

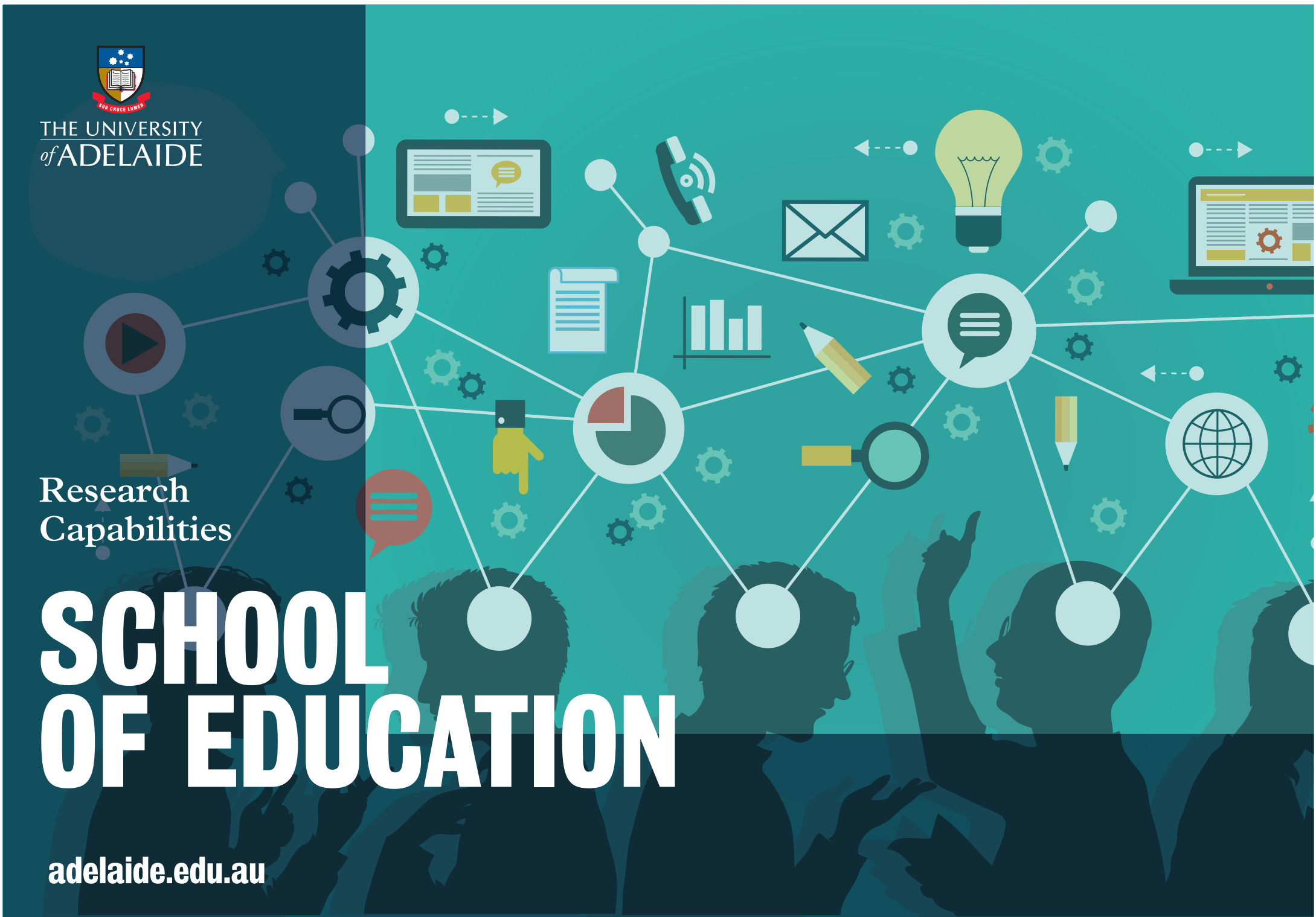


THE UNIVERSITY
of ADELAIDE

Research
Capabilities

SCHOOL OF EDUCATION

adelaide.edu.au





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INTRODUCTION

The University of Adelaide's collaborative research approach is designed to work in partnership on strategy, policy and capability.

We deliver confident progressive education policy for primary, middle and secondary education built on performance-related information, data and the ability to use it. Working with partners we can ensure priority data needs are identified, quality data is effectively analysed, interpreted and shared for transformational use across the education sector.

The University of Adelaide has multi-disciplinary research capabilities for theoretical framework design of enquiries, and for understanding and making recommendations for strategic responses to multi-causal factors in the real world.

We can provide technical assistance, capacity building and analysis workshops for better translation of findings. In addition to receiving access to highly experienced researchers, our approach includes integration of teaching and research, incorporating, for example, both internships and higher degree projects that enable more advanced students to be embedded in industry, and the expansion of cost-effective re-use of available data for future projects.

The University of Adelaide is an eligible organisation for competitive Commonwealth research funding including the Australian Research Council (ARC) Linkage and Discovery Projects and Linkage Infrastructure and Equipment Funding programs which support industry partnerships and data development. Our existing relationships and networks in Australia and internationally expand options for partnership and access to global knowledge.

The School of Education is a natural touch point for engaging in education-related research, given our objectives, capabilities and outward focus including involvement in many local, national and international networks. We can facilitate multidisciplinary collaborations and the development of research and partnership opportunities across the University.

We invite you to peruse the academic staff researcher profiles and make contact with the Head of School or any of the academic staff listed.



Professor Faye McCallum
Head of School of Education
The University of Adelaide



Head of School
Faye McCallum
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Phone 8313 5692

SCHOOL OF EDUCATION

For over 100 years the University of Adelaide's School of Education has been fundamentally committed to advancing research-led practice for pre- and post-service teachers and leaders in education that has a positive impact on student outcomes. This research orientation underpins our Bachelor of Teaching (double degrees), Master of Teaching, and Master of Education programs, and seeks to cultivate teachers who are part of a community of professionals able to evaluate and research their professional practice.

Our strategic research direction is to identify and develop evidence-based pedagogies which stimulate a positive vision of educational futures. Our approach is concerned with the creation of teaching and learning environments that promote positive educational environments, creative educational solutions, and wellbeing for teachers and learners, embracing Indigenous and minority students and their communities.



OUR RESEARCH GROUPS

Wellbeing and Culture Research Group

Our research is focussed on wellbeing, leadership, international and indigenous education, education policy and scholarship.

The Wellbeing and Culture group is a transdisciplinary research team undertaking specialist studies in education projects focusing on student wellbeing, teacher wellbeing, and culture. The group focuses on evidence-based approaches that can be used to have a positive impact on education and to narrow the gap in contemporary and emerging topics in education.

Learning, Technology and Assessment Research Group

Our research is focused on assessment and evaluation, the role of technology in education, higher education and curriculum design.

The Learning, Technology and Assessment group investigates issues of assessment, creativity, language, and technology in education. Our aim is to enhance the educational experience of the broader community at all levels. Our international perspective allows us to study in depth the cultures, language and general diversity of 21st-century students and our research on digital teaching and learning underpins our understanding of new technologies such as virtual reality for enhancing the student experience.



OUR RESEARCH STRENGTHS

Assessment and Evaluation

We investigate the role of different approaches of assessment to learning outcomes using robust statistical approaches.

Cognitive Load Theory (CLT)

This research group focuses on the incorporation of Cognitive Load Theory across school curriculums. We research how to measure the success of Cognitive Load Theory in schools and investigate the characteristics of education based on Cognitive Load Theory.

Curriculum Design

We are focused on creativity and transformational learning where we research novel approaches to creativity and transformation that include the unconscious as a dynamic factor.

Education Policy, Sociology and Philosophy

This research group informs research in the areas of educational policy, curriculum theory, the politics of education, educational history, higher education and research methodologies.

Higher Education

Our investigation into student culture and language use enable us to promote a more equitable higher education experience for a wide range of students.

Indigenous and International Perspectives

We focus on strategies to understand and teach International and Aboriginal and Torres Strait Islander students.

Technology in Education

Our own research on digital teaching and learning underpins our understanding of technology for enhancing the student experience.

Wellbeing

We focus on evidence-based approaches to enhance student and teacher wellbeing across primary years, middle years, secondary years and the tertiary sector.

AT ANY POINT IN TIME, WE HAVE OUR STAFF AND OVER 100 STUDENTS COLLABORATING ON RESEARCH AT MASTERS OR HIGHER RESEARCH DEGREE LEVEL, AND ENGAGING IN SOME OF THE MOST PRESSING CONTEMPORARY EDUCATIONAL ISSUES. WE ARE OPEN TO RESEARCH SUGGESTIONS AND COLLABORATION WITH SCHOOL AND WIDER EDUCATION COMMUNITIES.

RESEARCH CAPABILITIES PARTNERS

Our team has strong local, national and international relationships to support our research, including:

- Apple Aust & NZ Inc
- Association of Independent Schools of South Australia
- Australian College of Educators
- Australian Council for Educational Leaders
- Catholic Education South Australian
- International Positive Education Network
- Organisation for Economic Co-operation and Development (OECD)
- South Australian Science Teachers Association
- Tandanya Cultural Institute
- Department for Education (DfE)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- Attorney Generals Department
- Prince Alfred College
- Upper Canada College, Toronto Canada
- TecMilenio University, Monterrey, Mexico
- Department of Defence

ACADEMIC STAFF PROFILES



Professor Faye McCallum

Head of School of Education at the
University of Adelaide

Orcid Number: 0000-0002-1961-3881

Research profile: <http://researchers.adelaide.edu.au/profile/faye.mccallum>

Faye McCallum PhD is Head of the School of Education and a Professor of Education at the University of Adelaide. She has worked in higher education for 30 years in South Australia, New South Wales, Northern Territory, and Queensland, and has led accreditation, curriculum reform, and the implementation of online teaching and learning. Faye's research interests include wellbeing education; attraction, retention, and sustainability of teachers in rural areas; education policy and systems; and initial teacher education. She has published extensively with over 100 publications, including 3 books. Her research has been cited in the 2019 Global Happiness and Wellbeing Policy Reports tabled at the World Government Summit in Dubai. Faye was awarded the Australian Council for Educational Leaders South Australian Branch 2019 Dr Alby Jones AO Gold Medal for her contribution to the study and practice of educational leadership. The award is the highest honour granted by the Australian Council for Educational Leaders South Australian Branch. Faye is an expert consultant to the OECD on teacher wellbeing; member of the Australian College of Educators; long-serving member of the Australian Association for Research in Education, the American Educational Research Association, European Educational Research Association, and British Educational Research Association; the South Australian Executive

Dean on the Australian Council of Deans; an Honorary life member of the Golden Key Foundation; and Adjunct Professor, Southern Cross University. She was short-listed for the 2020 Telstra Business Women's Awards for her contributions to Higher Education.

