

Biographies

Elio Caccavale, born 1975 in Naples, Italy, studied product design at Glasgow School of Art before going on to the Royal College of Art to complete a Master's in Design Products. His research projects involve collaborations with scientists, social scientists and bioethicists.

Elio is a visiting lecturer on the MA Design Interactions course at the Royal College of Art. He holds visiting research positions in: the Interaction Research Studio (Design Department) at Goldsmiths, University of London; the School of Systems Engineering–Cybernetics at the University of Reading; and the Institute of Biomedical Engineering, Imperial College London.

He has exhibited his work and lectured internationally. Most notably, he has presented his work at the World Forum on Science and Civilization organised by the James Martin Institute (part of the University of Oxford). From February to May 2008, his work was exhibited in the *Design and the Elastic Mind* exhibition at the Museum of Modern Art in New York.

Angela Calabrese Barton is an Associate Professor of Teacher Education at Michigan State University. Before moving to MSU in 2006, Angela was on the faculty at Teachers College for nine years. She has been a chemistry teacher, and has developed and taught in numerous after-school programmes for urban youth located in community centres, shelters and schools. Her research, teaching and service intersect around two main themes: (a) science learning and frameworks for unpacking deep engagement; and (b) teacher learning around the intersections of science teaching and youth lives.

She has received a number of awards during her academic career, including: the 2005 American Education Research Association Division K Award for Exemplary Research; the Early Career Research Award, National Association for Research in Science Teaching, 2000; Kappa Delta Pi Research Award (Teaching and Teacher Education), AERA, Division K, 1999; Early Career Award, National Science Foundation, 1998–2003; National Academy of Education Spencer Fellow, 1996–98. Her work appears in books and journals, including the *Educational Researcher*, the *American Education Research Journal*, the *Journal of Research in Science Teaching*, the *Journal of Teacher Education* and *Science Education*.

Kerry Chappell is part-time Research Fellow for the Dance Partners for Creativity (investigating creativity and partnership with dance artists and secondary school teachers) and Aspire (empowering educational change through student voice and participation) research projects at the School of Education of Lifelong Learning, University of Exeter. Kerry's work in both projects incorporates collaborative research with education/arts professionals.

As an Associate of the Centre for Urban and Community Research at Goldsmiths, University of London, Kerry simultaneously works on the Creative Impact Project. She also works on various freelance projects, and lectures and supervises at the University of Exeter, Laban and The Place. With a background as a freelance dance artist and arts education partnership broker, Kerry still works as a dance artist when the opportunity arises, as well as practising aikido (currently Nidan).

Sara J Downham, before moving to South Devon in 2006, lived and worked as an artist and teacher in a number of places in Britain and overseas. These experiences shaped her as both a person and a working artist. Her paintings have been described as “unusual and vibrant orchestrations of colour and form” aimed to intrigue and feast the eyes.

Sara has exhibited widely in Britain, Europe and the USA. She studied Fine Art in London and Manchester and Art History postgraduate studies at Glasgow University. In the late 1980s she was awarded a postgraduate scholarship to paint in Gdansk in Poland for three years, followed by a few months in Budapest. Her art lecturing has taken her as far afield as Australia, Chile, Estonia, North America and Russia.

Stephen Heppell runs his own policy and learning consultancy, Heppell.net Ltd, which is at the heart of innovative learning policy and practice in a host of countries. As a university professor he retains chairs in New Media and in New Learning Environments, and has a remit for horizon-scanning to guide UK Government policy.

As Chairman of LP+ Stephen is currently developing a Chinese language learning community for 20 million Chinese school students, in partnership with China’s Sun New Media corporation.

In the 1980s, Stephen founded Ultralab, which became Europe’s leading learning technology research centre with projects that pioneered multimedia CD-ROMs and online communities.

He sits on a number of committees, from the British Academy of Film and Television Arts’s Film Committee to his chairmanship of the charity the Inclusion Trust, whose team are engaged in transforming the lives of excluded school students, many on the margins of social inclusion. Stephen regularly appears on TV, radio and in printed media around the world.

Anna Ledgard is a producer, researcher and curriculum and professional development leader with 25 years’ experience shaping collaborative participatory arts practice with schools, arts, health and cultural organisations. Her main interest is in the facilitation of arts learning partnerships across disciplines and sectors and the professional development of artists and educationalists. Recent work includes arts and science participatory theatre projects *Visiting Time* (2004) and *Boychild* (2007) with artist Mark Storer and the co-devising of innovative professional development programmes such as TAPP (Teacher Artist Partnership Programme) and Eastfeast in London and the East of England.

