

Carolyn Kreber

Carolyn Kreber obtained her PhD in Higher Education under the supervision of Glen Jones (and Jamie-Lynn Magnusson) from OISE/UT in 1997 and the same year accepted a tenure-track appointment as Assistant Professor of Adult and Higher Education in the Department of Educational Policy Studies at the University of Alberta. She was promoted Associate Professor in 2001 and in 2005 accepted a position as Professor in the School of Education at the University of Edinburgh in the UK. There she directed the Centre for Teaching, Learning and Assessment (located in the Department of Higher and Community Education) for five years. In December 2011, is in the process of creating the Scottish Centre for Higher Education, which will be located in the Institute for Education, Community and Society (School of Education) and officially launched in March 2012. Carolyn has published a number of articles on topics broadly related to university teaching and the enhancement of the student learning experience, academic development, on the role of reflection in academic practice and the meaning of scholarship among other topics (such as lifelong learning and values in HE). Her more recent work explores selected topics in higher education through the lens of social philosophy. Several articles explore the meaning of the philosophical construct of authenticity in relation to teaching and student learning and development. Presently she is working on a book (*Authenticity in and through Teaching: Reconceptualising the Scholarship of Teaching*, Routledge 2013) that combines her previous work on the meaning of the notion of 'a scholarship of teaching' with more recent work on the meaning and relevance of 'authenticity' in HE.

Grounded theory study of international academics' experiences adjusting to the UK and the Scottish higher education context (the intersections of personal and interpersonal experiences of living in a foreign country/culture are explored as well as the academic experience of working and establishing oneself within a foreign system of higher education. Key constructs include belonging and 'identity')

Qualitative mixed method study (interviews and repertory grids) exploring the linkages between policies on doctoral training (in two different jurisdictions, Alberta and Scotland) and supervisors' conceptions of the goals and practices of the doctoral supervision process (across three contrasting disciplines).

She teaches the course "Professionalism and Professional Practices" on the EdD as well as several postgraduate courses on the PG Cert in Academic Practice. At present she develops a new master's programme in Higher Education that will be validated in 2012 and launched F2F and online in 2013.

For further information see: http://www.ed.ac.uk/schools-departments/education/about-us/people/academic-staff?person_id=229&cw_xml=profile.php

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