



THE UNIVERSITY  
of ADELAIDE

Research  
Capabilities

# SCHOOL OF EDUCATION

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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  
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Faculty of Arts, Research Development  
Manager, Mr. Simon Ladd  
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Phone 8313 1283

# 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 courses, 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 RESEARCHERS ARE CURRENTLY ENGAGING IN COLLABORATIVE RESEARCH ON:

**Wellbeing:** We focus on evidence-based approaches to enhance student, teacher and leader wellbeing across all levels of education.

**Digital Futures:** We are exploring our understanding of technology for enhancing the student and teaching experience, focusing on mobile learning and virtual reality.

**Leadership:** We research how educational leaders build positive learning and wellbeing cultures, specifically when navigating change. We focus on effective educational leadership, management, and governance processes across all sectors.

**International Perspectives:** Our international perspectives allow us to research in depth the cultures, language, and general diversity of 21st-century students.

**STEM:** We explore how STEM can be effectively incorporated into schools and how we can measure its success for all learners.

**Higher Education:** Our investigations into student culture and language use enable us to promote a more equitable higher education experience for a wide range of students.

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
- GlobaLex Lexicographical Association
- Higher Education Research Group of Adelaide; International Baccalaureate Organisation
- International Positive Education Network
- International Positive Psychology Association
- Islamic Religious Council of Singapore
- New South Wales Department for Education Leadership Institute
- Organisation for Economic Co-operation and Development (OECD)
- Positive Education Schools Association
- Reconciliation South Australia
- Red Cross Australia
- South Australian Science Teachers Association
- Tandanya Cultural Institute Department for Education (DfE)
- United Nations Educational, Scientific and Cultural Organization (UNESCO).



At any point in time, we have many staff and over 100 students collaborating on research at Masters or higher research degree level engaging in some of the most pressing contemporary educational issues. We are open to research suggestions and collaboration with school and wider education communities.

# RESEARCHER CAPABILITIES



## **Professor Faye McCallum**

Head of School of Education at the  
University of Adelaide

Orcid Number: 0000-0002-1961-3881

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

An award-winning researcher, Professor Faye McCallum PhD is Head of School 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. An award-winning educator, 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 a book entitled 'Nurturing Wellbeing Development in Education: From little things, big things grow'.

Prior to joining the University of Adelaide, Faye was Dean and Head of School of Education at Southern Cross University (2015-2017); Associate Head, Academic (2012-2015) and Associate Dean, Teaching and Learning (2009-2015) at the School of Education, the University of South Australia.

## Current projects

Year	Grading Body	Focus	Investigators
2019	A.B. Paterson College, Queensland	Wellbeing Measurement	White, M.A. & McCallum, F.
2019	Moreton Bay College, Queensland	Measurement of Employee and Student Wellbeing at Moreton Bay College, Queensland.	White, M.A. & McCallum, F.
2018	Upper Canada College, Toronto	Measurement of Employee and Student Wellbeing at Upper Canada College, Toronto	White, M.A. & McCallum, F.
2017	AIS NSW	Teacher Wellbeing	Graham, A., Price, D. & McCallum, F.
2016	SCU: Cat 3	Preservice Teacher Transition to Employment	McCallum, F.
2015/16	UniSA: Div Research Grant	Analysis of how preservice teachers' wellbeing initiatives influence teacher quality, transition, retention and student achievement. A comparative study of preservice teachers in Australia and the UK.	Price, D. & McCallum, F. St Mary's University
2014 - 2018	ARC Linkage LP100200499	Renewing the teaching profession in regional areas through community partnerships	Brennan, M., McCallum, F., Simons, Michele, Strickland, H & McEvoy, K.

