

CONTRIBUTORS

Ben Bradley is the Foundation Professor of Psychology at Charles Sturt University. His current empirical research is on the group psychology of babies and Darwin's texts. He has theoretical interests in the poetics of psychological writing – see for example his book *Visions of Infancy* (1989) – the concept of ‘thirdness’, and the psycho-social constitution of experience and its implications for pedagogy, as elaborated in his monograph on *Psychology and Experience* (2005). He currently directs a comprehensive curriculum initiative at Charles Sturt University, addressed to the undergraduate degree.

Wilfred Carr is Professor of the Philosophy of Education and former Head of the School of Education and Dean of the Faculty of the Social Sciences at the University of Sheffield. He is also an Honorary Professor in the School of Education and Social Work at the University of Sydney. He is Honorary Vice-President of the Philosophy of Education Society of Great Britain and a member of its National Executive. His books include *Becoming Critical: Education, Knowledge and Action Research* (1986), which he co-authored with Stephen Kemmis and which was translated into Spanish in 1989, and *For Education: Towards Critical Educational Inquiry* (1996), which has been translated into Spanish and Chinese. He edited *The RoutledgeFalmer Reader in Philosophy of Education* (2005), and is Executive Editor of the journal *Pedagogy, Culture and Society*.

Della Fish is currently a Professor in the School of Health Science at University of Wales, Swansea, UK. She worked for 22 years in teacher education, with a particular interest in curriculum design and development. A developing passion for the challenge of providing education in clinical settings led her, in 1994, to extend this work into full-time consultancy. It also led to her work in 1999 in postgraduate medical education, and in 2000-2003 to working for the Royal College of Surgeons of England, with Linda de Cossart, in developing the draft curriculum for SHOs in surgery. From 2003 to 2006, she held a Chair in education for postgraduate medicine at the Institute of Learning and Teaching, King's College London. Her recent publications include *Cultivating a Thinking Surgeon: New Perspectives on Clinical Teaching, Learning and Assessment* (2005) and *Developing the Wise Doctor: A Resource for Trainers and Trainees in MMC* (2007), both co-authored with Linda de Cossart.

Bill Green is Strategic Research Professor with the Research Institute for Professional Practice, Learning and Education (RIPPLE) and Professor of Education in the Faculty of Education at Charles Sturt University. His research interests and publications range across literacy studies and curriculum inquiry, with a particular focus on English curriculum history, doctoral research education, professional practice and education, and education for rural-regional sustainability.

Joy Higgs is Strategic Research Professor in Professional Practice in the Research Institute for Professional Practice, Learning and Education (RIPPLE) and Director of the Education for Practice Institute at Charles Sturt University. She has published extensively on professional practice and knowledge, clinical decision-making, professional education and qualitative research methods. Recent books include: *Communicating in the Health Sciences* (2008), *Clinical Reasoning in the Health Professions* (2008), *Contexts of Physiotherapy Practice* (2008), *Being Critical and Creative in Qualitative Research* (2007), *Developing Practice Knowledge for Health Professionals* (2004), *Professional Practice in Health, Education and the Creative Arts* (2001) and *Practice Knowledge and Expertise in the Health Professions* (2001).

Stephen Kemmis is Professor of Education in the School of Education, Charles Sturt University, Wagga Wagga. He has written extensively on critical participatory action research and the nature and study of practice. Among his publications are *Becoming Critical: Education, Knowledge and Action Research* (1986), co-authored with Wilfred Carr; the chapter "Participatory Action Research: Communicative Action and the Public Sphere" (in Norman Denzin and Yvonna Lincoln [eds], *The Sage Handbook of Qualitative Research* (2005 [3rd edn.]), co-authored with Robin McTaggart; and *Enabling Praxis: Challenges for Education* (2008), co-edited with Tracey J. Smith.

Tom Lowrie is Professor of Education in the Faculty of Education and Director of the Research Institute for Professional Practice, Learning and Education (RIPPLE) at Charles Sturt University. He began his career teaching in primary schools and has taught in universities both in Australia and North America. He currently holds an Australian Research Council (ARC) grant that is investigating the way in which young children make sense of graphics in problem solving. His book *Mathematics for Children: Challenging Children to Think Mathematically* is in its third edition.

Rob Macklin is the Head of the School of Commerce at Charles Sturt University. He has taught in the areas of management theory and practice, business ethics, industrial relations and research methods. He has a track record in the conduct of qualitative research into managers and employees in Australian organisations and has published in the area of justice, morality and human resource management. He is currently undertaking a study into the role of practical wisdom in business ethics and qualitative research. Rob is a foundation Key Researcher in the Research Institute for Professional Practice, Learning and Education (RIPPLE).

Lindy McAllister is in the School of Medical Education at the University of Queensland. She was formerly Associate Professor of Speech Pathology at Charles Sturt University, and a foundation Key Researcher of the Research Institute for Professional Practice, Learning and Education (RIPPLE). She has published two books on fieldwork education in allied health professions, has researched the development of reasoning and communication skills for intercultural practice, and