborough University, and head of the RGS-IBG RACE's Learning and Teaching subcommittee. The RGS-IBG's Race, Culture and Equality Working Group (RGS-IBG RACE) was established in 2015, with the aim of encouraging and undertaking geographical research, curriculum development and positive action for change on issues around race and racism.

Matt Finn, PhD, FHEA, is a Senior Lecturer in Human Geography. He explores the contemporary conditions of education as a geographer through approaches which include participatory action research (PAR). He is interested in childhood and young people's lives and has researched how the rise of data changes the way people think about themselves and are governed in educational settings. He is a member of the editorial collective of *Geography*, the Geographical Association's international journal for lecturers, teachers and students in post-16 geography.

Derek France, PhD, NTF, FHEA, teaches physical geography in the Department of Geography and International Development at University of Chester. He was awarded a UK National Teaching Fellowship in 2008 and Professor of *Pedagogy in Geographical Sciences* in 2009. He was the recipient of the 2013 RGS-IBG Taylor and Francis Award for Excellence in Teaching and Learning Higher Education Geography. Derek is co-editor of the *Journal of Geography in Higher Education* and has research interests in the pedagogy of fieldwork and mobile learning. In 2018, he received national recognition for the work of the Enhancing Fieldwork Learning team through a national Collaborative Award for Teaching Excellence (CATE).

Erin H. Fouberg is Professor of Geography and Director of the Honors Program at Northern State University in Aberdeen, South Dakota, USA. Dr Fouberg is a broadly trained human geographer with expertise in political geography and geography education. Dr Fouberg won the Biennial Award for Teaching and Learning from the *Journal of Geography in Higher Education*. She serves on the board of the National Council for Geographic Education. Dr Fouberg co-authors two college level textbooks: *Understanding World Regional Geography* and *Human Geography: People, Place, and Culture*, both published by Wiley.

Ian C. Fuller, PhD, FHEA, is Professor of Physical Geography in the School of Agriculture and Environment at Massey University in New Zealand, where he was awarded a 2015 Vice Chancellor's Teaching Excellence Award for Sustained Commitment to Teaching Excellence and nominated for the National Tertiary Teaching Excellence Award. He is a

sub-editor of the *Journal of Geography in Higher Education* and researches the pedagogy of fieldwork. Completing his doctorate in 1995, his teaching career began as a tutor in Aberystwyth, prior to a lectureship at Northumbria in 1996, before moving to Massey in 2003. Beyond teaching, his research focuses on fluvial geomorphology at multiple spatial and temporal scales.

Amy L. Griffin is a Senior Lecturer in Geospatial Sciences in the School of Science at RMIT University in Melbourne, Australia. She has taught in a multidisciplinary school for 15 years and is an active researcher in both geospatial science and pedagogical practice in Geography. She serves on the editorial board of the *Journal of Geography in Higher Education*.

Martin Haigh, PhD, NTF, SFHEA, is Emeritus Professor of Geography, Department of Social Sciences, Oxford Brookes University, UK and a former editor of the *Journal of Geography in Higher Education*. In 2010, he was awarded the Royal Geographical Society's 'Taylor and Francis Award for Excellence in Geography Teaching (Higher Education)'. His special interests include environmental education for a sustainable future, dharmic pedagogies, the internationalisation of university curricula and applied environmental reconstruction, especially in Uttarakhand, India and Wales, UK. In 2016, Martin was GIAN teaching fellow at the University of Nagaland, India, and from 2017 to 2019, Board of Directors' Thematic Moderator for Geography in the AOPDA-SAARC-ASEAN Postdoc Academia.

Ruth L. Healey, PhD, SFHEA, NTF, is an Associate Professor in Pedagogy in Higher Education at the University of Chester, UK. In 2016, she also joined Healey HE Consultants. Her wide range of pedagogic research interests include teaching for social transformations, debates, ethics, and students as partners. She is on the editorial board of the *Journal of Geography in Higher Education* and is one of the inaugural editors of the *International Journal for Students as Partners*.

Jennifer Hill, PhD, is an Associate Professor in Teaching and Learning at the University of the West of England, Bristol, UK, where she teaches, researches, and develops curricula and practice in geography and cognate disciplines. Jenny is a Chartered Geographer, Fellow of the Royal Geographical Society, a National Teaching Fellow and a Principal Fellow in the UK Professional Standards Framework. Jenny's educational enquiry has focused on student partnership, assessment and feedback, the development of graduate attributes, learning spaces, and the teaching–research dialectic. She has published over 90 journal articles, book chapters and co-edited books. Jenny has chaired the RGS-IBG Higher Education Research Group and is currently a member of the international editorial boards for *Journal of Geography in Higher Education*, *Higher Education Pedagogies* and *GEOverse*.