## Selected key publications

McCallum, F. (2019). Teacher and Staff Wellbeing. In M. Kern & M. Wehmeyer (Eds.). *The International Handbook on Positive Education*. Palgrave MacMillan. (in press)

White, M., & McCallum, F. (2019). The Wellbeing Framework for Initial Teacher Education, pp 57 – 59. In Sachs, J (2019). *The Global Happiness and Wellbeing Policy Report 2019*, The Global Council for Happiness and Wellbeing. New York: Sustainable Development Solutions Network.

McCallum, F., & Price, D. (2017). *Teacher wellbeing: A review of the literature*. Sydney. AIS NSW.

McCallum, F., & Price, D. (Eds.) (2016). *Nurturing wellbeing development in education: From little things, big things grow*.

McCallum, F., & Price, D. (2016). *Teacher wellbeing*. In F. McCallum & D. Price (Eds.), *Nurturing Wellbeing Development in Education: From Little Things, Big Things Grow* (pp. 112-132). United Kingdom: Routledge.

Price, D., & McCallum, F. (2016). *Leading and empowering lifelong wellbeing: Well educators, well learners, well communities*. In F. McCallum, & D. Price (Eds.), *Nurturing Wellbeing Development in Education: From Little Things, Big Things Grow* (pp. 133-145). United Kingdom: Routledge.

McCallum, F., & Price, D. (2016). *Wellbeing for all*. In F. McCallum, & D. Price (Eds.), *Nurturing Wellbeing Development in Education: From Little Things, Big Things Grow* (pp. 22-39). United Kingdom: Routledge.

Price, D., & McCallum, F. (2015). *Ecological influences on teachers' well-being and "fitness"*. *Asia-Pacific Journal of Teacher Education*, 43(3), pp. 195-209.

Kehrwald, B., & McCallum, F. (2015). *Degrees of Change: Understanding Academics' Experiences with a Shift to Flexible Technology-Enhanced Learning in Initial Teacher Education*. *The Australian Journal of Teacher Education*. V 40 (7), pp. 43-56.

Reid, A., & McCallum, F. (2014). 'Becoming your best': student perspectives on community in the pursuit of aspirations. *The Australian Educational Researcher*, V 41 (2), pp. 195-207.



## AWARDS

Expert consultant to OECD on Teacher Wellbeing 2018-2019

Dr Alby Jones 2019 Gold Medal, Australian Council of Educational Leadership (ACEL-SA)

SA Executive Dean on the Australian Council of Deans (ACDE)

Honorary life member of the Golden Key Foundation

Adjunct Professor, Southern Cross University



## 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

## 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/mcjournal/article/view/4>



## Associate Professor Edward Palmer

Associate Head of 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 1.5 million dollars in collaborative ventures to support my work and worked in fields ranging from medicine through physics to creative writing and the use of 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

Branson, V., Turnbull, D., 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. *British Journal of Educational Technology*.

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*, 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.

Palmer E., and Devitt P. (2014). The assessment of a structured online formative assessment program: a randomised controlled trial. *BMC Medical Education*. 01/2014; 14.1:8.

### Current projects

Year	Grading Body	Focus	Investigators
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	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

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 White PhD is an Associate Professor in the School of Education at the University of Adelaide. He is also a Principal Fellow in the Melbourne Graduate

School of Education. Mathew's research focuses on educational leadership, strategic planning, and wellbeing. He has co-edited three books on wellbeing education, including "Future Directions in Wellbeing: Education, Organizations, and Policy" (Springer, 2017). Before his appointment to the University of Adelaide in 2018, Mathew held senior leadership positions in schools for a decade. He has over 20 years of teaching experience. He is a member of the Australian Association for Research in Education (AARE), Australian Teacher Education Association (ATEA), American Educational Research Association (AERA) and British Educational Research Association (BERA). He is internationally recognised for his research in wellbeing education. In particular, Mathew is interested in how leaders establish school cultures to enable positive learning and wellbeing environments. His most recent work explores strategic applications of wellbeing in education. Mathew has published on issues related to leadership, governance and measurement of wellbeing. He has also published on the implementation of character strengths and virtues in middle and secondary teaching.

