

Short biographies

Ronald Barnett is Emeritus Professor of Higher Education at University College London Institute of Education (UCL IOE), and for thirty-five years has been working to develop the philosophy of higher education. His (26) books (12 sole-authored) include *The Idea of Higher Education*, *Realizing the University in an age of supercomplexity*, *A Will to Learn: Being a Student in an Age of Uncertainty* and *Beyond All Reason: Living with Ideology in the University*. Recently, he has completed a trilogy on understanding the university in the twenty-first century, the three books being, in turn, *Being a University* (2011), *Imagining the University* (2013), and *Understanding the University* (2016). He is a past-Chair of the Society for Research into Higher Education (SRHE), has been awarded the inaugural prize by the European Association for Educational Research for his ‘outstanding contribution to Higher Education Research, Policy and Practice’, and is a Fellow of the Academy of Social Sciences, the SRHE and the Higher Education Academy (HEA). He is also a Visiting Professor at several universities both in the UK and abroad and he has been a guest speaker in around 40 countries.

Soren S.E. Bengtsen is Associate Professor, PhD, at Centre for Teaching Development and Digital Media, Aarhus University, Denmark. His main areas of research are: higher education, doctoral education, and educational philosophy. His most recent publications include:

- Bengtsen, S. (2016). Doctoral Supervision. Organization and Dialogue. Aarhus: Aarhus University Press
- Bengtsen, S. & Barnett, R. (2016). Confronting the Dark Side of Higher Education. *Journal of Philosophy of Education*. June, 2016, p.1-18
- Nørgård, R. & Bengtsen, S. (2016). Academic citizenship beyond the campus. A call for the placeful University. *Higher Education Research and Development*. 2016, Vol.35, p.4-16

David Bridges MA,(Oxon) MA Ph.D. (London), D.Univ. (OU) and FAcSS is Professor Emeritus of the University of East Anglia (where he was formerly Pro Vice Chancellor) and an Emeritus Fellow of St Edmund’s College (where he directed the multi-disciplinary Von Hügel Institute) and Homerton College, Cambridge, He served for six years as Director of the Association of Universities in the East of England, served twice on the Education Panel for the Research Assessment Exercise, and was until very recently Director of Research (Mongolia and Kazakhstan) in the University of Cambridge Faculty of Education. While higher education has not been the primary focus of his research and writing, the following reports and papers give an indication of the scope of his interests in this area:

- Bridges,D. (2013) The university: A centre of learning? In eds. Reagan , T. & Sagintayeva, A. *Proceedings of Eurasian Higher Education Leaders Forum*, Astana, Nazarbayev University (ISBN 978-801-280-456-0 (pp.12-19).
- Bridges,D. (2009) Research quality assessment: impossible science, possible art? *British Educational Research Journal*, 35: 4 pp. 497-517.
- Bridges,D. & Watts, M. (2008) *Widening participation: encounters with the pedagogies of higher education*, Cambridge, Von Hugel Institute/ Aim Higher. [Report]
- Bridges,D., Juceviciene P, Jucevicius R, McLaughlin T.H. and Stankeviciute, J. (2007) *Higher education and national development: universities and societies in transition*, London, Routledge/Falmer
- Bridges,D. (2006) ‘The practice of higher education: in pursuit of excellence and equity’ in *Educational Theory* 56:4, 371- 386
- Bridges,D. & Watts, M (2006). ‘Enhancing students’ capabilities: UK higher education and the widening participation agenda’ in Eds. Deneulin, S., Nebel, M. and Sagovsky, N. *Transforming unjust structures: the capability approach*, Dordrecht, Springer
- Bridges,D. & Watts,,M. (2006)‘The value of non-participation in higher education’, *Journal of Educational Policy*, 21:3, 267-90
- Bridges,D. (2005) ‘Adaptive preference, justice and identity in the context of widening participation in higher education’, *Ethics and Education*, 1:1, 13-26
- Bridges,D., Elliott, J., Long, S. and Walker, B. (2004) *The dynamics of the graduate labour market in the East of England: A report of the Graduate Labour Market Research Forum*, Cambridge, Association of Universities in the East of England (ISBN 0-9547941-2-5).
- Bridges,D. (2004)Higher education and economic development, *Socialiniai Mokslai*, 44: 2 (pp 7-16)

- Bridges, D. (2004) *Whose aspirations? What achievement? An investigation of the life and lifestyle aspirations of 16-19 year olds outside the formal educational system*, Cambridge, Association of Universities in the East of England (ISBN 0-9547941-1-7).

Paul Gibbs is Director of Education Research at the University of Middlesex. He is a professor of the University, founder of the Centre for Education Research and Scholarship and an Honorary Research Fellow at the Open University in Hong Kong and the University of Cyprus. He is currently completing two books: one on Transdisciplinary Higher Education and one on Happiness. He is also Series Editor of *SpringerBriefs on Key Thinkers in Education* and a member of the editorial board *Debating Higher Education: Philosophical Perspectives* for Springer Academic Press.