Richard Hodgkins, PhD, SFHEA, is a Senior Lecturer in Physical Geography at Loughborough University, Director of Studies in the School of Social Sciences and Humanities, Senior Fellow of the HEA, and External Examiner for the Open University Earth and Environmental Science modules. He has 20 years' teaching experience across four institutions at both undergraduate and postgraduate levels. His research concerns the hydrology and meteorology of Arctic, glacier-dominated environments, and he has

published 42 peer-reviewed research papers to date. He is a member of the UK Arctic–Antarctic Partnership Steering Group.

Peter Hopkins is Professor in Social Geography at Newcastle University where he has taught for over ten years. Peter's research interests focus upon: young people's geographies; the geographies of race, ethnicity and religion; and the intersections between masculinities and ethnicities. He is author of *Young People, Place and Identity*, a Routledge textbook for a third-year module of the same name that he has taught at Newcastle for five years. With Simon Tate, Peter has developed a strong interest in student transitions, in particular the transitions of students to university. Before working at Newcastle, Peter taught at Lancaster and Edinburgh Universities and so has experience in working with students in different university systems. Peter has served as external examiner for Geography at Dundee and Exeter and for Geography and Planning at Cardiff. Being an external examiner has provided him with insights into the challenges that first-year geography students face nationally and these inform the writing of this chapter.

Michael Horswell is Senior Lecturer in Applied GIS and Spatial Analysis at the University of the West of England, Bristol. He teaches GIS and remote sensing across all levels, both as core and optional elements of the geography programmes. He also teaches philosophy of science to post-graduate research students. He is a UWE Learning and Teaching Fellow, in recognition of his implementation of longitudinal curricula and explicit incorporation of graduate dispositional development into GIS teaching. He has been involved in developing and delivering international residential field trips, and most recently has led an advanced geographic expedition to South Africa, with Lisa Mol.

Alice Hovorka is Dean and Professor in the Faculty of Environmental Studies at York University in Toronto, Canada. She is an award-winning instructor who has taught courses on gender and environment, animal geographies, human–environment relations, research methods, and contemporary geographic thought at graduate and undergraduate levels. She is active in the scholarship of teaching and learning, exploring issues related to experiential learning, capstone courses, student participation, and student emotional responses to course content.

Annie Hughes, PhD, is a geographer and developed her interest in inclusive academic practices in higher education during her tenure as Director of Geography programmes at Kingston University. She has published on the ways in which normative practice in geographical education act to exclude or disadvantage some groups of students. In her current role as Head of the Learning and Teaching Enhancement Centre in the Directorate of Student Achievement at Kingston University, she is responsible for ensuring that academic learning and teaching practices are inclusive and ensure an equality of opportunity for all students. With Nona McDuff, Annie developed Kingston University's Inclusive Curriculum Framework. Her work has had a significant impact on the educational mission of her institution and the sector more broadly. The Inclusive Curriculum Framework was awarded the Guardian Award for Teaching Excellence in 2017. Annie's research has been supported by Kingston University, as well as AdvanceHE, the Office for Students and the ESRC. She is a Principal Fellow of the Higher Education Academy and is a National Teaching Fellow.

Niem Tu Huynh, PhD, PPCC, FRCGS, is a geographer, multipotentialite and calculated risk taker. Her interest in supporting students in searching for meaningful careers was ignited by her own journey. Professional work took her to Texas, for an Assistant Professor position, and this was followed by a research role in a non-profit organization in Washington, DC. Feeling like the Canada goose, she traced her roots back to Canada where she has since enjoyed working with students as a career advisor (McGill University) and manager of graduate recruitment (Concordia University). Today, Niem explores entrepreneurship through private practice as a Professional and Personal Life Coach as well as an inspirational speaker. She has published chapters about navigating employment prospects for new graduates in the geospatial sciences, geography learning and career readiness.