### Selected key publications

White, M. A. (2019). Positive Communications and Education: Applying Character Strengths in Schools. In José Antonio Muñoz-Velázquez & Cristina M. Pulido (Eds.), *The Routledge Handbook of Positive Communications* (pp. 390-398). Routledge; 1 edition (August 1, 2018).

White, M. A., & Kern, M. L., (2018). Positive Education: Learning and teaching for wellbeing and academic mastery. *International Journal of Wellbeing*, 8 (1), 1-17. doi:10.5502/ijw.v8i1.588.

White, M. A., Slemp, G., & Murray, A. S. (2017). *Future Directions in Wellbeing: Education, Organizations and Policy*. Springer Press, Netherlands. Foreword written by David Cooperrider PhD.

White, M. A., & Murray, S. (2015). Evidence-based Approaches to Positive Education in Schools: Implementing a Strategic Framework for Wellbeing in Schools. Springer Press, Netherlands. Series Editor Ilona Boniwell. DOI 10.1007/978-94-017-9667-5. Foreword written by Martin Seligman PhD.

### Current projects

Year	Grading Body	Focus	Investigators
2019	Moreton Bay College, Queensland	Measurement of Employee and Student Wellbeing at Moreton Bay College, Queensland.	White, M.A. & McCallum, F.
2018 - 2019	Upper Canada College, Toronto	Measurement of Employee and Student Wellbeing at Upper Canada College, Toronto	White, M.A. & McCallum, F.
2018	Catholic Education South Australia	A Review of Gifted and Talented Education	White, M.A.



### AWARDS

2017, National ACEL Leadership Award for 2017, Australian Council for Educational Leaders

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

2016, Fellowship, Australian College of Educators



### PROFESSIONAL ACTIVITIES

President and member of the Council of Advisors, International Positive Psychology Association Education Division (IPPAEd)



## Dr Brendan Bentley

Director of Partnerships and Engagement  
Program Director Master of Teaching, School of Education

Orcid Number: 0000-0003-4375-3080

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



Brendan Bentley is a Senior Lecturer in Education. He is currently the Director of Partnerships and Engagement and the Director of the Master of Teaching program at the University of Adelaide, Australia. He has been a school principal, educational consultant and educator with over 30 years' experience. He is an award-winning educator in network and online teaching and learning and has published in the area of: cognition; cognitive load theory; civics and values education; mathematics education; and network/online learning. In 2018 he was awarded the Australian Council for Educational Leaders (South Australia) Fellowship Award for his service to education and he has secured grants in excess of \$300,000 to conduct Professional Experience placements for pre-service teacher in both China and Indonesia.

### Current projects

#### New Colombo Plan (NCP) (2019)

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

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*, DOI: 10.1080/2331186X.2017.1297213

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.



## 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

Convener Higher Education Research Group of Adelaide

Academic Board member, SAIBT

## 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 27 publications which include 9 journal articles, 2 book, 13 book chapters and 3 conference papers in the high priority areas of numeracy and literacy.

### Selected key publications

Darmawan, I G. N., (2019). Quality and Equity of Student Performance in Mathematics in Indonesia, Malaysia Singapore, Thailand and Vietnam. In White, M., & McCallum, F. (Eds.), *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes*. Dordrecht: Springer Netherlands. (Book-Authored Research. Contract signed).

Darmawan, I G. N.; Vosniadou, S.; Lawson, M.; Jeffries, D.; Van Deur, P.; & Wyras, M. (2019). An Instrument to test Pre-Service Teachers' Beliefs Consistent and Inconsistent with Self-Regulation Theory, *British Journal of Educational Psychology* (re-submitted with minor revisions).

Lovat, A., & Darmawan, I G. N. (2019). The Academic Performance of VET Pathway University Students and the Effects of Gender and Age, *Australian Journal of Education* (accepted for publication).

