

Notes on Contributors

Radha Rani Baichoo – an academic at the Mauritius Institute of Education, where she is engaged in teacher education in the domain of English Language Teaching, research in education and curriculum development. She is currently involved in her doctoral studies in the area of organisational academic identity construction, and her research interests include wellness at the workplace, curriculum development, teacher education, nation building, inclusive education, organisational identification and organisational sustainability.

Yesha Mahadeo Doorgakant – PhD, an academic teacher and a lecturer specialized in linguistics at Mauritius Institute Education. Her research interests are grounded within the premises of educational linguistics. She is an author of textbook materials at secondary level for Grades 8 and 9, which include the study of multilingualism as a theoretical construct, translanguaging and multilingual pedagogies in multilingual educational system. Her latest publications include articles on teacher education and higher education.

Katrina Foy – a lecturer in Initial Teacher Education at the University of Aberdeen. Her research interests include learning and teaching with technology specifically Digital Games Based Learning (DGBL), video commentary and capture and Design Based Research (DBR).

Jolanta Galecka – a PhD student in Education at the University of Gdansk. Researching expertise in teaching and learning, teachers' epistemological beliefs and narrative approaches in education. Interested in embodied cognition, cognitive emotions and the science of interest.

Martin Hagan – PhD, the Head of Education and Chair of the undergraduate teacher education programmes at St. Mary's University College, Belfast. His research interests focus on teacher education and the development of professional identity. His latest publications include articles on teacher education.

Dana Hanesová – Prof. Paed, PhD, employed at the Faculty of Education, Matej Bel University, Slovakia. Her scientific interests are teacher training, teaching methodology, teacher education, transversal competencies. Author of the following books: *Teachers under the microscope: A review of research on teachers in a post-communist region* (2016); *Internationalization of Higher Education: Teachers' Handbook* (co-author A. Zelenková, 2021).

Felicity Healey-Benson – a doctoral candidate engaged in phenomenological educational research at the UWTSd, where she also practices as an Entrepreneurial Learning Champion. Following a career in Learning & Development, her research builds upon academic and work-based programme teaching experience, with specific expertise in leadership and management development, and sustainability. She is a co-founder of the 'Harmonious Entrepreneurship Society' promoting harmonious approaches to entrepreneurship to address the sustainability challenge, which includes supporting educators in facilitating 'Harmonious Entrepreneurship'. Active in a number of community roles, she is also a co-founder of 'hanfod.NL,' which aims to shape and strengthen phenomenology's contribution to networked learning. Her research interests include entrepreneurship, sustainability, education, and phenomenology.

Faye Hendry – a lecturer who leads the secondary education postgraduate programme at the University of Aberdeen. Her research interests include literacy and English education and supporting students' academic writing.

Elena Hohensee – a research assistant and doctoral student in the project ZZL-Network in the *teachers' health* content area at Future Centre of Teacher Education (ZZL), Leuphana University Lüneburg. Her work and research focus on the health and health literacy of novice teachers.

Marie Huxtable – PhD, Visiting Research Fellow, University of Cumbria, UK, Editor of *Educational Journal of Living Theories* (EJOLTS – <http://ejolts.net>). Her scientific interests focus on Living Educational Theory Research in particular and other forms of professional practitioner educational research in general and educational psychology. Author of the following books: *Gifts, Talents and Education: A Living Theory Approach* (co-author J. Whitehead, 2009); *Creative and Philosophical Thinking in Primary Schools* (co-authors R. Hurford, J. Mounter, 2009).

Elin McCallum – originally a youth worker and VET teacher. She has specialised in entrepreneurial education since 2004. In 2016 she co-founded Bantani Education to build new collaborations, develop stronger networks, and shape new ways to innovate and experiment in the area of entrepreneurial education and learning for life-skills. In 2021, she was recognised as one of the top 100 European Women in Social Enterprise.

John Paul Mynott – senior lecturer, head of the Initial Teacher Education Department at the University of Aberdeen. His research interests explore collaboration, digital professional learning and Lesson Study. Twitter: @jpmynott.

Lea Oksanen – a doctoral candidate at the LUT University. She has participated in building up the EntreCompEdu continuous professionalisation development programme for teachers. Along the process, she has been focused on the scientific research on entrepreneurship education. Her academic background is in business administration and humanities.

Stephan Schiemann – Prof., PhD, a university professor of sports science since 2012 at Leuphana Universität Lüneburg, a board member of the Centre for Applied Health Sciences (ZAG) and a head of the *teachers' health* content area in the ZZL-Network project at Future

Centre of Teacher Education (ZZL). His work focuses on physical activity in the context of health promotion as well as sports science studies on strength and flexibility training.

Lorna Stewart – a lecturer in Initial Teacher Education, who heads up primary recruitment at the University of Aberdeen. Her research interests include primary mathematics and student placement experiences.

Fanni Trendl – an assistant lecturer at the University of Pécs. Her research interests are the practice of inclusion in Higher Education and the participation of the Roma students in education. She is a former member and currently the Head of the Henrik Wislocki Student College, which supports Roma students at the University of Pécs.

Aranka Varga – an assistant professor at the University of Pécs, Chair of Institute of Education Sciences. Her research interests are theory and practice of inclusion and education of disadvantaged and Roma students. She is a founder and a leader of an organisation which promotes success of Roma students at the university (Student College). Her research focuses on resilience, inclusive excellence and empowerment.

Kitti Vitéz – an assistant lecturer at the University of Pécs and a PhD student at the “Education and Society” Doctoral School of Education Programme. Her research field is related to inclusion in Higher Education. She is a member of the “Inclusive University” project at the University of Pécs and she is a helper of two Student Colleges which focus especially on Roma and disadvantaged students.

Jack Whitehead – PhD, Visiting Professor: University of Cumbria, UK; Ningxia University, China; Edge Hill University, UK. Member of the editorial board of the *Educational Journal of Living Theories* (EJOLTS – <http://ejolts.net>). His scientific interests focus on Living Educational Theory Research in particular and other forms of professional practitioner educational research in general. Author of the following books: *Living Theory Research as a Way of Life* (2018); *International Educational Development and Learning through Sustainable Partnerships: Living Global Citizenship* (co-authors S. Coombs, M. Potts, 2014); *The Growth of Educational Knowledge. Creating Your Own Living Educational Theories* (1993).