Joseph Kerski, PhD, GISP, is a geographer who believes that spatial analysis through digital mapping can transform education and society through better decision-making using the geographic perspective. He has served as geographer and cartographer at NOAA, the US Census Bureau, and the US Geological Survey. He teaches online and face-to-face courses at primary and secondary schools, through MOOCs, and universities. Joseph serves as GIS instructor for the University of Denver and Education Manager for Esri, focused on thought leadership in geospatial technology education. This work includes curriculum development, research in the effectiveness of GIS in education, professional development for educators, and fostering partnerships to support GIS in education at all levels, internationally. Joseph holds three degrees in geography, has authored 4,000 videos, 1,000 blog essays, over 100 articles and chapters, and seven books, and is passionate about people and the planet.

Phil Klein, PhD, is Professor in the Department of Geography, GIS, and Sustainability at the University of Northern Colorado (USA), where he is also chair of its Hewitt Institute for History and Social Science Education. He has been involved in several major geography instructional-materials development projects since the 1990s, including *Geographic Issues into Global Inquiry* (GIGI) and the AAG's *Center for Global Geography Education* (CGGE). In addition, he works with several local school districts, K-12 teachers, and publishers to create online geography materials.

Pauline E. Kneale, PhD, PFHEA and National Teaching Fellow (2002), is an Emeritus Professor at the University of Plymouth. She has moved from hydrology and geomorphology research to focus on student skills, Masters level teaching, inclusive assessment, students' experience of university and the position of pedagogic research in REF2014. Career highlights include directing the White Rose Centre for Excellence in Teaching and Learning of Enterprise, University of Leeds 2005–10, and the Higher Education Academy Subject Centre for Geography, Earth and Environmental Sciences 2009–11. In 2010 Pauline was appointed Professor and Pro Vice-Chancellor for Teaching and Learning at the University of Plymouth, where she established and directed the Pedagogic Research Institute and Observatory (PedRIO).

Angela Last is Lecturer in Human Geography in the Department of Geography at the University of Leicester, and Treasurer of the RGS-IBG RACE. The RGS-IBG's Race, Culture and Equality Working Group (RGS-IBG RACE) was established in 2015, with the aim of encouraging and undertaking geographical research, curriculum development and positive action for change on issues around race and racism.

Jieun Lee, PhD, is Assistant Professor in the Department of Geography, GIS, and Sustainability at the University of Northern Colorado. An urban geographer specializing in transportation, urban design and land use planning and policy, her research focuses on gender, socioeconomic, racial and health disparities in marginalized communities. Dr Lee has published in diverse urban studies and public health journals and co-authored several book chapters on global urban health. Currently she is analysing determinants of health and health-care accessibility in Colorado, having been previously involved in community-based research on urban pollution and public health in New York.

Avril Maddrell, PhD, is Professor of Social and Cultural Geography at the University of Reading. She is a feminist geographer, with research interests in spaces, landscapes and practices of death, mourning and remembrance; pilgrimage and sacred mobilities; and gendered historiography. She is co-editor of *Social and Cultural Geography*, author of *Complex Locations. Women's Geographical Work in the UK 1850–1970* (2009, Wiley-Blackwell/RGS), co-author of *Christian Pilgrimage, Landscape and Heritage* (Routledge, 2015), *Charity Shops* (Routledge, 2002), and co-editor of *Consolationscapes . . .* (Routledge, 2019), *Deathscapes. Spaces for Death, Dying, Mourning and Remembrance* (Ashgate, 2010), *Memory, Mourning, Landscape* (Rodopi, 2010), *Sacred Mobilities* (Ashgate, 2015), and *Contemporary Encounters in Gender and Religion* (Palgrave, 2017).

Nona McDuff is Director of Student Achievement at Kingston University, UK. Nona is a panel member on the UK's Teaching Excellence Framework (TEF) and Chair of the Higher Education Race Action Group. With Dr Annie Hughes, Nona developed the Inclusive Curriculum Framework (Guardian Teaching Excellence Award 2017) to ensure students have a relevant and accessible learning experience within and beyond the classroom. Nona has also promoted diversity in staff in higher education and her work was recognised in 2012 by the Guardian Award for Diversity. Nona's research has been supported by Kingston University and the Leadership Foundation for HE. Nona is currently leading the Office for Students' catalyst project to disseminate Kingston's work on the Value Added Metric and the Inclusive Curriculum Framework across five other UK higher education institutions. Nona is a Principal Fellow of the Higher Education Academy and was awarded an OBE in the 2017 Honours List for services to Higher Education.