Selected key publications

- White, M. A., & McCallum, F. (Eds.). (2021). *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education*. Routledge.
- White, M. A., & McCallum, F. (2021). Crisis or catalyst? Examining COVID-19's implications for wellbeing and resilience education. In M. White & F. McCallum, F. (Eds.). *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education*. Routledge.
- White, M. A., & McCallum, F. (2021). Teachers' wellbeing during times of change and disruption. In M. White & F. McCallum, F. (Eds.). *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education*. Routledge.
- McCallum, F. (2021) Teacher and Staff Wellbeing: Understanding the Experiences of School Staff. In M. Kern & M. Wehmeyer (Eds.). *The International Handbook on Positive Education*. Palgrave MacMillan.
- White, M. & McCallum, F. (Eds.). (2021) Critical perspectives on teaching, learning and leadership: Enhancing educational outcomes. Springer.
- White, M. A., & McCallum, F. (2020). Critical Perspectives on Teachers and Teaching: An Appreciative Examination. In M. A. White & F. McCallum (Eds.), *Critical perspectives on teaching, learning and leadership: Enhancing educational outcomes* (pp. 1-16). Springer.

McCallum, F. (2020) 'The Changing Nature of Teachers' Work and Its Impact on Wellbeing' pp. 17-44. In White, M. A. & McCallum, F. (Eds) (2020) *'Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes'*. Springer https://doi.org/10.1007/978-981-15-6667-7_1 <https://www.springer.com/gp/book/9789811566660>

White, M., & McCallum, F. (2020). Responding to Teacher Quality through an Evidence-based Wellbeing Framework for Initial Teacher Education. In Jillian Fox, Colette Alexander & Tania Aspland, (Eds.), *Teacher Education in Globalised Times: Local Responses in Action* (pp. 115-137). Springer Press.

McCallum, F., Price, D., Graham, A., & Morrison, A., (2017) *Teacher Wellbeing: A Review of the literature*. Association of Independent Schools NSW, <https://apo.org.au/node/201816>



AWARDS

- 2020, Finalist, Telstra Women's Business Awards, South Australia, Australia.
- 2019, Dr Alby Jones Gold Medal, Australian Council of Educational Leadership (ACEL-SA)
- 2018/2019 OECD, Expert Advisor, Teacher Wellbeing
- 2018, Australian Council of Deans (ACDE) Board Member & Chair, South Australian Chapter



PROFESSIONAL ACTIVITIES

- Member of the Australian College of Education, MACE, South Australian Chapter
- Australian Teacher Education Association, ATEA
- Australian Association for Research in Education, AARE
- American Educational Research Association, AERA
- British Educational Research Association, BERA
- European Educational Research Association, EERA
- Australian Council of Educational Leaders, ACEL

Current projects

Year	Granting Body	Focus	Investigators
2021	The Moreton Bay Colleges, Queensland	Measurement of Employee and Student Wellbeing	White, M.A. & McCallum, F.
2019	The Moreton Bay Colleges, Queensland	Measurement of Employee and Student Wellbeing	White, M.A. & McCallum, F.
2019	A.B. Paterson College, Queensland	Wellbeing Measurement	White, M.A. & McCallum, F.
2018 - 2019	Upper Canada College, Toronto	Measurement of Employee and Student Wellbeing	White, M.A. & McCallum, F.

Associate Professor Edward Palmer

Associate Head, Research
School of Education

Orcid Number: 0000-0001-9654-5213

Researcher profile: <https://researchers.adelaide.edu.au/profile/edward.palmer>



I am interested in how people learn, particularly using technology and how assessment and design drives that learning. My research investigates these areas and, considering how quickly technology is changing the way we see and interact with the world, there's always plenty to study across all disciplines. I have attracted over 2.5 million dollars in collaborative ventures to support my work and worked in fields ranging from defence, physics and medicine to creative writing and educational media.

My most recent work has looked at the effectiveness of the flipped classroom and technology acceptance models. I'm currently working on a number of exciting VR projects on situational awareness, medical training and science education.

Selected key publications

Strelan, P., Osborn, A., & Palmer, E. (2020). The flipped classroom: A meta-analysis of effects on student performance across disciplines and education levels. *Educational Research Review*, 30, 22 pages. doi:10.1016/j.edurev.2020.100314

Strelan, P., Osborn, A., & Palmer, E. (2020). Student satisfaction with courses and instructors in a flipped classroom: A meta-analysis. *Journal of Computer Assisted Learning*, 36(3), 295-314.

Chehade, M. J., Yadav, L., Jayatilaka, A., Gill, T. K., & Palmer, E. (2020). Personal digital health hubs for multiple conditions. *Bulletin of the World Health Organization*, 98(8), 569-575.

Dry, M., & Palmer, E. (2019). How do young people experience stress? A qualitative investigation of the indicators of distress and eustress in adolescents. *International Journal of Stress Management*, 26(3), 321-329. Kemp,

A., Palmer, E., & Strelan, P. (2019). A taxonomy of factors affecting attitudes towards educational technologies for use with technology acceptance models.

Kaliisa, R., Palmer, E., & Miller, J. (2019). Mobile learning in higher education: A comparative analysis of developed and developing country contexts. *BJET*, 50(2), 546-561.

Wanner, T., & Palmer, E. (2018). Formative self- and peer-assessment for improved student learning: the crucial factors of design, teacher participation and feedback. *Assessment and Evaluation in Higher Education*, 43(7), 1032-1047.

Current projects

Year	Granting Body	Focus	Investigators
2021-2022	Australian Government	Navigating environments in VR	Ma-Wyatt, Dummin, Cook, Thewlis, Wideman and Palmer, E.
2019-2022	Department of Education and Training	Artificial Intelligence Resources	Falkner, K., Vivian, R., Atapattu, T. & Palmer, E.
2018	Australian Government	Situational Awareness in Virtual Reality	Palmer, E., Cook S.
2016-2021	Office of Learning and Teaching	Transforming engineering students into student engineers: improving learning outcomes and employability.	Foley, Senadj, Palmer, E., Martinez-Marroquin, England.



AWARDS

Dean's Prize (Faculty of Health Sciences)
for Excellence in Teaching

ALTC Citation for Excellence in Teaching

Stephen Cole the Elder Award for Excellence
in Teaching



PROFESSIONAL ACTIVITIES

Convener Higher Education Research Group
of Adelaide

Academic Board member, SAIBT

Associate Professor Mathew White

Deputy Head of the School of Education
Program Director, Master of Education,
School of Education

Orcid Number: 0000-0002-3037-9352

Research profile: <https://researchers.adelaide.edu.au/profile/mathew.white>



Mathew A. White, Ph.D., is Deputy Head of the School of Education and Associate Professor of Education at the University of Adelaide. Mathew is Chair of the Wellbeing & Culture Research group and the Program Director for the Master of Education. He is also a principal fellow in the Melbourne Graduate School of Education at the University of Melbourne. He has over 50 publications, including five books, *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education* (with Faye McCallum, Routledge, 2021), *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes* (with Faye McCallum, Springer, 2020), *Future Directions in Wellbeing: Education, Organisations and Policy* (with Gavin Slep and Simon Murray, Springer, 2017) and *Evidence-Based Approaches in Positive Education: Implementing a Strategic Framework for Wellbeing in Schools* (with Simon Murray, Springer, 2015). Mathew was an IB Diploma, VCE, SACE English, Theory of Knowledge and French teacher for 20 years and had a decade's senior leadership-level experience in schools. His next book, co-authored with Professor Faye McCallum, focuses on *Wellbeing and Professional Practice* and will be published by Springer in 2022.

Selected key publications

White, M. A. (2021). A Decade of Positive Education and Implications for Initial Teacher Education: A Narrative Review. *Australian Journal of Teacher Education*, 46(3). 74-90.

White, M. A., & McCallum, F. (Eds.). (2021). *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education*. Routledge.

White, M. A., & McCallum, F. (2021). Crisis or catalyst? Examining COVID-19's implications for wellbeing and resilience education. In M. White & F. McCallum, F. (Eds.). *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education*. Routledge.

White, M. & McCallum, F. (Eds.). (2021). *Critical perspectives on teaching, learning and leadership: Enhancing educational outcomes*. Springer.

White, M. (2021). Enhancing School-University Pre-service Teacher Professional Experience with Online Masterclasses during COVID-19. In M. White & F. McCallum, F. (Eds.), *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education*. Routledge.

White, M. A., & McCallum, F. (2020). Critical Perspectives on Teachers and Teaching: An Appreciative Examination. In M. A. White & F. McCallum (Eds.), *Critical perspectives on teaching, learning and leadership: Enhancing educational outcomes* (pp. 1-16). Springer.

White, M. A. (2020). Pre-service Teachers' Perceptions of Character and Well-Being. In M. A. White & F. McCallum (Eds.), *Critical perspectives on teaching, learning and leadership: Enhancing educational outcomes* (pp. 165-188). Springer.

White, M., & McCallum, F. (2020). Responding to Teacher Quality through an Evidence-based Wellbeing Framework for Initial Teacher Education. In Jillian Fox, Colette Alexander & Tania Aspland, (Eds.), *Teacher Education in Globalised Times: Local Responses in Action* (pp. 115-137). Springer Press.