Vosniadou, S.; Lawson, M.; Jeffries, D.; Van Deur, P.; Wyras, M.; & Darmawan, I G. N. (2019). Pre-service teachers' belief systems regarding the importance of teaching students learning strategies: A conceptual change approach, *International Journal of Educational Research* (re-submitted with minor revisions).

Keeves, J. P., & Darmawan, I G. N. (2016). The Foundation Problems for Educational Research arising from the PISA Studies: Important Issues for Research into PISA Studies. In Thien, L. M., Razak, N. A., Keeves, J. P. & Darmawan, I. G. N. What can PISA 2012 data tell us? Performance and Challenges in Five Participating Southeast Asian Countries. pp. 219-238, Netherlands: Sense Publisher

Keeves, J.P., & Darmawan, I G.N. (2016). The Challenges Confronting All People Living on the Planet Earth. In Thien, L. M., Razak, N. A., Keeves, J. P., & Darmawan, I. G. N. What can PISA 2012 data tell us? Performance and Challenges in Five Participating Southeast Asian Countries. pp. 239-247, Netherlands: Sense Publisher

Thien, L. M., & Darmawan, I G.N. (2016). Factors associated with Malaysian mathematics achievement in PISA 2012: A multilevel analysis. In Thien, L. M., Razak, N. A., Keeves, J. P., & Darmawan, I. G. N. What can PISA 2012 data tell us? Performance and Challenges in Five Participating Southeast Asian Countries. pp. 81-105, Netherlands: Sense Publisher

Keeves, J.P., Darmawan, I G.N., & Lietz, P. (2015). Globalisation and Social Change in Zajda, J. (ed) *Second International Handbook of Globalisation, Education and Policy Research*, pp 53-76, Dordrecht: Springer

Keeves, J.P., & Darmawan, I G.N., (2015). Philosophical and Pedagogical Underpinnings of Globalisation and Education in Zajda, J. (ed) *Second International Handbook of Globalisation, Education and Policy Research*, pp. 817-838, Dordrecht: Springer

Thien, L., Darmawan, I G.N., & Ong, M. (2015). Affective characteristics and mathematics performance in Indonesia, Malaysia, and Thailand: what can PISA 2012 data tell us? *Large-scale Assessments in Education*, 3 (1), 1-16.

### Current projects

Year	Grading Body	Focus	Investigators
2016 – 2018	Australian Awards Indonesia: Department of Foreign Affairs and Trade	Educational Assessment: National Examination and Computer Based Testing	Darmawan, I G.N.
2015	School of Education Discretionary Research Funding	Current Trends and Development in Questionnaires and Tests for Languages and Mathematics at Secondary Education	Darmawan I G.N., Lye, C. Y., Elizar. & Lacia, M.
2015	School of Education Discretionary Research Funding	The influence of gender, age, student SES and vocational (VET) entry qualification on undergraduate academic performance	Darmawan I G. N. & Lovat, A.



## AWARDS

2017, National ACEL Leadership Award for 2017, Australian Council for Educational Leaders  
2017, South 2018 - PVC I Excellence Award: Recognition for significant contribution to internationalisation in 2018.  
2011 - Dean of Education Excellence Award for excellence in building international research partnership  
Australian Educational Leadership Medal Award, Australian Council for Educational Leaders  
2016, Fellowship, Australian College of Educators



## 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



## 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 ways to help young people become more empathic towards global issues. She is a committee member of the Australex dictionary society and the vice-chair of the international Globalex dictionary society.

### Selected key publications

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. (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.

Miller, J. L., Wilson, K., Miller, J., & Enomoto, K. (2016). 'Humorous materials to enhance active learning', *Higher Education Research and Development*, <http://www.tandfonline.com/doi/full/10.1080/07294360.2016.1238883>

Miller, J. (2015). 'Seeking asylum', *Social Alternatives*, vol. 34, no. 2, pp. 67-68.

