LIST OF AUTHORS

Sally Aston is a lecturer at St. Mary’s University College, London specialising in primary Design and Technology. Her previous experiences include primary teaching, consultancy in England and overseas, writing books for children and papers for international journals. Research interests include primary D&T and sustainability.

David Barlex is an acknowledged leader in Design and Technology education, curriculum design and curriculum materials development. He taught Science and Technology in comprehensive schools for 15 years before becoming a teacher educator. He directed the Nuffield Design and Technology Projects from 1990 to 2010, which produced an extensive range of curriculum materials widely used in primary and secondary schools in the UK.

Clare Benson is director for The Centre for Research in Primary Technology (CRIPT) based at Birmingham City University. She taught in primary and secondary schools before moving into Higher Education. She has written extensively about primary Design and Technology and has given numerous presentations in England and overseas. Current research interests include Early Years and children’s perceptions of Design and Technology.

Pascale Brandt-Pomares is a senior lecturer at the IUFM Aix-Marseille, Université de Provence and a member of the Gestepro team of the UMR ADEF (learning, teaching, assessment, training). Her research is focused on implementing information and communication technologies (ICT) in education and, in particular, about information retrieval in Technology education, through a range of teaching and learning situations.

Marjolaine Chatoney is a lecturer at the University of Provence-IUFM in Aix-Marseille and director of the Science and Technology department. She is a member of laboratory GESTEPRO - Research Unit ADEF (learning, teaching, assessment, and training). She has undertaken research relating to the teaching and learning process in Science and Technology education. She has published articles in national and international scientific journals and actively contributes to the development of Technology education.

Vicki Compton is a research director with the University of Auckland. She has been involved in research, policy and curriculum development in Technology education for over 17 years. She is currently undertaking research focused on the nature of student technological literacy resulting from the implementation of the 2007 New Zealand Technology curriculum.

Alan Cross has worked as a primary school teacher, deputy headteacher, local authority teacher advisor and university lecturer. He has written books and articles...
about primary Science and Technology. Alan’s classroom research has examined aspects of teaching and learning such as learner autonomy and ways in which teachers and others describe teaching Design and Technology.

**John Dakers** has published extensively on matters relating to Technology education and the philosophy of technology. His primary research focus is the incorporation of technological literacy into the Technology education curriculum. His most recent book *Analyzing Best Practices In Technology Education* co-edited with Marc De Vries, Rodney Custer and Gene Martin was awarded the Silvius-Wolansky Award for the Outstanding Scholarly Publication in Technology Education.

**Wendy Dow** is an independent researcher. Previously she was a lecturer in Educational Studies at the University of Glasgow. She has worked collaboratively on a range of projects in, and has carried out research into a number of areas pertaining to, Design and Technology Education. Her main research interests are the effect of implicit theories on pedagogy and learning, and factors affecting motivation.

**Wendy Fox Turnbull** is a senior lecturer and deputy head of school in the School of Sciences and Physical Education at the University of Canterbury, Christchurch, New Zealand. She predominantly lectures in Technology education and professional studies in primary initial teacher education programmes. Her research interests include the impact of authenticity in Technology education and the nature of conversation in the Technology classroom.

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**Keith Good** is a senior lecturer at the University of Greenwich, London where he is responsible for primary Design and Technology. He has worked in thirteen countries and has given seminars at the National Exhibition Centre, Birmingham for the D&T/ICT Education show for eight consecutive years. Keith is the author of eight books for children and teachers.

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**Pasi Ikonen** is a primary school teacher and secondary school Technology education teacher. He acted as a primary teacher and secondary level Technology teacher between 1992–2003. Since 2003, he has worked as a university lecturer in the Department of Teacher Education in Jyväskylä University, Finland.

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**Steve Keirl** has taught Design and Technology in all levels of education, is a D&T curriculum theorist, designer and author. He was a TaskForce member for the National Investigation into the Status of Technology Education in Australian Schools. From January 2011, he is Reader in Design Education at Goldsmiths, University of London.

**Julie Lunt** is currently Executive Officer – Primary at the Design and Technology Association. She is also associated with The Centre for Research in Primary Technology (CRiPT) based at Birmingham City University. Her research interests include children’s perceptions of Design and Technology, the nature of writing tasks, and designing.