Gill Miller, FRGS, is Senior Lecturer Emerita in the Department of Geography and International Development at the University of Chester. She is an experienced A-level Chief Examiner and author of textbooks and journal articles for A-level students, and advises on the preparation of A-level Geography papers. She led the GEES *Transitions Special Interest Group Report* (HEA, 2012) with S. Brace and H. Walkington. She is Vice President of the Geographical Association (President 2019–2020) and has two GA Awards for Excellence in 2013 and 2017.

Lisa Mol, PhD, is a geomorphologist, specialising in rock deterioration processes. The interdisciplinary nature of her work has taken her across the world, working in environments as diverse as the Arctic and the high veld of southern Africa. She completed a BSc in Geography at Durham University, as well as an MSc and DPhil at Oxford University. After working at Cardiff University as a lecturer, she took up a lectureship at UWE Bristol where she teaches subjects ranging from Environmental Challenges to Research Skills and Earth Science. She continues to undertake research, primarily the Heritage in

the Cross-Fire project which is funded by the Leverhulme Trust, and other heritage-based projects such as the damage to the Glasgow School of Art. She also works in the natural environment, researching the impacts of climate change on rock deterioration in the Arctic and complex lithology weathering in the Karoo, South Africa.

Niamh Moore-Cherry, PhD, PFHEA, is Vice-Principal for Teaching and Learning at the College of Social Sciences and Law, University College Dublin. She is also Associate Professor of Urban Governance and Development in the School of Geography. Her research is focused on understanding how cities are governed; how urban policy is developed; and with what impacts. She is the author of *Dublin Docklands Reinvented* (Four Courts Press, 2008), has co-edited three books and has papers published in national and international journals. Her current work focuses on the spaces and practices of metropolitan governance, and the implications for spatial planning. Niamh has a strong research and teaching interest in student transitions and students as partners and has co-authored a number of papers on these topics. She is a member of: the Social Sciences Committee, Royal Irish Academy; the IGU Urban Commission Steering Group; and is past-President of the Geographical Society of Ireland.

Carrie Mott is currently an Assistant Professor in the Department of Geography and Geosciences at the University of Louisville after serving two years as an Instructor at Rutgers with the department of Geography. Her research explores the dynamics of racialized difference in the United States. Her present research investigates the processes of settler colonialism and white supremacy in the US Pacific Northwest by looking to reclamation projects throughout the Columbia River Basin. This project builds upon her dissertation work on the racialized dynamics of social justice movements in the US/Mexico borderlands. She also has published on topics related to knowledge production in geography, looking at teaching as well as practices of citation and research.

Ash Parton, PhD, is a Senior Lecturer in the Department of Social Sciences at Oxford Brookes University, and a Lecturer at Mansfield College, Oxford where he has taught Physical and Environmental Geography for the past four years at both undergraduate and postgraduate levels. He is a palaeoenvironmental scientist and geoarchaeologist with interests in the dynamics and periodicity of long-term climate change in drylands and the potential effects of such changes on human populations and has published over 40 peer-reviewed research papers to date.

Eric Pawson is Emeritus Professor of Geography at the University of Canterbury, New Zealand. His teaching and research interests focus on global environmental issues, environmental history and management, and active learning. He is a national tertiary teaching award winner, and author or editor of about a dozen books. Recent publications include 'What sort of geographical education for the Anthropocene?', *Geographical Research*, 2015 and 'Classrooms without borders: new spaces and places of learning', *Journal of Geography in Higher Education*, 2016, as well as two essays in the *International Encyclopedia of Geography* (AAG/Wiley-Blackwell, 2017) on ecological imperialism and environmental history respectively. He is a registered academic auditor with the Academic Quality Agency, Wellington.

Mark Poskitt graduated with a BSc in Geography and Philosophy from the University of Canterbury, New Zealand, in 2017. He is now studying a Masters in Community and

Regional Planning at the University of British Columbia, Canada. His interests include urban design, health geographies, the ethics of everyday life, and the philosophy of language and meaning. Mark enjoys open, discussion-based learning, as well as finding things out independently for himself. He participated in the Australasian Conference for Undergraduate Research in Adelaide in 2017, presenting a paper based on voluntary research into urban resilience in post-earthquake Christchurch undertaken over the preceding year. This has been published in the open access journal *Macquarie Matrix*.

