LIST OF CONTRIBUTORS

Cheryl Amundsen Faculty of Education, Simon Fraser

University, Burnaby, Canada

Lorenza Antonucci School of Social Sciences, University of

West of Scotland, Paisley, UK

Vicki Baker Albion College, Albion, MI, USA

Jill Blackmore Deakin University, Burwood, Australia

Brandon Collier-Reed Department of Mechanical Engineering,

University of Cape Town, South Africa

Jesús de la Fuente Department of Psychology, University of

Almeria, Almeria, Spain

Vicky Gunn Learning and Teaching Centre, University

of Glasgow, Glasgow, UK

Jeroen Huisman University of Gent, Gent, Belgium

Sylvia Hurtado University of California Los Angeles,

Los Angeles, CA, USA

David Hyatt School of Education, University of

Sheffield, Sheffield, UK

Åke Ingerman Department of Pedagogical, Curricular

and Professional Studies, University of

Gothenburg, Sweden

Nataliya Ivankova University of Alabama at Birmingham,

Birmingham, AL, USA

Ian M. Kinchin University of Surrey, Guildford, UK

António Magalhães CIPES, Matosinhos, Portugal

Chris McAllister School for Business and Society, Glasgow

Caledonian University, Glasgow, UK

Lynn McAlpine University of Oxford, Oxford, UK

Antigoni Papadimitriou Department of Educational Research,

University of Oslo, Oslo, Norway

Meghan Pifer Widener University, Chester, PA, USA

David Putwain Psychology, Edge Hill University,

Ormskirk, UK

Airi Rovio-Johansson Gothenburg Research Institute, University

of Gothenburg, Gothenburg, Sweden

Paul Sander Colegio Williams, Mexico City, Mexico

Karen Smith Educational Development Unit, University

of Greenwich, London, UK

Sofia Branco Sousa CIPES, Matosinhos, Portugal

Malcolm Tight Lancaster University, Lancaster, UK
Gill Turner University of Oxford, Oxford, UK

Lesley Vidovich The University of Western Australia,

Crawley, Australia