Current projects

Year	Granting Body	Focus	Investigators
2021	The Moreton Bay Colleges, Queensland	Measurement of Employee and Student Wellbeing	White, M.A. & McCallum, F.
2020	Holy Family Catholic School, South Australia	School Appreciative Inquiry Summit Vision To Strategy 2021-2024	White, M.A
2019	Moreton Bay College, Queensland	Measurement of Employee and Student Wellbeing	White, M.A. & McCallum, F.
2018 - 2019	Upper Canada College, Toronto	Measurement of Employee and Student Wellbeing	White, M.A. & McCallum, F.
2018	Catholic Education South Australia	A Review of Gifted and Talented Education	White, M.A.



AWARDS

2021, Certificate of Appreciation, Educators SA for service to the Australian College of Educators

2020, Teaching Award, Faculty of Arts, The University of Adelaide

2020, Distinguished Contribution to Research in Educational Leadership Award, South Australian Branch of the Australian Council for Educational Leaders

2017, National Leadership Award Australian Council for Educational Leaders

2017, South Australian Educational Leadership Medal, Australian Council for Educational Leaders

2017, Fellowship, Australian College of Educators



PROFESSIONAL ACTIVITIES

2021, President, Education Division, International Positive Psychology Association

2021, South Australian Branch Committee Member, Australian College of Educators.

2018 – present; Council Appointed Member, St Peter's Woodlands Grammar School Inc

Dr Brendan Bentley

Director, Partnerships and Engagement,
School of Education

Orcid Number: 0000-0003-4375-3080

Research profile: <https://researchers.adelaide.edu.au/profile/brendan.bentley>



Brendan Bentley is the Director of Partnerships and Engagement at the University of Adelaide. He is currently the Chairperson for the South Australian Chapter of the Network of Academic Directors of Professional Experience (NADAPE) and is the state representative for the Network of Academic Directors of Professional Experience (NADAPE National Steering Group). Brendan is an award winning teacher and has been a school principal and senior lecturer in higher education, working in excess of 35 years in education.

He currently leads the Professional Experience team in the School of Education supporting the placement of pre-service teachers in schools. Brendan's research interests focus on general learning theory, cognitive load theory, STEM Education, Online and Networked learning and Character and Values Education. He has worked as a consultant and chief author on several reports including *South Australian Certificate of Education and Gender: Report on discrepancies between assessments of SACE subjects* (2018) that investigated the difference in South Australian Certificate of Education outcomes between male and female students. Brendan was awarded a Fellowship by the Australian Council for Educational Leaders South Australian Branch in 2018 and has won grants in excess of \$400k in the area of Professional Experience.

Current projects

New Colombo Plan (NCP) (2020)

International professional experience program for pre-service teachers (University of Adelaide) to undertake their practicum in Indonesia; \$247,500 over a 3-year period.

New Colombo Plan (NCP) (2016)

International professional experience program for pre-service teachers (University of South Australia) to undertake their practicum in China; \$158k over a 3-year period.

Selected key publications

Bentley, B. (2020). New Understandings of Instructional Theory: Finding the Instructional Sweet Spot. In M. White & F. McCallum (Eds.), *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes*. Springer.

Kerhwal, B., & Bentley, B. (2020). Understanding and Identifying Cognitive Load in Networked Learning. In N. Bonderup Dohn, P. Jandric, T. Ryberg, M. de Laat (Eds.), *Mobility, Data and learner agency in Networked Learning*. Springer.

Bentley, B., & Sieben, R. (2019). Cognitive Load Theory: An adjunct to constructivist learning theory not an alternative, *Australian Educational Leader*, 41 (1), 48-51.

Van de Walle, J., Karp, K., Bay-Williams, J., Brass, A., Bentley, B., Ferguson, S., Wilkie, K. (2019). Primary and Middle Years Mathematics: Teaching Developmentally. (1st ed.) *Melbourne Vic Australia: Pearson*.

Bentley, B., & Yates, G.R.C. (2018). Teaching is a craft, in *Tuition*, 34(4), 18-19

Bentley, B., & Yates, G.C.R. (2017). Facilitating proportional reasoning through worked examples: Two classroom-based experiments, *Cogent Education*.

Peterson, A., & Bentley, B. (2017). Connecting Values and Religion with Civics and Citizenship, Civics and Citizenship Education in Australia: Challenges, Practices and International Perspectives 1 ed., (147-164). *London: Bloomsbury Academic*.

Bentley, B., & Kerhwal, B. (2017). From 'good teaching' to 'better teaching': One academic's journey to online teaching, *Journal of Perspectives in Applied Academic Practice*, 5(1).

Peterson, A., & Bentley, B. (2016). Education for citizenship in South Australian public schools: a pilot study of senior leader and teacher perceptions. *The Curriculum Journal*, 1-18.

Bentley, B. (2016). Golden Proportion: Why the Golden Proportion really is golden? *The Australian Mathematics Teacher*, 72 (1), 10-14.



AWARDS

2018, Fellow of the Australian College of Educational Leaders

2014, Outstanding Student Evaluation Attainment Award Post Graduate Teaching Award

2013, Award for Innovation in the Application of Technology in Learning and Teaching

2013, Outstanding Student Evaluation Attainment Award Undergraduate Teaching Award



PROFESSIONAL ACTIVITIES

Australian College of Educational Leaders

Dr I Gusti Ngurah Darmawan

Associate Head International,
School of Education

Orcid Number: 0000-0002-7628-6434

Research profile: <https://researchers.adelaide.edu.au/profile/igusti.darmawan>



Dr Darmawan is a Senior Lecturer and the Associate Head (International) within the School of Education at the University of Adelaide. His research interests are wide and varied. From a strong initial interest in ICT, Science and Mathematics Education, he has extended his field of inquiry in these areas to cross-national and comparative perspectives, and consequently developing a strong interest in educational research methodology, measurement, assessment, and evaluation. In the past five years, he has been successful in securing nearly two million dollars in research and training grants and has produced 33 publications which include 11 journal articles, 2 books, 14 book chapters and 6 conference papers in the high priority areas of numeracy and literacy.

Selected key publications

Book Chapters

Darmawan, I. (2020). Quality and Equity of Student Performance in Mathematics in Indonesia, Malaysia, Singapore, Thailand and Vietnam. In M. A. White, & F. McCallum (Eds.), *Critical Perspectives on Teaching, Learning and Leadership Enhancing Educational Outcomes* (pp. 123-144). Singapore: Springer Nature.

Refereed Articles:

Vosniadou, S., Darmawan, I., Lawson, M. J., Van Deur, P., Jeffries, D., & Wyra, M. (2021). Beliefs about the self-regulation of learning predict cognitive and metacognitive strategies and academic performance in pre-service teachers. *Metacognition and Learning*, 1-32. doi: "http://doi.org/10.1007/s11409-020-09258-0" 10.1007/s11409-020-09258-0

Darmawan, I. G. N., Vosniadou, S., Lawson, M. J., Van Deur, P., & Wyra, M. (2020). The development of an instrument to test pre-service teachers' beliefs consistent and inconsistent with self-regulation theory. *Br J Educ Psychol*, 90(4), 1039-1061. doi: "http://doi.org/10.1111/bjep.12345" 10.1111/bjep.12345

Darmawan, I. N. (2020). The changes in attitudes of 15-year-old Australian students towards reading, mathematics and science and their impact on student performance. *Australian Journal of Education*, 64(3), 304-327. doi: "http://doi.org/10.1177/0004944120947873" 10.1177/0004944120947873

Darmawan, I. (2020). Quality and Equity of Student Performance in Mathematics in Indonesia, Malaysia, Singapore, Thailand and Vietnam. In M. A. White, & F. McCallum (Eds.), *Critical Perspectives on Teaching, Learning and Leadership Enhancing Educational Outcomes* (pp. 123-144). Singapore: Springer Nature.

Vosniadou, S., Lawson, M., Wyra, M., Van-Deur, P., Jeffries, D., & Darmawan, I. N. (2020). Pre-service teachers' beliefs about learning and teaching and about the self-regulation of learning: A conceptual change perspective. *International Journal of Educational Research*, 99, 17 pages. doi: "http://doi.org/10.1016/j.ijer.2019.101495" 10.1016/j.ijer.2019.101495

Lovat, A., & Darmawan, I. N. (2019). The academic performance of Vocational Education and Training pathway university students and the effects of gender and age. *Australian Journal of Education*, 63(3), 307-321. doi: "http://doi.org/10.1177/0004944119881546" 10.1177/0004944119881546

Darmawan, I. N. (2019). Quality and Equity of Student Performances in Five Southeast Asian Countries (Indonesia, Malaysia, Singapore, Thailand, and Vietnam) & Australia. In *Reconceptualization of Education in the Disruptive Era*. Manado, Indonesia. Retrieved from <http://aes.conference.upi.edu/2019/>

Blackman, I., Lye, C., Darmawan, I., Henderson, J., Giles, T., Willis, E., ... Verrall, C. (2018). Modeling missed care: implications for evidence-based practice. *Worldviews on Evidence-Based Nursing*, 15(3), 178-188. doi: "http://doi.org/10.1111/wvn.12285" 10.1111/wvn.12285



AWARDS

2018, PSCI Excellence Award: Recognition for significant contribution to internationalisation

2011, Dean of Education Excellence Award for excellence in building international research partnerships



PROFESSIONAL ACTIVITIES

Invited keynote speaker for the 7th Mathematics, Science, and Computer Science Education International Seminar (MSCEIS), Bandung, Indonesia, 12 October 2019

Invited keynote speaker for the Asian Education Symposium 2019: Reconceptualization of Education in the Disruptive Era. Manado, Indonesia, 14-15 August 2019

Invited keynote speaker for the Educational Science International Conference: The 21st Century Educational Science, Issues and Challenges towards Industrial Revolution 4.0, Samarinda, Indonesia, 20 September 2018

Invited to deliver a two-day workshop during the First Symposium on Programmes for International Student Assessment conducted by SEAMEO RECSAM in Penang, Malaysia in October 2014

Current projects

Year	Granting Body	Focus	Investigators
2020	Department of Education	Brightpath Writing Improvement program	Darmawan I G.N.
2019	New Colombo Plan	International professional experience program for pre-service teachers	Bentley, B & Darmawan, I G.N.
2016 – 2018	Australia Awards Indonesia: Department of Foreign Affairs and Trade	Educational Assessment: National Examination and Computer Based Testing	Darmawan, I G.N.