**Denise MacGregor** is the Programme Director for the Bachelor of Education, Design and Technology Education at the University of South Australia. Denise has previously worked as a primary school teacher and a Science and Technology coordinator. She has worked with teachers in South Africa and Papua New Guinea developing Design and Technology curriculum. Her research interests include the development of early career teachers’ professional identity, and the link between Design and Technology and place based learning.

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Bhav Prajapat is currently Senior Lecturer at the University of Brighton and Coordinator for Design and Technology Education across post and undergraduate courses across all age phases. She has worked as a designer and an educator. Ms Prajapat’s research interests relate to perceptions of Design and Technology Education.

Aki Rasinen is a teacher of technical subjects. He is working as Senior Lecturer in Pedagogy of Technical Work and Technology at the Department of Teacher Education, University of Jyväskylä, Finland. He has also been involved in developing collaborative projects in Zambia, Namibia and Mozambique. He has visited several countries in Europe, Africa, America and Asia as part of his work.

Timo Rissanen graduated as a primary teacher in 1992. He taught in primary schools before undertaking further studies in Technology education. Since 1996 he has worked as a university teacher in the Department of Teacher Education in the University of Jyväskylä, Finland.

Maggie Rogers set up and coordinated the Design and Technology courses on the Primary BA(Ed) and Postgraduate Certificate of Education at Goldsmiths, University of London from 1987 until 2007, after teaching in primary and secondary schools for nearly twenty years. Her research into Education for Sustainable Development has been disseminated widely. Maggie has been a senior research associate in a variety of nationally funded projects.

Marion Rutland is a principal lecturer for Design and Technology (D&T) Education at Roehampton University, England. She was course tutor for the PGCE Secondary D&T and Curriculum Leader for primary D&T programmes. Currently, she is D&T Leader for school based graduate teachers for the West London Programme, the MA D&T Tutor and a PhD supervisor.

Marc Schäfer is a former head of the Education Department and holds the FRF Mathematics Education Chair at Rhodes University in Grahamstown, South Africa. Although his prime research curiosities lie in Mathematics Education, he has engaged in research and development of Technology education in South Africa, particularly in the rural areas of the Eastern Cape.

Martin Seidel is a senior lecturer at Roehampton University, London and is the subject coordinator for Design & Technology within the Department of Education. Roehampton University offers specialist courses in Design & Technology for both Primary and Secondary Initial Teacher Training. Ongoing research interests are looking at expectations within D&T from both teachers’ and pupils’ perspectives.

Andrew Stevens is a lecturer in Technology education at Rhodes University, Grahamstown, South Africa. He taught mathematics in high schools and was the...
principal of one of the first non-racial schools in South Africa before joining the ORT-STEP Institute, a non-government organisation which pioneered the introduction of Technology education in South Africa. He is interested in the development of the field of Technology education, particularly through the expansion of teacher education and research.

Kate Ter Morshuizen is currently retired after 46 years of teaching. She has worked extensively in both Pre-service and In-service teacher training and is particularly interested in working with disadvantaged communities. Currently she is still involved in writing Technology education textbooks and supplementary material. She is also involved in writing children’s books.

Tara Treleven has been a primary school teacher in South London since 1999. She is currently both the Science and Design and Technology Co-ordinator in her school. She has always had an interest in Design and Technology in the Early Years and has led workshops at the Design Museum, London and the CRIPT conference on the importance of designerly thinking.

Sonja Vandeleur has taught Technology at Roedean School, South Africa since 1998 and is currently Head of Department. She has undertaken postgraduate study in Technology Education at Rhodes University and her research interests include curriculum development, assessment, thinking skills and technological literacy.

Zanariah Yusef binti Mahyun and Rama Vengrasalam both work at the Institut Pendidikan Guru Malaysia, Tun Hussein Onn, which is one of the most highly acclaimed teacher training institutes in Malaysia. Both were members of the collaboration development team, working with Canterbury Christ Church University to upgrade the Malaysian teacher training course from Diploma to Honours Degree bearing course. Rama acted as a consultant to the enquiry that led to the establishment of the initiative. Zanariah was the programme director at Tun Hussein Onn for the collaborative programme and Rama played a major part in the planning and delivery of the course.