Kamalini Ramdas is Senior Lecturer at the Department of Geography, National University of Singapore. Her research focuses primarily on feminist care ethics and the geographies of familyhood and community. She is particularly interested in how community politics and activism by marginalised groups produce alternative spaces of care and possibility. Kamalini obtained her PhD degree from the National University of Singapore in May 2013. Prior to joining the Department of Geography, she worked with the Asia Research Institute and The Economist Intelligence Unit. She has published in *Environment and Planning A*, *Environment and Planning D: Society and Space*, *Gender Place and Culture*, *Geoforum* and has also co-edited *Untying the Knot: Marriage and Reality in Asian Marriage* (with Gavin Jones; Singapore: NUS Press, 2004) and *Changing Landscapes of Singapore: Old Tensions, New Discoveries* (Singapore: NUS Press, 2013). Kamalini is on the editorial board of *Gender, Place and Culture* and is also co-Chair of the IGU Gender Commission's Young and Emerging Scholars Taskforce (YES!). She has also volunteered with non-governmental groups such as AWARE and Action for AIDS Singapore. She continues to volunteer with Sayoni, a local LGBTQ group in Singapore.

Chris Ribchester, PhD, SFHEA, is an Associate Professor: Learning and Teaching in the Centre for Excellence in Learning and Teaching at the University of Derby, UK having previously been an Academic Practice Advisor at the University of Birmingham, UK. Prior to this, he was a lecturer in human geography for over 20 years, and has led and collaborated with others on research projects exploring different dimensions of the student experience, focusing on both discipline-specific pedagogies (for example fieldwork) as well as more generic topics (for example, induction and the transition to university, employability, assessment feedback).

Bradley Rink, PhD, is Senior Lecturer in the Department of Geography, Environmental Studies & Tourism at the University of the Western Cape (UWC) in Cape Town, South Africa, where he focuses his research and teaching on mobilities, tourism and urban place-making. His recent outputs have been published in leading journals within his field, including *Mobilities*, *Transfers*, *Tourism Geographies*, *Urban Forum*, as well as various edited collections. He is the recipient of the 2017 UWC *Faculty of Arts Teaching & Learning Award*, as well as the 2017 CHE-HELTASA *National Excellence in Teaching and Learning Award*.

Zoe P. Robinson, NTF, PFHEA, is Professor of Sustainability in Higher Education and Director of Education for Sustainability at Keele University, UK. Zoe is a Principal Fellow of the Higher Education Academy and a National Teaching Fellow for her work in the area of Education for Sustainable Development. Zoe's teaching and research focuses on the broad area of sustainability in higher education with particular research emphasis on educational approaches, covering the development of sustainability as a field of research

and study, supporting interdisciplinary learning, and activist learning for sustainability. In the spirit of interdisciplinarity inherent as a geographer, Zoe continues to research in glacial environments focusing on the interaction and dynamics between geomorphology, hydrology, ecology and biogeochemical cycles.

Jessica Salo, PhD, is an Associate Professor in the Department of Geography, GIS, and Sustainability at the University of Northern Colorado (USA), where she teaches various courses related to geospatial technology and landscape ecology. Her research focuses on the interaction between rivers and surrounding ecosystems. Currently, she is investigating historic river channel migration and its impact on adjacent cottonwood forests in eastern Colorado. Dr Salo is engaged in several local research and professional activities, allowing her to provide research positions to undergraduate students and promote student involvement in their own professional growth.

David M. Schultz, SFHEA, is Professor of Synoptic Meteorology in the School of Earth and Environmental Sciences, University of Manchester. He has been awarded the university's Teaching Excellence Award twice, in 2014 and 2017. He led the development of two eLearning tools for climate (BuildYourOwnEarth.com) and weather (ManUniCast.com) and developed and taught a Coursera MOOC on Earth science 'Our Earth'. He is the author of *Eloquent Science: A Practical Guide to Becoming a Better Writer, Speaker, and Atmospheric Scientist*.

Ifan D.H. Shepherd is Professor of GeoBusiness at Middlesex University Business School, where he is Director of its DBA programme. During the early years of his career in a geography department, he developed an abiding interest in the application of ICT to teaching and learning, for which he was awarded the Royal Geographical Society prize in 2001. This early work grew to embrace GIS, remote sensing and data visualization and, more recently, to the application of videogame and augmented reality technologies to geographical information analysis. More recently, he has published a book on the transfer of learning, developed courses in GIS for Business and Geodemographics, and established the first MA in e-Business course in the UK. Ifan has been involved in numerous government-funded research projects, both nationally and internationally, and his recent publications have addressed the problems of 3D data visualization, the convergence of videogame and GIS technology, data analytics and transdisciplinarity.