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

Miller, J., Kwary, D., & Setiawan, A. (2014). *Australian Cultural Dictionary*. <http://www.culturaldictionary.org/>

Miller, J. (2014). English for Uni. Website produced with the aid of an Australian Office of Learning and Teaching Grant. <https://www.adelaide.edu.au/english-for-uni/>



### 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

Vice Chair of Globalex (international lexicography society). 2018 ongoing

Invited keynote speaker for Asialex 2017

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

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

Guest speaker via Skype for Kazakhstan Women's Education University Conference, 2014

State representative for Association for Academic Language and Learning, 2011-2013

## Dr Nina Maadad

Senior Lecturer, School of Education

Orcid Number: 0000-0002-4903-8400

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



Nina Maadad is a senior lecturer at the University of Adelaide. She coordinates the Bachelor of Teaching (Secondary) program and lectures in a range of courses in the School of Education including Primary and Secondary Schools Interaction, Contemporary Issues in Education and Multicultural Education. Her research interests include: identity and marginalization of new arrivals and refugees, particularly from NASB, across the curricula, culture, education and languages, topics that she has taught in both tertiary and secondary school levels.

### Current projects

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

### Selected key publications

#### Books

Maadad, N. (2019). 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>

Maadad, N., & Tight, M. (2014). Academic Mobility: International Perspectives on Higher Education Research, Emerald Group Publishing Limited.

#### Books chapters

Rodwell, G., and Maadad, N. (2019). 'Researching Islamophobia and Moral Panics in Australian School Education'. In O'Donoghue, T. A., and Clarke, S. (in press for 2018), New Directions in Research on Education Reconstruction in Challenging Circumstances Ontario: Queen's University Open Monograph Series.

Maadad, N., & Tight, M. (eds.) (2014). 'Editorial Introduction'. In Academic Mobility. Emerald Group Publishing Ltd., United Kingdom, 1, 11: 1-7., 2014 DOI

Maadad, N., (2014), 'Global Academics Moving Down Under: Living and Learning a New Teaching Academic Culture'. In Maadad, N., & Tight, M. (eds.), Academic Mobility, Emerald Publication.

Maadad, N., (2014). Lebanon: post-civil war implications for schools. In Clarke, S., & O' Donoghue, T. (Eds.), School level leadership in post-conflict societies: the importance of context (1 ed., pp. 127-144). United Kingdom: Routledge.

Tsianikas, M., Maadad, N., & Kanarakis, G. (2013). Crossing Boundaries: Greek Textual and Cultural Landscapes, Special Issue Journal of Modern Greek Studies (Australia and New Zealand).

#### Articles

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](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>

Maadad, N., & White, B. (2016). Supporting EAL/D students through The Writing Project, Adolescent Success, 16 (2), pp. 6-23. [search.ebscohost.com › login](http://search.ebscohost.com/login)

Maadad, N., & White, B. (2015). Towards sustainable language and literacy practices for teacher learning in a secondary context: A focus on writing, Adolescent Success, 15 (2), pp. 20-37.

Hilal, K., Scott, S., & Maadad, N. (2015). The Political, Socio-Economic and Sociocultural Impacts of the King Abdullah Scholarship Program (KASP) on Saudi Arabia, International Journal of Higher Education, 4 (1), pp. 254-266.

Maadad, N., & Thomas, J. (2014). Learning the Arabic Language in Australia's Arab Communities: Perspective of Young Arabic-speaking Australians on Informal and Formal Opportunities. In Language and Cultures Network for Australian Universities, Canberra, Australia, pp. 129-144.



## 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.

### Current projects

Year	Grading Body	Focus	Investigators
2014	Learning & Development Grant, Faculty of Professions	Classroom dialogue – an online tool preparing Education students for teaching practice	Matthews, R., Winser, W., and McGowan, U.