Dr Nina Maadad

Program Director, Bachelor of Teaching (Secondary), School of Education

Orcid Number: 0000-0002-4903-8400

Research profile: <https://researchers.adelaide.edu.au/profile/nina.maadad>



Dr Maadad is an experienced researcher who has been working with migrants and refugees for over a decade. She coordinates and teaches in a number of courses in the School of Education. She is currently the chief investigator of a research project funded for five years and is titled “Towards an Inclusive Education for Refugees: A Comparative Longitudinal Study” based at the Centre of Lebanese Studies.

Current projects

Year	Granting Body	Focus	Investigators
2018	The Spencer Foundation	Towards an Inclusive Education for Refugees: A Comparative Longitudinal Study	Shuyab, M., Maadad, N., & Ali, Z.

This together with other projects and publications attest to Nina’s skills in joint research investigations. Nina’s research with refugee education and policies has been recognised through publications in Australian and international journals, as well as in books with leading publishers.

Selected key publications

Books

Maadad, N. (2020). Syrian Refugee Children in Australia and Sweden: Education and Survival among the Displaced, Dispossessed and Disrupted. United Kingdom: Routledge. <https://www.goodreads.com/book/show/44672962-syrian-refugee-children-in-australia-and-sweden>.

Maadad, N., & Rodwell, G. (2017). Schooling and Education in Lebanon for Syrian and Palestinian Refugees Inside and Outside the Camps, Peter Lang Publication. <https://www.peterlang.com/view/title/61618?format=EPDF&tab=aboutauthor>

Book chapters

Maadad, N. and Yu, M. (2021). Supporting English Language Education for Children from Refugee Backgrounds in Australian School. In White & McCallum, Wellbeing and Resilience Education. Routledge.

Rodwell, G., and Maadad, N. (2019). ‘Researching Islamophobia and Moral Panics in Australian School Education’. In O’Donoghue, T. A., and Clarke, S. (2019), New Directions in Research on Education Reconstruction in Challenging Circumstances Ontario: Queen’s University Open Monograph Series.

Articles

Maadad, N. and Nasser Eddine, M. (2021). Decolonising Lebanon’s post-conflict sense of national identity via curriculum change and history education – an impossible task? *Historical Encounters Journal*. ISSN 2203-7543. <https://www.hej-hermes.net/vol8-no2>, DOI: doi.org/10.52289/hej8.200

Mehdiabadi, F., Maadad, N. and Arabmofrad, A. (2020). The Role of First Language Attrition in Persian Idiomatic Expressions. *Journal of Psycholinguistic Research*. <https://doi.org/10.1007/s10936-020-09699-3>

Potts, A. & Maadad, N. (2019). “Teaching Primary Students About War,” in *The Australian Journal of Teacher Education*, 44(9). DOI 10.14221/ajte.2019v44n8.1

Shafaei, A., Nagati, M., & Maadad, N. (2019). Brand Equity of Academics: Demystifying the Process. *Journal of Marketing for Higher Education*, Taylor and Francis, 29 (1), pp. 121-133. <https://ideas.repec.org/s/taf/jmkthe.html>

Maadad, N., & Matthews, J. (2018). Schooling Syrian Refugees in Lebanon: Building hopeful futures, Educational Review, Routledge. https://www.researchgate.net/publication/327119290_Schooling_Syrian_refugees_in_Lebanon_building_hopeful_futures

Potts, A., Maadad, N., and Yu, M. (2017). ‘My friends are there’: Constructions of schooling of children of Filipino immigrants in South Australia, *Cogent Education Journal*, 4(1), 17p. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1412036>

Maadad, N., & Rodwell, G. (2016). Whose history and who is denied? Politics and the History Curriculum in Lebanon and Australia, *The International Education Journal: Comparative Perspective*, 15(4), pp. 86-99. <https://openjournals.library.sydney.edu.au/index.php/IEJ/article/view/7810>



PROFESSIONAL ACTIVITIES

AITSL panel trained assessor

Member of SACE Language Reference Group

Dr Robert Matthews

Senior Lecturer, School of Education

Orcid Number: 0000-0001-8654-177X

Research profile: <https://researchers.adelaide.edu.au/profile/robert.matthews>



Dr Robert Matthews is a Senior Lecturer in the School of Education, having joined the School in 2003. He teaches in both undergraduate and postgraduate levels, preparing beginning teachers for their classroom practice and guiding postgraduate researchers in their research. Prior to this position, Robert was a post-doctoral research physicist at Flinders University doing theoretical calculations of electron scattering experiments in various materials. Although this work was of great interest, a desire to work with people took hold. This led to training to be a teacher, and consequently Robert wrote curriculum for the ASMS and taught as a secondary physics and mathematics teacher. Around this time, Robert also commenced training as a Jungian analyst in Switzerland. His earlier seeking to understand the depths of the physical world, were now accompanied by the same scrutiny of the inner world of the psyche. Robert's research interests in education centre on transformative learning and authenticity in teacher education, on creativity and the learning process from a depth psychological perspective.

Selected key publications

Matthews, R. (2021). Freud, Jung, Embodiment and Education. In S. Stolz (Ed.), *The Body, Embodiment, and Education: An Interdisciplinary Approach*. London & New York: Routledge.

Matthews, R. (2020). Inspiring and Transforming the Pre-service Teacher through Authentic Classroom Preparation. In M. White & F. McCallum (Eds.) *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes*. Singapore: Springer.

Matthews, R. & Kyi, W. W. (2019). Alignment between the Learning Objectives and Examinations: A Comparative Analysis of High-School Physics Curricula in Myanmar and South Australia. *Scholars Bulletin*, Nov 2019; 5(11): 671-680.



AWARDS

2017, Executive Dean's Award for Excellence in Undergraduate Teaching

2014, Executive Dean's award for Excellence in Teaching (Faculty of Professions)



PROFESSIONAL ACTIVITIES

President of C.G. Jung Society of South Australia



Dr Julia Miller

Senior Lecturer, School of Education

Orcid Number: 0000-0002-8706-1695

Research profile: <https://researchers.adelaide.edu.au/profile/julia.miller>



Julia's research covers a diverse range of topics exemplified by the key publications listed here, with a focus on dictionary use, idioms and English for academic purposes. Her other main interests are in developing innovative materials for the English for Uni website, funded by an Australian Office for Learning and Teaching grant, and in researching the use of idioms in English academic writing.

Selected key publications

Albano, M., & Miller, J. (2021). *Contexts and plurality in phraseology: Didactics, learning and translation* (M. Albano & J. Miller Eds.). Bialystok, Poland: University of Bialystok.

Winn, T., Miller, J., & van Steenbrugge, W. (2020). The efficacy of a computer program for increasing phonemic awareness and decoding skills in a primary school setting for children with reading difficulties. *Australian Journal of Teacher Education*, 45(12), 1-24. <http://dx.doi.org/10.14221/ajte.2020v45n12.1>

Miller, J. (2020). The bottom line: Are idioms used in English academic speech and writing? *Journal of English for Academic Purposes*, 43. <https://doi.org/10.1016/j.jeap.2019.100810>

Le, C. N. N., & Miller, J. (2020). A corpus-based list of commonly used English medical morphemes for students learning English for specific purposes. *English for Specific Purposes*, 58, 102-121. <https://doi.org/10.1016/j.esp.2020.01.004>

Enomoto, K., Warner, R., & Miller, J. (2020). Enriching Australian exchange student learning experiences at Japanese universities. In S. Kommers & K. Bista (Eds.), *Equality in study abroad and student mobility: Navigating challenges and future directions*. Routledge.

Miller, J. (2019). 'Where does the time go? An academic workload case study at an Australian university', *Journal of Higher Education Policy and Management*, pp. 1-13, <https://www.tandfonline.com/doi/full/10.1080/1360080X.2019.1635328>

Kaliisa, R., Palmer, E., & Miller, J. (2019). 'Mobile learning in higher education: A comparative analysis of developed and developing country contexts', *British Journal of Educational Technology*, vol. 50, no. 2, pp. 546-561.

Miller, J. (2019). Student materials for Academic Integrity, online student course published by Epigeum, part of Oxford University Press.

Miller, J. (2018). 'Countability and confusion: Helping students with English as an additional language to understand the English article system', *Journal of Academic Language and Learning*, vol. 12, no. 2, pp. A55-A74.

Miller, J. (2018). 'Learners' dictionaries of English', in Fuertes-Olivera, P. (ed.), *The Routledge Handbook of Lexicography*, Routledge, London, pp. 353-366.



AWARDS

2015, OLT Citation for outstanding contribution to student learning (\$10,000)

2014, Faculty of Professions Executive Dean's award for teaching (\$2,000)

2013, University of Adelaide Commendation for Excellence in Support of the Student Experience



PROFESSIONAL ACTIVITIES

Julia is a committee member of the AustraLex dictionary society and former vice-chair of the international Globalex dictionary society. She was a major contributor to the student materials for Academic Integrity, an online student course published by Epigeum, part of Oxford University Press, in 2019. This course is used at the University of Adelaide and many other universities worldwide.

2017, Invited keynote speaker for Asialex

2016 ongoing, Australian representative for global phraseology project headed by Dr Szeszunowicz, University of Bialystok, Poland

2015-2017, now committee member - President of AustraLex (Australia and New Zealand Lexicography Association)

Dr Samantha Schulz

Senior Lecturer

Orcid Number: 0000-0002-3458-3617

Research profile: <https://researchers.adelaide.edu.au/profile/samantha.schulz>



Dr Samantha Schulz is a sociologist of education with extensive teaching experience in the tertiary sector, research and teaching experience across a diversity of global contexts, and institutional awards for teaching excellence. Sam's research focuses on inclusive, decolonial and culturally responsive approaches to education as well as Aboriginal education. As a key body of work, Sam has explored cultural reproductions of race in remote Aboriginal schools using white governmentality as a conceptual lens and has extended this work to explore decoloniality in university-led short-term study abroad. Sam is co-convenor of the Australian Association for Research in Education (AARE) Sociology of Education Special Interest Group (SIG) and co-convenes a decoloniality reading group with colleagues from the Centre for Research in Educational and Social Inclusion (CRESI).