Ralph Levinson taught science for 12 years in comprehensive schools and sixth-form centres in London before teaching at the Open University and subsequently the Institute of Education, University of London. He has had a long-standing research interest in interdisciplinary links between science and the arts and the teaching of socioscientific issues, and was co-author of the influential *Valuable Lessons* report. He is also a published short story writer.

Beau Lotto is a neuroscientist at University College London. He has pioneered new ways of comparing, contrasting and uniting arts and science. His work on vision is of a high artistic and scientific quality, but is also accessible for a range of audiences on many different levels. Beau has written and lectured widely on the nature of perception; public works include an outdoor six-metre tower of glass, light and solar panels on one of east London's most prominent streets, installation of light, glass and bees for the Science Gallery's *Lightwave* in Dublin in 2008, 'Why is the Sky Blue' for the Serpentine Gallery, 'White Shadows' for the Hayward Gallery (part of the Dan Flavin retrospective), and an exhibition of visual illusion for the Bristol Science Museum. By bridging the gap between the biological sciences, psychology, architecture and visual art, Beau's work provides a platform for us to discover and question everyday notions of the natural world and our place within it.

Catherine McNamara was Course Leader of the MA Applied Theatre at Central School of Speech and Drama before taking up the post of Deputy Dean of Studies there. She was Project Coordinator for 'Sci:identity – What's the science of sex and gender?', a 12-month Wellcome Trust-funded project that worked with trans and non-trans young people under 22, exploring gender and sexed identities through creative means. Catherine's work has also included practical research into the benefits of voice workshops for trans men.

Catherine's areas of research include gender and performance, and applied theatre practice. Recent publications include 'Re-inhabiting an uninhabitable body: interventions in voice production with transsexual men' in *Research in Drama Education* (2007) and 'Transmale masculinities in performance: subcultural narratives laid bare' in *Alternatives Within the Mainstream II: British postwar queer theatres* (Cambridge Scholars Press, 2007).

Helen Nicholson is Reader in Drama and Theatre at Royal Holloway, University of London, where she specialises in applied drama and contemporary theatre. She works as a researcher and theatre practitioner in educational and community contexts both locally and internationally. She contributes to partnerships between schools and human rights organisations in the Cape Flat townships in South Africa and in 2008 is directing a children's theatre festival in Miraha, Japan. Most recently, her collaboration with Age Exchange Theatre Trust has taken reminiscence theatre to local care homes for the elderly. Helen is co-editor of the journal *Research in Drama Education*, published by Routledge. Her most recent books include *Applied Drama: The gift of theatre* (Palgrave, 2005) and, with Emma Govan and Katie Normington, *Making a Performance: Devising histories and contemporary practices* (Routledge, 2007). She is currently working on a new book, *Theatre & Education*, to be published in 2009.

Tara O'Neill is the Director of Science and 7th-grade science teacher at Isaac Newton Middle School for Math and Science in New York City, USA. Tara began her career in education as a high-school teacher. She taught 9th-grade physical science, 10th-grade biology and 11th/12th-grade anatomy and physiology in Winthrop, Massachusetts. In September 2001, Tara moved to New York City to pursue her PhD in Science Education at Teachers College, Columbia University. In her current role of Director of Science Tara has been able to capitalise on her experience both as a classroom teacher and as an education researcher. In autumn 2008, Tara is moving to Hawaii to serve as an Assistant Professor of Teacher Education at the University of Hawaii, Manoa. Her research, teaching and service intersect around two main themes: science learning and frameworks for unpacking deep student engagement, specifically, how students can and do develop a sense of ownership in science learning and how this affects their desire to participate in science; and teacher learning and practices that support the development of teacher and student agency.

Simon Parry works at the Wellcome Trust and is currently leading on the development of an international public engagement programme. The new programme focuses on supporting engagement between health researchers and communities in developing countries affected by the research. Simon previously worked within the Trust's young people's education and arts programmes, managing a range of initiatives to promote creative or informal approaches to stimulating discussion about the impact of science on society. He set up and managed the Pulse funding initiative, which funded a series of innovative young people's arts projects inspired by biomedical science. Alongside his work at the Trust, Simon is pursuing his own research into the way drama in community and educational contexts explores notions of citizenship.