Naomi Hodgson is Visiting Research Fellow at the Laboratory for Education and Society, KU Leuven, Belgium and Visiting Lecturer at Liverpool Hope University, UK. Her research focuses on governmentality and subjectivity, and draws on the work of Foucault and Cavell. She is author of *Citizenship for the Learning Society: Europe, Subjectivity, and Educational Research* (Wiley, 2016) and, with Amanda Fulford, *Philosophy and Theory in Educational Research: Writing in the Margin* (Routledge, 2016). She is Reviews Editor for the *Journal of Philosophy of Education* and Managing Editor of the *Philosophy of Education Society Yearbook*.

Nicholas Maxwell has devoted much of his working life to arguing that we need to bring about a revolution in academia so that it seeks and promotes wisdom and does not just acquire knowledge. He has published eight books on this theme, including: *From Knowledge to Wisdom* (Blackwell, 1984), *The Comprehensibility of the Universe* (Oxford University Press, 1998), and *How Universities Can Help Create a Wiser World: The Urgent Need for an Academic Revolution* (Imprint Academic, 2014). For a book about his work see L. McHenry, ed., *Science and the Pursuit of Wisdom: Studies in the Philosophy of Nicholas Maxwell* (Ontos Verlag, 2009). In the Spring of 2017 he is publishing *Understanding Scientific Progress* (Paragon House), and *In Praise of Natural Philosophy: A Revolution for Thought and Life* (McGill-Queen's U.P.) For nearly thirty years he taught philosophy of science at UCL, where he is now Emeritus Reader. In 2003 he founded *Friends of Wisdom*, an international group of academics and educationalists concerned that universities should seek wisdom and not just acquire knowledge (see www.knowledgetowisdom.org). For more about his work see www.ucl.ac.uk/from-knowledge-to-wisdom.

Jon Nixon: My most recently published book is *Hannah Arendt and the Politics of Friendship* (Bloomsbury, 2015). I am currently working on a brief introduction to Gadamer entitled *Gadamer: The Hermeneutical Imagination* (Springer, forthcoming) and a study of Rosa Luxemburg's work entitled *Rosa Luxemburg and the Struggle for Democratic Renewal* (Pluto Press, forthcoming). My edited *Higher Education in Austerity Europe* will be published by Bloomsbury in 2017. I am affiliated to the Centre for Lifelong Learning Research and Development, Hong Kong Institute of Education, as an Honorary Professor and Senior Research Fellow. I am based in Cumbria, UK. Email: nixonjon@live.co.uk

Richard Pring is a Fellow of Green-Templeton College Oxford. He was Director of the Department of Educational Studies, University of Oxford, 1989-2003; Director of the Nuffield Review of 14-19 Education and Training, 2003-2009

David Scott is Professor of Curriculum, Pedagogy and Assessment at the University College London, Institute of Education. Recent research projects include: Teacher Cadre Management in Indian Schools; Teaching and Learning in Higher Education; Assessment for Learning in Hong Kong Schools; National Curriculum Standards and Structures in Mexico; India Capacity Building to the Elementary Education Programme; and Professional Doctorates and

Professional Development in Education. He has been Editor of The Curriculum Journal 1995-2001. His most recent books are: Scott, D. (2015) *New Perspectives on Curriculum, Pedagogy and Assessment*, Springer; Scott, D. and Hargreaves, E. (2015) *Sage Handbook on Learning*, Sage; Scott, D., Evans, C., Watson, D., Hughes, G., Walter, C. and Burke, P.-J. (2013) *Transitions in Higher Education*, Palgrave Macmillan; Scott, D. and Usher, R. (2011) *Researching Education*, Continuum (Bloomsbury); Scott, D. (2010) *Education, Epistemology and Critical Realism*, Routledge; Scott, D. (2008) *Critical Essays on Major Curriculum Theorists*, Routledge; Scott, D. and Morrison, M. (2006) *Key Ideas in Educational Research*, Continuum; Scott, D., Lunt, I., Thorne, L. and Brown, A. (2004) *Professional Doctorates in Higher Education*, Buckingham: Open University Press; Scott, D. (2000) *Reading Educational Research and Policy*, RoutledgeFalmer; and Scott, D. (2000) *Realism and Educational Research: New Possibilities and Perspectives*, RoutledgeFalmer.

Joanna Williams has taught in schools, further and higher education for over twenty years. Most recently Joanna worked as a Senior Lecturer in Higher Education at the University of Kent where she was Director of the Centre for the Study of Higher Education. She is the author of *Consuming Higher Education, Why Learning Can't Be Bought* (Bloomsbury, 2012) and *Academic Freedom in an Age of Conformity, Confronting the Fear of Knowledge* (Palgrave Macmillan, 2016).

Joanna currently works at the University of Kent one day a week. For the rest of the time she is the education editor of *Spiked* and a frequent contributor to national and international education debates, most especially in the *Times Higher Education* and the *Telegraph* education blogs. Joanna is currently working on a third book exploring gender, sexuality and feminism.