Selected key publications

Schulz, S., Blanch, F. & Elliott, S. (2021). Across field and classroom: The activism of Adam Goodes and the role of Australian teachers in tackling racism. In R. McGrath (Ed), *Contemporary Perspectives on Athlete Activism*. London and New York: Routledge.

Stahl, G., Baak, M., Schulz, S., Peterson, A. & Adams, B. (2021). Preventing Violent Extremism: Resourcing, stakeholder strategies and fostering belonging and connection in Australian Schools. *British Educational Research Journal*. DOI: <https://doi.org/10.1002/berj.3720>.

Whitehead, K., MacGill, B. & Schulz, S. (2021). Honouring Nancy Barnes, nee Brumbie (1927-2012), South Australia's first qualified Aboriginal Kindergarten Director. *Australasian Journal of Early Childhood*. DOI: 10.1177/1836939121997990.

Schulz, S. & Agnew, D. (2020). Moving toward decoloniality in short-term study abroad under New Colombo: Constructing global citizenship. *British Journal of Sociology of Education*, 41(8), 1164-1179. DOI: 10.1080/01425692.2020.1822152.

Baak, M., Stahl, G. & Schulz, S. (2020). 'We have to be really careful': Policy intermediaries preventing violent extremism in an era of risk. *Journal of Education Policy*. DOI: 10.1080/02680939.2020.1859620.

Schulz, S. (2019). 'Beating their unclad chests': Voluntourism, international service and the place of critical pedagogy inside the neoliberal university. In S. Riddle & M. Apple (Eds), *Re-Imagining Education for Democracy* (pp. 224-238). London and New York: Routledge.

Schulz, S. (2018). White governmentality, life history, and the cultural politics of race in remote settings: Situating the teacher/voluntourist. In G. Vass, K. Gulson, J. Maxwell & S. Rudolph (Eds), *The relationality of race research in education* (pp. 47-58). London and New York: Routledge.

Schulz, S. (2017). Desire for the desert: Racialising white teachers' motives for working in remote schools in the Australian desert. *Race, Ethnicity & Education Special Issue: Rurality*, 20(2), 209-224.



AWARDS

2020, Flinders University, College of Education, Psychology and Social Work Award for Excellence in Tertiary Teaching, (Critical Indigenous Pedagogies).

2019, Flinders University, College of Education, Psychology and Social Work Award for Excellence in Tertiary Teaching (Sociology of Education).



PROFESSIONAL ACTIVITIES

Co-Convenor, Sociology of Education SIG, Australian Association for Research in Education (AARE)

Member, Centre for Research in Educational and Social Inclusion (CRESI) Group

Member, The Australian Sociological Association (TASA)

Convenor, Decoloniality Reading Group (CRESI)

Chief Editor, Critical Race and Whiteness Studies Journal (2017-2020)

Current projects

Year	Granting Body	Focus	Investigators
2021	Australians Together	Lived Schooling Experiences of First Nations Students	Guenther, J., Ober, R., Holtze, D., Schulz, S., Kelly, S., Woollorton, S., Dwyer, A., Poelina, A., Osborne, S., Baak, M., Sinclair, K., Weuffen, S., Fricker, A.
2019-2020	UniSA	Vulnerability, Resilience and Extremism: Investigating the Restorative Practice Framework in South Australia	Stahl, G., Baak, M., Schulz, S.
2019-2020	Flinders University	Racism and Australian education: Exploring pre-service teachers' interpretations of The Final Quarter	Schulz, S., Elliott, S., Blanch, Faye.
2017-2019	DFAT New Colombo Plan, Flinders University	Sport, Development and Education: New Colombo on the Cricket Field	Schulz, S.

Dr Steven Stolz

**Program Director, Master of Teaching,
School of Education**

Orcid Number: 0000-0001-5900-0329

Research profile: <https://researchers.adelaide.edu.au/profile/steven.stolz>



Steven Stolz, PhD, is a Senior Lecturer (Teaching and Research) and Program Director of the Master of Teaching at The University of Adelaide, Australia. Prior to joining the academy, Steven taught for 10 years as a secondary school teacher in: mathematics, science, religious education, humanities, social science, health and physical education. He also has a background in analytical and continental traditions of philosophy which led to research interests that range from: epistemology, phenomenology, embodied cognition, ethics or applied ethics, narrative inquiry, psychology, virtue and character development. Currently, his primary area of scholarship is concerned with educational philosophy and theory, and the cultivation of intellectual virtues, the application of

embodied cognition in educational contexts, the use of narrative or stories to make sense of human experience, and how phenomenology can be used in educational research. His scholarship is best described as being located at the intersection between education and philosophy, particularly how theory informs practice, and/or how practice informs theory. Recent publications of note include: *Theory and Philosophy in Education Research: Methodological Dialogues* (Routledge), *MacIntyre, Rationality and Education: Against Education of Our Age* (Springer), and *Measuring Up in Education: Philosophical Explorations for Justice and Democracy Within and Beyond Cultures of Measurement in Educational Systems* (Routledge).

Steven's higher education teaching experience covers undergraduate and postgraduate levels, delivered in different modes (i.e. face-to-face, to blended, to online). He is a registered principal supervisor, with EdD and PhD completions, and an active researcher with an ambitious research agenda. He is Convenor of the Australian Association for Research in Education (AARE) Special Interest Group (SIG): Educational Theory and Philosophy. Steven has received various academic awards and distinctions over his career, such as the Research Excellence Award (mid-career) in 2017, the Emerging Researcher Award in 2013, and has been a visiting scholar at the following institutions: The University of Stirling (UK), The University of New Orleans (USA), The University of Illinois at Urbana-Champaign (USA), and The University of Edinburgh (UK).

Selected key publications

Stolz, S. (Ed.). (2021). *The Body, Embodiment and Education: An Interdisciplinary Approach*. London & New York: Routledge.

Stolz, S., & Thorburn, M. (2021). Phenomenology, embodiment, and education: first-person methodologies of embodied subjectivity. In S. Stolz (Ed.), *The Body, Embodiment, and Education: An Interdisciplinary Approach*. London & New York: Routledge.

Stolz, S. (2021). Nietzsche: truth, perspectivism, and his concern with Bildung. In J. T. Ozolins (Ed.), *Education in an Age of Lies and Fake News: Regaining a Love of Truth*. London & New York: Routledge.

Stolz, S. (2021). Nietzsche, eternal recurrence, and education: the role of the great cultivating thought in the art of self-cultivation (*Bildung*). *Journal of Philosophy of Education*, 55(1), 186–203.

Stolz, S. (2020). Phenomenology and phenomenography in educational research: a critique. *Educational Philosophy and Theory*. Advance online publication (in press).

Stolz, S. (2020). A narrative approach exploring notions of justice in education. *British Journal of Educational Studies*. Advance online publication. doi: 10.1080/00071005.2020.1799934.

Thorburn, M., & Stolz, S. (2020). Emphasising an embodied phenomenological sense of the self and the social in education. *British Journal of Educational Studies*. Advance online publication. doi: 10.1080/00071005.2020.1796923.

Thorburn, M., & Stolz, S. (2020). Understanding experience better in educational contexts: the phenomenology of embodied subjectivity. *Cambridge Journal of Education*, 50(1), 95–105.

Shapiro, L., & Stolz, S. (2019). Embodied cognition and its significance for education. *Theory and Research in Education*, 17(1), 19–39.

Stolz, S., & Ozolins, J. (2018). A narrative approach exploring philosophy in education and educational research. *Educational Studies*, 44(5), 578–593.

Stolz, S. (2018). A genealogical analysis of the concept of 'good' teaching: A polemic. *Journal of Philosophy of Education*, 52(1), 144–162.

Stolz, S. (2017). Nietzsche on aesthetics, educators and education. *Studies in Philosophy and Education*, 36(6), 683–695.

Current projects

- Transforming Initial Teacher Education for 21st Century Teaching. Collaboration with Prof. Faye McCallum and Ass. Prof. Mathew White.
- Education in a World of Lies and Fake News: The Place of Truth. Collaboration with Prof. Jānis (John) Ozolins (University of Notre Dame, Australia & University of Divinity, Australia).
- The Body, Embodiment, and Education: An Interdisciplinary Approach. Collaboration with Prof. Lawrence Shapiro (University of Wisconsin-Madison, USA).
- Phenomenology in Educational Research: Understanding Experience Better in Educational Contexts. Collaboration with Dr. Malcolm Thorburn (University of Edinburgh, UK).



AWARDS

Research Excellence Award (mid-career)

Doctoral scholarship from the Philosophy of Education Society of Australasia (PESA)

Emerging Researcher Award

Doctoral scholarship from The Australian Catholic University (ACU)

Visiting scholar at the following institutions: The University of Stirling (UK), The University of New Orleans (USA), The University of Illinois at Urbana-Champaign (USA), and The University of Edinburgh (UK).



PROFESSIONAL ACTIVITIES

Convenor of the Australian Association for Research in Education (AARE) Special Interest Group (SIG) titled: Educational Theory and Philosophy.

Foundation Chair of the Educational Philosophy and Theory Research Group (EPATRG)

Member of Academic Disciplines (national & international levels)

- Australasian Association of Philosophy (AAP)
- American Educational Research Association (AERA)
- Australasian Society for Continental Philosophy (ASCP)
- Australian Association for Research in Education (AARE)
- Philosophy of Education Society of Australasia (PESA)
- Educational Philosophy and Theory Research Group (EPATRG)

Member of Professional Associations (national level)

- Australian Association for Professional and Applied Ethics (AAPAE)
- Australian College of Educators (ACE)
- Australian Council for Health, Physical Education and Recreation (ACHPER)

Dr Linda Westphalen

Deputy Dean, Learning and Teaching,
Faculty of Arts

Senior Lecturer, School of Education

Orcid Number: 0000-0001-6362-0491

Research Profile: <https://researchers.adelaide.edu.au/profile/linda.westphalen>



Working in a School of Education has meant that teaching is not only Linda's professional role, it is also her subject matter. A teacher for 35 years, Linda is a national Office of Learning and Teaching Citation winner in 2012, and a 2008 Winner of the Dean of Professions' Prize for Excellence in Postgraduate Teaching at the University of Adelaide. Linda's current teaching is in the areas of culture, diversity and inclusion, pedagogy and engagement, and student well-being. From 2009, she had a key role in conceiving and establishing the School's Masters of Teaching, which she coordinated until 2016. From 2018 until the end of 2020, she was the Associate Dea of Learning and Teaching for the School of Education. In 2021 she became a Student Support Academic Mentor.