### Selected key publications

Matthews, R. The Deeper Psychology of Teachers: Introducing the Teacher Complex. In Jung in the Classroom. Fidjk, A. (Ed.) London: Routledge. (in press)

Matthews, R. (2015). An analytical psychology view of wholeness in art. *International Journal of Jungian Studies*, 7(2), pp. 124-138. DOI

Cargill, M. A., O'Connor, P. J., & Matthews, R. (2014). Publication skills development in the sciences: decision support for effective program design. *Revista Canaria de Estudios Ingleses*, 69, pp. 101-114.

Missingham, D., & Matthews, R. (2014). A democratic and student-centered approach to facilitating teamwork learning among first-year engineering students: A learning and teaching case study. *European Journal of Engineering Education*, 39(4), pp. 412-423. DOI Scopus5



## AWARDS

2017 - Executive Dean's Award for Excellence in Undergraduate Teaching.



## PROFESSIONAL ACTIVITIES

President of C.G. Jung Society of South Australia



## Dr Linda Westphalen

Associate Head Learning and Teaching,  
School of Education

Orcid Number: 0000-0001-6362-0491

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



As an Adelaide Academy Education Specialist, Linda looks forward to the challenge of new pathways in her research areas, as well as innovation and online learning in the School of Education. She has been instrumental in developing the School's capstone assessment requirement in Teacher Education, the ePortfolio. She has also had a key role in conceiving and establishing the School's Master of Teaching. As the Associate Head of Learning and Teaching for the School of Education, Linda has a new research interest in Initial Teacher Education and how it is conceptualised in universities.



## AWARDS

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

National Office of Learning and Teaching Citation – 2012.

Dean of Professions' Prize for Excellence in Postgraduate Teaching - 2008.



## PROFESSIONAL ACTIVITIES

Australian Teacher Education Association (ATEA) Education Specialist: Executive of the Adelaide Education Academy



## Dr John Willison

**Program Director, Bachelor of Teaching (Middle), 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.melt.edu.au](http://www.melt.edu.au)

Research Skill Development  
[www.rsd.edu.au](http://www.rsd.edu.au)

Over the past 15 years John collaboratively developed versions of 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, and is ongoing.

### Current projects

2018 - 2025: Long-term outcomes of middle-school implementation of the Models of Engaged Learning and Teaching (MELT).

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

2014 - 2015: Office of Learning and Teaching, National Teaching Fellowship (\$90,000): Realising research modes of learning for Masters by coursework using state-based clusters

### Selected key publications

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*, pp. 1-13.

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).

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.



## PROFESSIONAL ACTIVITIES

Association for Australian Research in Education (AARE) membership

Council on Undergraduate Research (CUR), USA membership

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>



Walter joined the School of Education in late 2018. His research interests span the breadth of educational technologies and are most closely focused on: personalised mobile technologies and their impact on learning and teaching; school culture and change; and augmented and virtual reality and its impact on learning and education. He has a range of research projects underway pertaining to these interests.

Walter welcomes inquiries from postgraduate candidates interested in: educational technologies; technology & pedagogy; and technology & learning across schools, education communities and initial teacher education.

### 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



### PROFESSIONAL ACTIVITIES

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



## Mr Michael Colbung

Lecturer, Director of Indigenous Learning,  
School of Education

Orcid Number: 0000-0001-7107-4005

Research profile: <https://researchers.adelaide.edu.au/profile/michael.colbung>



Michael Colbung is a lecturer and interdisciplinary researcher with the School of Education, in the Faculty of Arts. Michael has worked on a number of research projects undertaking a variety of roles in those projects.

He is a Wongatha (Wongi) / Nyoongah man with strong cultural links to the Wirangu and Kookatha nations after living in Ceduna for 30 years.

Michael is a qualified teacher, having taught in a variety of teaching positions and has certainly had to be very flexible in his teaching approach to suit the diverse range of learners. Michael has had the privilege of working with the very young to the young at heart and everything in between.

