

Authors of RoSE Volume 4 Nr.1 2013

Leigh Burrows has a Bachelor of Arts from Monash University, a Diploma in Education and Masters in Special Education from Flinders University, a PhD from the University of South Australia and a Diploma of Solution Focused Psychotherapy from the Milton Erickson Institute of Tasmania. She has been a Waldorf class teacher, a secondary special needs teacher, learning difficulties and wellbeing advisor and is now a lecturer at Flinders University. She has published in the areas of parent-teacher communication, wellbeing, teaching students on the autism spectrum and mindfulness. She regularly provides consultancy and professional development services to government and independent schools.

Bo Dahlin was until 2012 professor of education at Karlstad University, Sweden and is staff member at the Rudolf Steiner University College in Oslo, Norway. Bo's main research interest is philosophy of education. His empirical research has been cross-cultural studies of conceptions of learning, based on a qualitative (phenomenographic) approach.

Torbjørn Eftestøl studied music at the Norwegian State Academy and Universität der Künste, Berlin, and philosophy (MA) at the Centre for Research in Modern European Philosophy, Kingston in London. He works as a freelance pianist and writer in Oslo, as well as teaching piano, contemporary music history and philosophy at Rudolf Steiner University College, Oslo.

Aksel Hugo studied environmental sciences at The Norwegian University of Life Sciences, and did his PhD in theory of knowledge (The Ecology of Knowing) in 1995 at the same university. From 2005-2012 he was director of the MEd. programme in Waldorf Education at Rudolf Steiner University College in Oslo. He is currently researcher and lecturer in Science Education at the Norwegian University of Life Sciences, in Norway.

Henning Pätzold is professor for Education with an emphasis on research and development in organisations at the University Koblenz-Landau, Campus Koblenz, Germany. Before, he was professor for Education at the Freie Hochschule Mannheim. His research interests and publications cover, among other issues, learning theory and learning research, European adult education, formal learning and responsibility in education.

Dirk M. Steiner is education researcher and casual lecturer at Auckland University of Technology in Auckland, Aotearoa New Zealand. Trained as a Steiner/Waldorf pedagogue in Germany and the UK, Dirk has been teaching as a middle and high school teacher in the Bonn area in Germany. In addition to rich years of teaching, he also looks back on 15 years of experience in dealing with young people in various other pedagogical settings. Currently, Dirk is working on his doctoral thesis, a philosophical perspective on 'authentic and sustainable ways of educating in the 21st century'. His main research interests include, inter alia: sociology of childhood and youth; human right to education; psychology of learning and teaching; holism, aesthetics, and sustainability in education; philosophy of experience; as well as gender-conscious education.

Sebastian Suggate is currently a lecturer and researcher in education and developmental psychology at the University of Regensburg. In 2009 he was awarded an Alexander-von-Humboldt fellowship which he undertook at the University of Würzburg (2010-2011). He graduated with an Honours degree (first class) in psychology and a PhD thesis from the University of Otago (New Zealand) in 2009, with his thesis placed on the University's list of exceptional theses. His research interests focus on how preschool and early schooling and home experiences relate to later reading, language, mathematics, fine motor skills, and cognitive development.

David W. Wood, born 1968 in Australia, PhD in philosophy jointly from the Sorbonne (Université Paris IV) and the Ludwig-Maximilians-Universität in Munich. From 2009-2011, post-doctoral researcher at the Bayerische Akademie der Wissenschaften where he collaborated on the *Johann Gottlieb Fichte Gesamtausgabe*. Among others, he is the author of *"Mathesis of the Mind": A Study of Fichte's Wissenschaftslehre and Geometry* (Fichte-Studien-Supplementa, volume 29); co-editor and co-translator of J.G. Fichte/F.W.J. Schelling, *The Philosophical Rupture between Fichte and Schelling: Selected Texts and Correspondence (1800-1802)*, and joint editor of the forthcoming *Routledge Handbook of German Idealism*

Phillip Wright has taught for 13 years as a class teacher and Upper School humanities teacher in Steiner schools in the UK. He completed his doctorate in Steiner education at Bristol University in 2009. Previous to this he studied geography, philosophy and education at Exeter, London and Keele Universities (respectively). His research interest is in Steiner curriculum and pedagogy and how this compares with other forms of education. Phillip currently teaches at Bristol Steiner School, England.

Renatus Ziegler is born in Basel 1955. He studied mathematics and theoretical physics at the Federal Institute of Technology (ETH Zürich) and made his PhD at the University of Kassel, Germany, in Geometrical Mechanics, 1985. During 1985-1987 he was visiting assistant professor in the USA, 1987-2001 researcher and lecturer at the Mathematical-Astronomical Section of the Goetheanum in Dornach, Switzerland. Since 2001 he works at the Verein für Krebsforschung, Arlesheim, Switzerland, in clinical research and pharmaceutical quality assurance. In addition to numerous papers (see www.reinesdenken.ch) his books include "Platonische Körper" (2012), "Projective Geometry and Line Geometry" (2012), "Intuition und Ich-Erfahrung: Erkenntnis und Freiheit zwischen Gegenwart und Ewigkeit" (2006).