From 2017, and in a new phase of her career as an Education Specialist, Linda currently serves on the executive Committee of the Adelaide Education Academy and on the University of Adelaide's Academic Board. She is also joining the Adelaide College of Reviewers and is the co-convenor of the Student Wellbeing in Learning and Teaching Community of Practice. As an educator, she is rising to the challenge of technological innovation and online learning in the School of Education. Linda was instrumental in developing the School's capstone assessment requirement in Teacher Education, the ePortfolio. As a pedagogy specialist, she developed Unreal High School, an online simulation, to involve her Masters of Teaching students in more authentically targeted and professionally focussed learning, and drew on the creative possibilities of podcasts and Lego people to teach pedagogies during the COVID pandemic.

After reading Paulo Freire's *Teachers as Cultural Workers* (2005) on a plane in 2018, Linda was intrigued by the idea of how the increasing focus on teacher accreditation is impacting on the profession, and how this might be at odds with teachers' Relational Agency and the demands of 21st century learning for futures that are largely undefined. She is now actively researching this area.

Publication

Westphalen, L. (2020). Transforming Higher Education Teaching for 21st-Century Skills. In M. White & F. McCallum (Eds.), *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes* (pp. 45 - 60). Dordrecht: Springer Netherlands.



AWARDS

2018 Australian Teachers Education Partnership Grant, Westphalen, L., Johnson, J., Pre- and in-service teacher publication: Teacher-lecturer collaborative partnerships fostering professional development

2012 National Office of Learning and Teaching Citation

2008 Dean of Professions' Prize for Excellence in Postgraduate Teaching



PROFESSIONAL ACTIVITIES

Regular Contributor to FOLT and HERGA

Education Specialist

Student Wellbeing in Learning and Teaching Co-convenor

University liaison to the SACE Board, Student Capabilities Project

Student Support Academic Mentor

Adelaide Education Academy

University of Adelaide Academic Board

Adelaide College of Reviewers (Pending)

Active HDR supervisor, Uni Liaison and Mentor

Dr John Willison

Program Director, Bachelor of Teaching (Middle), and Bachelor of Teaching (Secondary), School of Education

Orcid Number: 0000-0003-1892-1089

Research profile: <https://researchers.adelaide.edu.au/profile/john.willison>



Models of Engaged Learning (MELT)
www.adelaide.edu.au/melt/

Research Skill Development
www.rsd.edu.au

Over the past 15 years John collaboratively developed the Models of Engaged Learning and Teaching (MELT)*. In two Federally-funded, competitive Innovation and Development projects, he led investigations of implementations of MELT in a variety of disciplines across five universities. One project concerned course-level implementation of MELT (2007-2009) and the other program-level implementation (2011-2013). These projects and the new AQF level 9 research requirements led to demand for research-oriented versions of MELT to inform coursework at Masters levels which led to John's National Teaching Fellowship on this theme in 2014-2015.

As use of various versions of MELT continued to escalate nationally and internationally, John led uptake in primary and high school contexts, as well as promoting the consolidation of MELT use in undergraduate, masters and PhD studies across all disciplines. This across-sectors use was the focus of the National Senior Teaching Fellowship from the Office of Learning and Teaching, 2016- 2018. The international collaborations led to current projects that span the Pacific and Rim nations.

As Director of the Bachelor of Teaching program, John is focusing his research on the development of sophisticated thinking in high school, pre-service teacher and in-service teacher contexts.

Selected key publications

Books

Willison, J. (2020). *The Models of Engaged Learning and Teaching: Connecting sophisticated thinking from early childhood to PhD* (p. 140). Springer Nature.

Articles

Willison, J., Zhu, X., Xie, B., Yu, X., Chen, J., Zhang, D. & Sabir, F. (2020). Graduates' affective transfer of research skills and evidence based practice from university to employment in clinics. *BMC Medical Education*, 20:89,1-18.

Shah, S., Missingham, D., Sabir, F., & Willison, J. (2018). Developing and connecting Engineering skills for researching and problem solving. *Journal of University Teaching and Learning Practice* 15 (4).

Willison, J. (2018). Research skill development spanning higher education: critiques, curricula and connections. *Journal of University Teaching and Learning Practice* 15 (4).

Ain, C. T., Sabir, F., & Willison, J. (2018). Research skills that men and women developed at university and then used in workplaces. *Studies in Higher Education*, 44(12), 2346-2358.

Willison, J., Sabir, F., & Thomas, J. (2017). Shifting dimensions of autonomy in students' research and employment. *Higher Education Research & Development* 36 (2), pp. 430-443.

Willison, J., & Buisman Pijlman, F. (2016). Ph.D. prepared: Research skill development across the undergraduate years. *International Journal of Researcher Development* 7 (1), pp. 63-83.

Bandaranaike, S., & Willison, J. (2015). Building capacity for work-readiness: Bridging the cognitive and affective domains. *Asia-Pacific Journal of Cooperative Education*, 16 (3), pp. 223-233.

Current projects

2020 - 2025: Long-term outcomes of high school implementations of the Models of Engaged Learning and Teaching (MELT).

2021- 2023: Researching on the edge: Pacific and Rim Nations development of research thinking for a changing world

2020-2022: Teaching on the edge: Student use of assessment feedback in Pacific and Rim Nations

2021-2025: Outcomes of Visible Learning Professional Development

2016 - 2018: Office of Learning and Teaching, National Senior Teaching Fellowship (\$250,000): Putting student research mindsets to work for a coherent Higher Education.



PROFESSIONAL ACTIVITIES

Association for Australian Research in Education (AARE)

Council on Undergraduate Research (CUR), USA
Higher Education Research and Development Society of Australasia (HERDSA) Guides Editorial Committee

Higher Education Research and Development Society of Australasia (HERDSA) Member

Adelaide Development Program for Educators and Professionals who Teach (ADEPT): Module Leader

Reviewer for ARC Discovery and Linkage Grants

Dr Walter Barbieri

Lecturer, School of Education

Orcid Number: 0000-0003-2993-3114

Research profile: <https://researchers.adelaide.edu.au/profile/walter.barbieri>



I am a Lecturer at the School of Education of the University of Adelaide. I teach and coordinate courses in the Bachelor of Teaching and the Master of Teaching degrees. I also lead the eLearning Program that is embedding sophisticated use of technologies for learning throughout the school's courses.

My research interests span the breadth of educational technologies, but also explore school culture and change, augmented and virtual reality and its application to education. In my previous roles, I was Director of eLearning at a leading secondary school in Adelaide. I also held positions as Head of English, Teacher of English, Drama, Italian and Digital Technology while teaching in three countries. In working with schools, I have led pedagogy and digital learning projects across the K-12 context.

I have designed and delivered professional learning programs for 110 academic staff, designed software for new, tailor-made eLearning tools and oversaw change-management of widespread organisational transformation.

I have been awarded Apple Distinguished Educator, Apple Teacher and Microsoft Innovative Educator status.

Current projects

Measuring the impact of personalised technologies programs on initial teacher education and on digital capabilities.

Investigating whether there is a statistical association between ATAR and mobile phone screen time.

Historical research on the relationship between pedagogies and technologies.

Exploring the comparative impact of multiple-choice tests and branched scenario assessments.

Investigating the impact of the use of GIFs in learning materials on learning



AWARDS

2019 Commendation for the Enhancement and Innovation of Student Learning - University of Adelaide Learning and Teaching Awards
Apple Distinguished Educator



PROFESSIONAL ACTIVITIES

Walter leads the eLearning Program at the School of Education of the University of Adelaide, in partnership with Apple Aust & NZ.



Dr Stephen Kelly

Lecturer, School of Education

Orcid Number: 0000-0001-5414-1413

Research profile: <https://researchers.adelaide.edu.au/profile/stephen.kelly>



Stephen is a Lecturer in education. His current publications have been influenced by post-structuralist approaches to education and has drawn on Foucault studies to pursue interests in the politics, policies, history and philosophy of education and the connection of these domains of thought to contemporary educational practice. He is interested in applying these sociological and philosophical approaches to research curriculum and its connection to the ontologies of diverse cultures, the subjectivities of educators and children, the work of leaders in cultivating school cultures, and arts and literacy education.

In 2018 he was invited to work as a co-researcher to support the ARC discovery project Toward an Australian Culturally Responsive Pedagogy with colleagues from the University of South Australia.

His current teaching focus is in the areas of middle and secondary pedagogy, professional practice and research, and literacy education.

Selected key publications

Kelly S (in press 2021) The culturally responsive listener. In (Hattam, R., Garrett, R., Welch, A., (Eds) Reimagining just pedagogy, DIO Press: New York

Kelly, S (in press) Historicizing an epistemic struggle between Anglo-Eurocentrism and Indigenous analytics within the Australian Curriculum In Zhao, W., Popkewitz, T., Autio, T., (Eds) *Epistemic Translation of Curriculum Knowledge on a Global Landscape: A Historical and International Dialogue*. Routledge: New York

Kelly, S. (2018). Governing literate populations: The political uses of literacy in securing civil society. Routledge, Abingdon, UK.