Anthony Pinching is Associate Dean for Cornwall and Professor of Clinical Immunology at Peninsula Medical School. He is an active clinician, working mainly with people with CFS/ME, and previously also people with HIV/AIDS. In both arenas he has also been involved in public policy and development of services, as well as advising patient support groups. He has had a substantial research portfolio in both areas and remains an active teacher. Involvement in the medical humanities (music, drama, poetry) – to help students develop their understanding of the art of medicine – has enabled him to explore in a fresh way the wider personal and social impact of disease, making sense of what he has learned from patients.

Michael Reiss is Professor of Science Education at the Institute of Education, University of London, Director of Education at the Royal Society, Chief Executive of Science Learning Centre London, Honorary Visiting Professor at the University of York, Docent at the University of Helsinki, Director of the Salters-Nuffield Advanced Biology Project, a member of the Farm Animal Welfare Council and Editor of the journal *Sex Education*. His research and consultancy interests are in science education, bioethics and sex education. Recent books of his include *Teaching about Scientific Origins: Taking account of creationism* (2007, with L Jones), *Learning Science Outside the Classroom* (2004, with Peter Lang and M Braund), *Key Issues in Bioethics: A guide for teachers* (2003, with Ralph Levinson), *Values in Sex Education: From principles to practice* (2003, with J M Halstead) and *Understanding Science Lessons: Five years of science teaching* (2000). For further information see www.reiss.tc.

Alison Rooke is a lecturer and researcher in the Sociology Department, Goldsmiths, University of London. Her research interests include class, gender and sexualities in urban contexts. She has written on issues relating to cosmopolitanism, visibility, embodiment and belonging in classed and queer cultures. She is particularly interested in gendered and sexual subjectivities, and empirical research that grounds queer theorising in everyday lived complexity.

Alison's PhD research, 'Lesbian landscapes and portraits: the sexual geographies of everyday life', was a visual ethnography exploring the interconnections of spatiality and subjectivity for working-class lesbian and bisexual women.

Alison was responsible for the evaluation of the Sci:identity project. This built on her interest and track record in participative action research and evaluation in national and European contexts, with a specific focus on developing creative methodologies for demonstrating the social, economic and cultural impact of the arts.

Dave Strudwick qualified as a teacher in 1990, having studied at Rolle College, Devon. He has been a class teacher and a special educational needs coordinator, and ran a group for primary-school-aged children who had been permanently excluded from their previous school. His version of learning is about seeing things differently, whether that is about the Tudors or what makes us each tick.

This led onto him becoming an advisory teacher for behaviour and then into developing 'Healthy Schools' in Devon. During this time he co-authored a book about helping children that challenge us to learn. Dave has since become a headteacher in a small rural primary school in the village of Blackawton, where the emotional health of children and adults has a high priority.

Jeff Teare has over 35 years of major theatre credits to his name, ranging from associate directorships with the Young Vic and the Theatre Royal Stratford East in London through to a wide variety of productions from Penzance to Newcastle. He has been involved with over 150 school science/drama projects and many workshops, readings and professional productions with the specialist consultancy Tinderbox (which he co-founded with Rebecca Gould in 2002) and Theatrescience.

Simon Turley is both a teacher and a prolific writer. His work has been produced by the Theatre Royal Plymouth, Paines Plough, the BBC and the Barbican Theatre, and he scripted Plymouth's *Our Town Story* for the Millennium Dome. Some of his issue-based work has focused on risk and substance abuse, mental health matters and parenting. He has played a key role in the development of Theatrescience through writing, and through designing, trialling and implementing the project's innovative education workshops.

Joe Winston is currently Associate Professor (Reader) in Drama and Theatre Education at the University of Warwick, where he coordinates the MA in Drama and Theatre Education and is Director of Research Degrees. Previously he taught in primary/middle schools and was a head teacher. He has published widely in the field of drama education, where his publications include *Drama, Narrative and Moral Education* (RoutledgeFalmer, 1998) and *Beginning Drama 4–11* (David Fulton Press, co-authored with Miles Tandy), the third edition of which will appear in 2008. He is also co-editor of the international journal *Research in Drama Education*. Recently he has become interested in the idea of beauty and its potential to inform educational discourse. His book *Beauty and Education* will be published by Routledge in 2009.