Michael Solem, PhD, is Co-Director of the National Center for Research in Geography Education. He holds a joint appointment at Texas State University (Professor of Geography) and the American Association of Geographers (Senior Adviser for Geography Education). His publications include articles in the *Annals of the Association of American Geographers*, *The Professional Geographer*, *Research in Higher Education*, *Education About Asia*, *The Geography Teacher*, *Journal of Geography in Higher Education*, and the edited books *Aspiring Academics*, *Teaching College Geography*, *Practicing Geography*, and *Learning Progressions for Maps, Geospatial Technology and Spatial Thinking: A Research Handbook*. Michael has twice received the *Journal of Geography in Higher Education's* award for promoting excellence in teaching and learning for his research on faculty development and graduate education in geography. He is the 2015 recipient of the AAG Gilbert Grosvenor Honors in Geographic Education.

Rachel Spronken-Smith is a Professor in Higher Education and Geography and Dean of the Graduate Research School at the University of Otago, New Zealand. She did her PhD in Geography at the University of British Columbia, and then lectured in Geography at the University of Canterbury, NZ for nine years. Rachel completed a Postgraduate Diploma in Tertiary Teaching in 2002, and moved into Higher Education at the University of Otago. Rachel has led national projects on inquiry-based learning and graduate attributes and also has research interests in doctoral education. She has won teaching awards at the University of Canterbury and the University of Otago, and in 2015 she was awarded a national tertiary teaching award for sustained excellence in teaching. In 2016 she won the TERNZ-HERDSA medal for Sustained Contribution to the Research Environment in NZ, and gained a Fulbright Scholar Award for research on PhD education and graduate outcomes.

Simon Tate is a Senior Lecturer in Geography and the Director of Excellence in Learning and Teaching for the School of Geography, Politics and Sociology at Newcastle University. As well as producing academic outputs on the issue of student transitions, in 2012 he co-authored (with Peter Hopkins) a report on the issue for the HEA. Subsequently, Simon was appointed as an academic consultant by several exam boards, advising on ways to improve the transition from A-level to degree-level geography. Simon is also a member of the Royal Geographical Society's Accreditation Panel for Undergraduate Degree Programmes and in 2018 he won Newcastle University's Vice-Chancellor's Education Excellence Award in recognition of his impact upon the experience of students at Newcastle University and beyond. Simon's other academic interest is the geopolitics of the Anglo-American Special Relationship. In January 2012 his single-authored monograph, *A Special Relationship? British Foreign Policy in the Era of American Hegemony*, was published by Manchester University Press.

Timothy Vowles, PhD, is an adjunct professor of geography at the University of Northern Colorado, where he teaches both undergraduate and graduate classes. He has been on the faculty of several different institutions with wide ranging educational missions in the United States and New Zealand. Tim has directed the Advanced Placement Program Summer Institute at UNC, helping prepare high school educators to teach the AP Human Geography course. He is also a multi-time winner of the First-Year Scholars' Outstanding Faculty Award at the University of Northern Colorado.

Helen Walkington, PhD, NTF, PFHEA, is Professor of Higher Education in the Department of Social Sciences at Oxford Brookes University, UK where she teaches geography and carries out research into higher education pedagogy. She has written and presented widely on the research-teaching nexus, research-based learning strategies and research mentoring excellence, particularly at undergraduate level. Helen initiated and managed a university-wide student experience project called *Get Published!* and supports students in publishing their work through the national undergraduate research journal *GEOverse*. In 2018 she received the Taylor and Francis Award from the RGS-IBG for sustained contributions to teaching and learning in Higher Education. She is on the editorial boards of the *Journal of Geography in Higher Education*, *Higher Education Pedagogies* and *Scholarship and Practice of Undergraduate Research*.

Richard I. Waller, SFHEA, is a Senior Lecturer in Physical Geography in the School

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Kate Whalen is a PhD candidate in the School of Geography & Earth Sciences at McMaster University. Kate holds an MA from McMaster University. Her Masters research was published in *Transportation Research Part A: Policy and Practice*, *Urban Studies* and *The Journal of Transport Geography*. Recent interests include exploring the extensive history of geography education in providing a platform to foster human and environment interactions and experiential learning. Kate is currently working to understand the role of experience in the learning process with a focus on reflection as a tool for teaching and learning. Kate previously developed and managed McMaster's Office of Sustainability before spearheading the development and management of McMaster's Academic Sustainability Programs Office starting in 2014, where she currently works to provide students with interdisciplinary, student-led, community-based and experiential learning opportunities focused on addressing real-world sustainability problems in the Hamilton community.

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