Kelly, S. (2018). Governing Civil Society: How literacy, education and security were brought together. In Kember, D., & Corbett, M. (Eds.), *Structuring the thesis: Matching method, paradigm, theory and findings*, pp.301-310, Springer, Singapore

Kelly, S. (2017). Responding to terror: recruiting a martial body of literate subjects, *Critical Discourse Studies*, 14 (2), 188-205 DOI: 10.1080/17405904.2016.1268184

Kelly, S. (2016). Securing dangerous children as literate subjects. *Children Australia*, 41 (3), pp. 214-223. doi: <http://dx.doi.org/10.1017/cha.2016.16>



PROFESSIONAL ACTIVITIES

ACARA Advisory Group to the General Capabilities

Australian Association for Research in Education (AARE)

Australian Curriculum Studies Association (ACSA)

Philosophy of Education Society of Australia
AARE: Sociology Special Interest Group

Current projects

Year	Granting Body	Focus	Investigators
2021-2023	Australians Together	Indigenous Reconciliation	Guenther, J., Ober, R., Holtze, D., Weuffen, S., Fricker, A., Osborne, S., Kelly, S. (2022). Lived experience. In (Vol. \$260,000). Bachelor Institute: Charles Darwin University: Australians together.

Dr Lynda MacLeod

Associate Head, Learning and Teaching,
School of Education

Orcid Number: 0000-0002-3987-4675

Research profile: <https://researchers.adelaide.edu.au/profile/lynda.macleod>



Lynda's research investigates the contribution of education leaders in developing high performing schools and systems through the application of research to practice. She is specifically interested in supporting practicing teachers and leaders to enhance their capacity. Current areas of interest are educational leadership, especially leading the professional learning of teachers, as well as leading self-learning. Another focus area is middle management expectation, and teacher expectation, of principal leadership. Lynda is also interested in looking at progress of the whole-school improvement agenda over the past 20 years with particular focus on the contribution and impact of expert teaching, whole-school improvement, and ongoing professional learning for teachers and leaders in facilitating high-quality learning for all students.

Lynda's current research is evaluating the research component in the Master of Teaching degree and the role of research in postgraduate Initial teacher Education programs. Other areas of research interest are investigating what practitioners really want from educational research on professional learning and educational leadership and case study approaches to exploring educational leadership.

Another area of interest is an examination of the research literature on the role of school leadership in curriculum development and pedagogical improvement. This coincides with researching the role of leaders in providing, promoting and participating in highly effective and relevant professional learning to provide support for teachers to improve classroom practice. This involves investigating effective practice and providing professional learning in a time-effective manner to support teaching practice.

Selected key publications

MacLeod, L. (2020). Shaping Professional Development of Educators: The Role of School Leaders. In M. A. White & F. McCallum (Eds.), *Critical perspectives on teaching, learning and leadership: Enhancing educational outcomes* (pp189-217.). Springer.

MacLeod, L. (2018). Lifelong learning: Is there a choice? *Professional Educator*, 19 (2), 14-17



AWARDS

2021, Certificate of Appreciation, Educators SA for service to the Australian College of Educators
2020, Fellowship awarded by the Australian College of Educators
2017, Australian Fellowship awarded by the Australian Council of Educational Leadership
2017, South Australian Fellowship awarded by the Australian Council of Educational Leadership



PROFESSIONAL ACTIVITIES

Teacher Registration Board of South Australia (TRBSA)
Australian College of Educators SA Executive
Australian College of Educators, Professional Educator

Ms Amy Robinson

Program Director, University Preparatory Program, School of Education

Research profile: <https://researchers.adelaide.edu.au/profile/amy.k.robinson>



Amy has been teaching across diverse contexts for nine years. These include country and metropolitan positions in Australia and overseas secondary schools.

She is Program Director of the University Preparatory Program and lectures in Literacy and Research courses. Other areas of interest include History/Humanities curriculum and teaching. Recent research interests include the role of equity and access programs in Australian universities, particularly the transformative experiences of students.

Current projects

Acculturation of enabling students in Australian universities (joint with UniSA).

Sociocultural transformative experiences in equity-access programs in Australia.

Indicators of success for equity program completers at an Australian university.



PROFESSIONAL ACTIVITY

History Teachers Associate of South Australia



Adjunct Associate Professor Julie Matthews

School of Education

Orcid Number: 0000-0002-7571-5778

Research profile: <https://researchers.adelaide.edu.au/profile/julie.matthews>



I am a sociologist of education with over 25 years of research experience developing innovative research approaches to investigate complex and controversial issues relating to minority and vulnerable populations. My research has addressed antiracism, multiculturalism, cultural diversity, reconciliation, internationalisation and international education and sustainability education.

My areas of research interest are: how radicalisation can be tackled through education; refugee education; and education for sustainability.

I have led and been a member of high performing multidisciplinary research teams including:

Negotiating a Space in the Nation: The Case of the Ngarrindjeri. Australian Research Council, Discovery Grant. 2010 - 2013

The South East Queensland Climate Adaptation Research Initiative. South East Queensland Climate Adaptation Research Initiative. 2009 - 2011

Schooling, Globalisation and Refugees in Queensland. Australian Research Council Discovery Grant. 2005 - 2008

Rethinking Reconciliation and Pedagogy in Unsettling Times. Australian Research Council, Discovery Grant. 2004 - 2006.

Current projects

Education and counter-radicalisation.

Refugee education.

Selected key publications

Books

Joseph, C., & Matthews, J. (eds) (2014). *Equity, Education and Opportunity in Postcolonial South East Asia*, Routledge.

Ahluwalia, P.; Atkinson, S.; Bishop, P.; Christie, P.; Hattam R.; and Matthews, J. (eds) (2012), *Reconciliation and Pedagogy: Practical, Theoretical and Philosophical Considerations*. London: Routledge.

Book Chapters

Hope, A., & Matthews, J. (2017). "How not to be a terrorist": Radicalisation and young Western Muslims' digital discourses." Pickard, S. & Bessant, J. (eds). *Young People Re-Generating Politics in Times of Crisis*, Palgrave Macmillan.

Smith T.F.; Choy, D.L.; Themes, D.C.; Serra-Neumann, S.; Crick, F.; Sano, M.; Richards R, Harman B, Baum, S.; Myers, S.; Sharma, V.; Bussey, M.; Matthews, J.; Roiko, A.; & Carter, B. (2015). *Adapting Australian coastal regions to climate change: A case study of South East Queensland*. In Glavovic, B.; Kelly, M.; & Travers, A. *Climate Change and the Coast: Building Resilient Communities*, CRC Press: Taylor and Francis

Garlick, S., & Matthews, J. (2014). *Engaged Learning and Enterprise through the 'Ecoversity': Implementing an Engagement Theory to Meet Sustainability Concerns*. In Inman, P. (ed). *University Engagement and Environmental Sustainability*, Manchester University Press.

Joseph, C., & Matthews, J. (2014). *Understanding the Cultural Politics of Southeast Asian Education through Postcolonial Theory* In Joseph, C., and Matthews, J. (eds). *Equity, Opportunity and Education in Postcolonial Southeast Asia*. Routledge.

Matthews, J. & Garlick, S. (2013). *Contemporary Knowledge Production in a World of Crisis: Environmental Sustainability and the Ecoversity*. In Johansson, K., Lassbo, G., & Nehls, E. (eds) *Inside the New University: Prerequisites for a Contemporary Knowledge Production*. Bentham Science

Matthews, J., & Nagata, Y. (2013). *Pedagogies of the Japanese Diaspora: Racialization and Sexualization in Australia*, in Tsolidis, G., (ed) *Living Diaspora: Family, Identity and Education*. Springer.

Matthews, J. (2012). *The Sociology of Education in Australia* in Ivanova, V., and Osipov, A., *Sociology of Education: Global and National Perspectives*, Russia: NovSU

Matthews, J. (2013). "The Educational Imagination and the Sociology of Education in Australia." *The Australian Educational Researcher* 40.2, pp. 155-171.

Matthews, J. (2012). "Compassion, Geography and the Question of the Animal." *Environmental Values*, 21.2, pp. 125-142.

Refereed Articles

Matthews, J. (2019). *Maligned mobilities, absences and emergencies: refugee education in Australia*. *International Journal of Inclusive Education* <https://doi.org/10.1080/13603116.2019.1569168>

Matthews, J. (2018). *Prelude to action*. *Social Alternatives*, 37 (2), 35-38.

Maadad, N., & Matthews, J. (2018). *Schooling Syrian refugees in Lebanon: building hopeful futures*. *Educational Review*.

Lederbauer, G., & Matthews, J. (2016) *Retirement Village Lifestyle*. *Social Alternatives*, 35 (3).

Matthews, J. (2013). *Refugee Policy: A Highly Charged Political Issue*. *Social Alternatives*, 32 (3).

Matthews, J. (2013). *The Educational Imagination and the Sociology of Education in Australia*, *The Australian Educational Researcher*, 1-17. <http://www.springerlink.com/openurl.asp?genre=article&id=doi:10.1007/s13384-012-0083-7>.

Matthews, J. (2012). *The Sociology of Education in Australia: A Political and Intellectual Trajectory*, *International Journal of Sociology of Education* 1 (3).

Matthews, J. (2012). *Compassion, Geography and the Question of the Animal*, *Environmental Values*. 20 (2).

Smith, T.F.; Low Choy, D.; Thomsen, D.C.; Neumann, S.; Crick, F.; Sano, M.; Richards, R.; Harman, B.; Baum, S.; Myers, S.; Sharma, V.; Bussey, M.; Matthews, J.; Roiko, A.; & Carter, R.W. (2012). 'Adapting Australian coastal regions to climate change: A case study of South East Queensland'. In Glavovic, B., Kay, R., Kelly, M., and Travers, A. (eds.) *Climate Change and the Coast: Building Resilient Communities*. Taylor and Francis.

MacGill, B., Matthews, J., Aunty Ellen Trevorrow, Aunty Alice Abdulla, & Deb Rankine (2012). *Ecology, Ontology and Pedagogy at Camp Coorong. M/C: A Journal of Media and Culture*, Vol 15, No 3 <http://journal.media-culture.org.au/index.php/mcjourn/article/view/4>

Mr Richard Warner

Adjunct Lecturer, School of Education

Orchid Number: 0000-0003-3258-0970

Research profile: <https://researchers.adelaide.edu.au/profile/richard.warner>



- Cultural dimensions of academic writing, particularly in relation to plagiarism and feedback.
- Development of lifelong learning through reflective practice.
- Pedagogical approaches to student diversity, focusing on transcultural reflective practices.
- Relevance of postgraduate research skills courses to thesis outcomes.
- Curriculum innovation, design and renewal, including new technologies
- Role of pathway programs for English as an Additional Language (EAL) students in enhancing their future success.

