

Declan Kennedy graduated from University College Cork Ireland with a BSc in Chemistry (major) and Mathematical Physics (minor), a Postgraduate Diploma in Education and an MSc in X-ray crystallography. He subsequently studied at the University of York, England and graduated with a Masters Degree in Education and a PhD in Education. He spent over 20 years as a science teacher, was appointed lecturer in science education at University College Cork in 1998 and was promoted to senior lecturer in 2006. Among the programmes on which he teaches is the Postgraduate Certificate/Diploma in Teaching and Learning in Higher Education and the Masters in Teaching and Learning in Higher Education where his specialist topic is the area of Learning Outcomes, Competences, Assessment and Research Methods in Education. He has served as external examiner for several universities in Ireland, England, Australia and Saudi Arabia. He has written several science textbooks and numerous journal articles in the field of Education, particularly on the role of Learning Outcomes in the Bologna Process. He is very involved in helping colleagues in various third level institutions in many countries prepare for the implementation of the Bologna Process. He is the author of the book “Writing and using Learning Outcomes – A Practical Guide” which to date has been translated into fourteen languages. He regularly speaks at international conferences and organises many workshops in the area of education, curriculum planning and assessment. To date, he has given assistance to over 20 countries in helping them to become fulfil the requirements of the Bologna Process in terms of Teaching and Learning Activities, Learning Outcomes and Assessment.

Katarina Aškerc Veniger is a professor of Teacher Education and holds a bachelor degree in Economics in Contemporary Society and a master of science degree in Economics. She works as a Senior Counsellor at the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS), where she is responsible for the comprehensive implementation of the project Support to the implementation of EHEA reforms. Previously she was employed at Slovenian Quality Assurance Agency (SQAA) for several years. Her field of research and work includes quality of university teaching, pedagogical development of university teachers, internationalisation of the curriculum and (internationalized) learning outcomes. She is a (co)author of articles, proceedings and different publications in the field. Katarina is responsible for various events and training courses for university teachers on higher education didactics, internationalisation of the curriculum and (internationalized) learning outcomes. She is actively included in a national group of experts and researchers for implementation of the international project Eurostudent VI. Currently she is working on a guide on internationalisation of the curriculum for Slovenian higher education institutions in cooperation with international and national experts.

Carol Evans is Professor in Higher Education within Southampton Education School at the University of Southampton. She is co-director of the Centre for Higher Education at Southampton (CHES). She is a [Principal Fellow \(PFHEA\) and National Teaching Fellow of the Higher Education Academy](#) (HEA). Carol is an Associate of the HEA and the International Officer for the Committee of the Association of National Teaching Fellows (CANTF). She is also a visiting Fellow at the UCL, Institute of Education, London.

Carol is Editor-in-Chief of the Higher Education Pedagogies Journal (www.tandfonline.com/rhep), and Associate Editor for the British Journal of Educational Psychology Journal. Carol is an editorial board member for the Journal of Educational Psychology and the Thinking Skills and Creativity Journal. Carol is an Institute for Learning Innovation and Development (ILIaD) Associate, and a University mentor. At Southampton,

working with colleagues across the University, she is helping to support the development of assessment and feedback policy and practice. She has established the Researching Assessment Practices Group (RAP) at Southampton to champion the promotion and dissemination of effective assessment and feedback practice.

Core interests: The relevance of Cognitive Styles research to the development of pedagogy; Assessment Feedback in Higher Education.

Blaženka Divjak is a full professor of mathematics and scientific advisor in information sciences at the University of Zagreb, Faculty of Organization and Informatics. In the period 2010-2014 she was vice-rector for students, study programs and responsible for quality assurance system at the University of Zagreb. She has published more than 60 research papers, about 20 professional papers, 6 university textbooks, and talked at about 60 conferences as well as being an invited speaker at six international conferences. Besides research in mathematics professor Divjak researches in higher education governance, e-learning and learning analytics. She has coordinated 12 international projects related to curriculum development, decision-making and quality assurance in higher education, social dimension in higher education as well as research project financed by Croatian Science Foundation dealing with strategic decision making in higher education (2015-2019). She participated as an expert in external evaluations of European universities and agencies for quality assurance. She was Bologna expert and since 2015 she is a member of National Council for Human Potential Development in Republic of Croatia. She published a dozen of papers and edited a handbook on learning outcomes in higher education. Besides that, she delivered several dozens of workshops and trainings on implementation of learning outcomes and assessment of achievements.