Michael teaches in many subjects in the School of Education and the wider University at both undergraduate and postgraduate level, giving a first-hand account of Aboriginal and Islander peoples negotiating the western educational system. Michael has completed a Master of Educational Studies and has now commenced a Master of Business Administration.

Michael has also had a number of roles within and outside the University structure that enable him to point out an Aboriginal standpoint where needed.

Interdisciplinary research has allowed Michael to work on a number of projects in Aboriginal communities and attach the necessary sensitivities when undertaking research with Aboriginal families and their communities

### Selected key publications

Grant EM., Green I., & Colbung, M. (2015). Architecture for Aboriginal children and families: a post occupancy evaluation of the Taikurrendi, Gabmididi Manoo and Ngura Yadurirn Children and Family Centres, 2015. Adelaide, South Australia.

### Current projects

Year	Grading Body	Focus	Investigators
2016	Red Cross Australia (Adelaide, far west region of South Australia)	Justice Redesign on the Far West Coast of South Australia	Colbung, M.
2016	In collaboration with RED CROSS Red Cross Australia	Improving Community Safety and Wellbeing; Justice Redesign in Ceduna and the Far West Coast.	Colbung, M.
2015	South Australian: Department of Education and Child Development (DECD)	Architecture for Aboriginal children and families: a post occupancy evaluation of the Taikurrendi, Gabmididi Manoo and Ngura Yadurirn Children and Family Centres	Colbung, M.
2015	South Australian: Department of Education and Child Development (DECD) (online resource)	Case Studies of Inclusiveness Planning and Design of the Gabmididi Manoo, Taikurrendi and Ceduna Aboriginal Children and Family Centres	Colbung, M.
2014	South Australian: Department of Education and Child Development (DECD)	Evaluating the Cultural Responsiveness of the Planning and Design of the Gabmididi Manoo (Whyalla), Taikurrendi (Christies Beach) Children and Family Centres and the Ngura Yadurirn (Ceduna) Aboriginal Children and Family Centre for Users	Colbung, M.



## PROFESSIONAL ACTIVITIES

University of Adelaide, Science Gender and Equity Committee

Specialist Advisor - SAMHRI - Aboriginal Families and Baby Bundles Project - current

South Australian Primary Years Program Arts Hub Project - current

## 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. (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

University of Adelaide, Science Gender and Equity Committee

Specialist Advisor - SAMHRI - Aboriginal Families and Baby Bundles Project - current

South Australian Primary Years Program Arts Hub Project - current



Aryani Tri Wrastari



## Dr Lynda MacLeod

Lecturer, 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.

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



## AWARDS

South Australian Fellowship awarded by the Australian Council of Educational Leadership (2017)

Australian Fellowship awarded by the Australian Council of Educational Leadership (2017)



## PROFESSIONAL ACTIVITIES

Teacher Registration Board of South Australia (TRBSA)

Australian College of Educators SA Executive  
Australian College of Educators, Professional Educator

## Ms Amy Kay Robinson

Lecturer, Program Director UPP  
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 Coordinator 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.



Alessandro Lovat



## Mr Richard Warner

Lecturer, School of Education

Orchid Number: 0000-0003-3258-0970

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



My specific research interests include:

- 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 necessary).

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. (1999-2000)



## 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 (2009 -)

PEP Screening Appeals Assessor

Senior Member of PEP Assessment Screening Panel.