Current projects

Journal article co-authored with Michelle Picard submitted (2019) to Journal of University Teaching and Learning Practices (JUTLP) 'What do Master's students' structured reflections say about the learning processes involved in commencing a research project?' (accepted with minor revisions).

Book chapter co-authored with Kayoko Enomoto and Julia Miller to be submitted in December 2019, titled 'Enriching Australian exchange student learning experiences at Japanese universities' for inclusion in a book titled Equality in Study Abroad and Student Mobility: Navigating Challenges and Future Directions to be published by Routledge, New York. This project has been supported by a Priority Partner Grant (2016) of \$5,000 from the School of Health Sciences.

Journal article co-authored with Julia Miller as a follow up study to our 2014 study above on feedback, from international teachers' perspectives. To be submitted to HERDSA in 2020.

Selected key publications

2018 'Innovative Teaching and Learning Practices in Higher Education'. Enomoto, K., Warner, R., & Nygaard, C. (Eds.) Oxford: Libri Publishing.

2018 'Developing undergraduate students' transferable generic skills through an innovative group drama project'. Enomoto, K., & Warner, R. in Enomoto, K., Warner, R., & Nygaard, C. (Eds.), Innovative Teaching and Learning Practices in Higher Education (pp. 1-10). Oxford: Libri Publishing.

2015 'Cultural dimensions of feedback at an Australian university: a study of international students with English as an additional language', jointly authored with Miller, J., Higher Education Research & Development, DOI: 10.1080/07294360.2014.956695



PROFESSIONAL ACTIVITIES

Member of Association for Academic Learning and Language (AALL)

ESL Consultant to University City Project, Department of the Premier and Cabinet, South Australia

TESOL in Context book reviewer

Open University Press (UK) book reviewer

Academic Advisor and Reviewer for the Association for Learning in Higher Education (LIHE)

Member of Editorial Committee for the journal TESOL in Context



SERVICE TO THE UNIVERSITY COMMUNITY

PEP (Pre-enrolment English Program) Liaison Person and Chair, PEP Advisory Committee, English Language Centre (ongoing)

Member of PEP Advisory Committee, English Language Centre

PEP Screening Appeals Assessor

Senior Member of PEP Assessment Screening Panel



William Good

HIGHER DEGREE RESEARCH GRADUATES 2016–2021

The following students have recently completed a Doctor of Philosophy in Education

Candidate	Thesis Title	Supervisors
Bo Cui	Teacher's wellbeing in rural Jilin province China: an appreciative study	Principal: Faye McCallum Co-Supervisor: Mathew White
David Isaacson	Evidence-based eLearning Design: Develop and Trial a Prototype Software Instrument for Evaluating the Quality of eLearning Design Within a Framework of Cognitive Load Theory	Principal: Edward Palmer Co-Supervisor: Cate Jerram External Supervisors: Juhani Tuovinen Philip Uys
Loretta Bowshall	Who Owns The Practicum: Teacher Education in Transition	Principal: Margaret Secombe Co-Supervisor: Grant Rodwell
Julie Hayford	Teaching - specialist positions - creating elite teachers or an academic under-class in Australian research-intensive universities?	Principal: Anthony Potts Co-Supervisor: Nina Maadad
Chidozie Alozie	Taking (Back) The Wheel: An Examination of Educational Control, Autonomy and Its Effects on Inequality	Principal: Nina Maadad Co-Supervisor: Margaret Secombe
Garry Jones	An Investigation of Factors Relating to Choice of and Access to Music University Study	Principal: Linda Westphalen Co-Supervisor: Igusti Darmawan Co-Supervisor: Julie Matthews
Thi Thu Hoang	Professional Development for in-service EFL lectures in Vietnam	Principal: Julia Miller Co-Supervisor: Julie Matthews
Rachel Bleeze	Singapore/Australian Comparative Education: History Curriculum: Critical Discourse Analysis	Principal: Margaret Secombe External Supervisor: Grant Rodwell
Claire Bloor	Comparative Education Curriculum Policy Studies	Principal: Margaret Secombe External Supervisor: Grant Rodwell
Thi Ngoc Tran	The relationship between assessment and autonomy is the Vietnamese Higher Education context	Principal: Edward Palmer Co-Supervisor: Julia Miller Co-Supervisor: John Willison

HIGHER DEGREE RESEARCH CANDIDATES

The following students are working towards a Doctor of Philosophy in Education

Candidate	Thesis Title	Supervisors
Khusaini	Factors Influencing Physics Achievements of Indonesian Senior High School Students based on National Examination	Principal: Dr I Gusti Darmawan Co-Supervisor: Professor John Keeves
Aysha Abdul Majeed	Mathematics Achievement Among the Lowest Attaining Students Through Thinking and Reasoning Approach	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Francisco Ben
Nemwel Aminga	Influence of the Competency Based Curriculum Approach on Teachers' Pedagogical Choices and Resultant Effect on the Learning Process	Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley
Yuli Astiana	Anti-Radicalisation and Education in Indonesia	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Stephen Kelly
Mohamed Ismail	Journeys of Strength: An Appreciative Study of Older Workers in Employment in Singapore	Principal: Professor Faye McCallum Co-Supervisor: Assoc. Professor Mathew White
Richard Burton	A Focus on the Secondary Math Textbook as a Tool for Tertiary Mathematical Success	Principal: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Edward Palmer
Steven Cook	Biometrics and Virtual Reality (VR) for Situation Awareness (SA) Assessment and Training	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Assoc. Professor Anna Ma-Wyatt
Wendy Cowan	Power and Emergence: Teaching in Central Australia	Principal Supervisor: Assoc Professor Julie Matthews Co-Supervisor: Dr Robert Matthews External Supervisor: Dr Craig San Roque
Katrina Cummins	The Nature of School Counselling Mental Health Services in Australia: A national school counselling model with professional standards and competencies to enhance student wellbeing and academic outcomes.	Principal Supervisor: Professor Faye McCallum Co-Supervisor: Assoc Professor Mathew White
Ari Arifin Danuwijaya	An Investigation on Teacher Assessment Literacy in Indonesia	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad
Allyson Dutschke	The Impact of the Vocational Education and Training (VET) Organisation on Student Success and Study or Employment Pathways	Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley
Safiah Hakami	Saudi International Female Students: Challenges and Cultural Experiences in Australian Universities	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Fizza Sabir
Andrew Kemp	The Design, Application and Evaluation of a Comprehensive Model to Assess Attitudes Towards Educational Technologies	Principal Supervisor: Assoc Professor Edward Palmer Co-Supervisor: Dr Peter Strelan External Supervisor: Dr Helen Thompson
Ursula McGowan	Accelerating Academic Literacy Development: Issues, Possibilities and Challenges for Integrating Scholarly Writing Development into Mainstream Curriculum in Australian Higher Education	Principal: Dr John Willison Co-Supervisor: Dr Margaret Secombe

HIGHER DEGREE RESEARCH CANDIDATES

The following students are working towards a Doctor of Philosophy in Education

Candidate	Thesis Title	Supervisors
Fatemeh Mehdiabadi	Sociolinguistic Perspective of the Language Attrition and Acculturation: In Terms of Speech Acts	Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan
Mutinta Musindo	De-colonising the Curriculum: Fostering Sustainability in Higher Education in Zambia	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Stephen Kelly
Abu Nawas	The Impact of School-level and Student-level Factors on Students' Reading Literacy in Public and Islamic Schools	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad
Ngoc Nguyen	Towards the Optimal Efficacy of Feature Films/TV Series in Higher Education Pedagogies	Principal: Dr Cally Guerin Co-Supervisor: Assoc. Professor Peter Pugsley
Shaun Oakey	A Study of the Effectiveness of South Australian Independent Schools Character Education Programs and their Impact on Student Wellbeing	Principal: Professor Faye McCallum Co-Supervisor: Assoc. Professor Mathew White
Jerome Oko	Investigating Mathematics Performance of Year 10 and 12 Students in Papua New Guinea (PNG)	Principal: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Nicholas Buchdahl Co-Supervisor: Assoc. Professor Sivakumar Alagumalai
Katrina Cummins	Whole School Approach to Mental Health: An Appreciative Study Examining the Integration of Australian School Counselling.	Principal: McCallum Faye Co-Supervisor: Mathew White
Kristy Davis	Innovating with the Red Queen: A qualitative study modelling innovation within contemporary learning environments	Principal: Linda Westphalen Co-Supervisor: Edward Palmer Co-Supervisor: Barbieri Walter
Wenfei Li	Gender Identity Construction of Chinese Rural Girls	Principal: Faye McCallum Co-Supervisor: Stephen Kelly
Parivash Nezhad	Continuous Professional Development Needs and Barriers: South Australian Teachers Perspectives	Principal: Professor Steven Stolz Co-Supervisor: Lynda MacLeod
Adam Slater	Identifying how strengths-based teacher attitudes and approaches towards reading, literature and storytelling make a visible impact on building positive wellbeing of their students.	Principal: Mathew White Co-Supervisor: Faye McCallum
Susan Sprason	Pedagogical implications of Performing Arts engagement on the school performance and mental health of students who have experienced trauma.	Principal: Nina Maadad Co-Supervisor: I Gusti Darmawan
Liwen Tan	How teacher empowerment in light of motivation theories might influence teacher personal and professional wellbeing from a global perspective	Principal: Mathew White Co-Supervisor: Faye McCallum
Sam Willis	Immersive Virtual Reality (IVR) Communities of Practice (CoP) for supporting undergraduate student paramedics during Work Integrated Learning (WIL).	Principal Supervisor: Ed Palmer External Supervisor: John Rae External Supervisor: Lyn Karstadt
Tania Zebian	An Appreciative Cross-Cultural Study of Secondary School Students' Perspectives of Wellbeing	Principal: Mathew White Co-Supervisor: Faye McCallum





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