## HIGHER DEGREE RESEARCH GRADUATES 2017-2019

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

Candidate	Thesis Title	Supervisors
Elizar	Factors Influencing Year 9 Students' Mathematics Performance Related to Lower Order Thinking (LOT) and Higher Order Thinking (HOT) in Aceh, Indonesia: A Multivariate and Multilevel Analysis.	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Peggy Lynch
Chidozie Obialor Alozie	Taking (Back) the Wheel: Structural Educational Reform in the United States and Australia, and its Effect Upon Inequality in Australian Schooling.	Principal: Dr Nina Maadad Co-Supervisor: Dr Margaret Secombe
Loretta Anne Bowshall	Who Owns the Practicum? Initial Teacher Education Initiatives in Three Australian States	Principal: Dr Margaret Secombe Co-Supervisor: Dr Grant Rodwell
Alison-Jane Hunter	The Mechanics of Grammar: Theme and Rheme in Engineering Education (MOG TREE) Solution	Principal: Dr Linda Westphalen Co-Supervisor: Dr Margaret Cargill Co-Supervisor: Professor Colin Kestell
Susan Frances Kennedy	The Stateless Bedouin in Kuwait Society: A Study of Bedouin Identity, Culture and the Growth of an Intellectual Ideal	Principal: Dr Margaret Secombe Co-Supervisor: Assoc. Professor Hossein Esmaeli
Michelle Lacia	Classroom Practices in Mathematics: Effects on Elementary and Secondary School Student Achievement in Mathematics in Region XII, Philippines	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Ben Francisco
Alessandro (Alex) Lovat	Attrition and New Entry Pathways: Factors Contributing Toward Attrition for Students Entering an Australian University through New VET Entry Pathways	Principal: Dr I Gusti Darmawan Co-Supervisor: Professor John Keeves
Anna Morozov	Academic Staff Mobility and Migration: Ex-USSR Academic Migrants in South Australian Higher Education	Principal: Dr Caroline Guerin Co-Supervisor: Dr Seoyan Arusyak Co-Supervisor: Dr Ian Green
Pey Shin Ooi	Music in Malaysian Higher Education: The Relationships Among Personal-Environmental Factors and Measured Achievement of Students' Music Performance	Principal: Dr Ian Green Co-Supervisor: Dr Ben Francisco
Judith Thomas	From Southern Sudan to Adelaide: Learning Journeys of Refugee Secondary Students	Principal: Dr Margaret Secombe Co-Supervisor: Dr Nina Maadad
Marie Tran Thi Nien	Vietnamese Catholic Immigrants in Australia and France: A Comparative Study of their Cultural and Linguistic Adaptation, 2000-2005	Principal: Dr Margaret Secombe Co-Supervisor: Professor Jerzy Smolicz
Aryani Tri Wrastari	Inner Transformation: Exploring the Interrelationship between Transformative Learning and Religiosity among Change Agent Educators in Indonesia	Principal: Dr Robert Matthews Co-Supervisor: Dr Linda Westphalen
Kenneth David Young	Perspectives of Preservice Teachers on the Roles of Secondary School Teachers in Queensland: An Interpretivist Study	Principal: Professor Tania Aspland Co-Supervisor: Dr Anthony Potts



# 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
Saman Abraham	Learner-Oriented Practical Medical English Course Curriculum Development for Doctors from Developing Countries wishing to work within the Australian Healthcare System	Principal: Dr Julia Miller Co-Supervisor: Assoc. Professor Edward Palmer
Nemwel Nyakenyanya 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 Fadhil Bin 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
Rachel Bleeze	Singapore/Australian Comparative Education: History Curriculum: Critical Discourse Analysis	Principal: Dr Margaret Secombe Co-Supervisor: Dr Grant Rodwell
Claire Bloor	Comparative Education Curriculum Policy Studies	Principal: Dr Margaret Secombe Co-Supervisor: Dr Grant Rodwell
Richard Burton	Math Education	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
Bo Cui	Teachers' wellbeing in rural Jilin Province, China: an appreciative study	Principal: 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 Nasser Hakami	Saudi International Female Students: Challenges and Cultural Experiences in Australian Universities	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Fizza Sabir

<b>Candidate</b>	<b>Thesis Title</b>	<b>Supervisors</b>
<b>Julie Hayford</b>	Teaching - specialist positions - creating elite teachers or an academic under-class in Australian research-intensive universities?	Principal: Dr Anthony Potts Co-Supervisor: Dr Nina Maadad
<b>Thi Thu Thuy Hoang</b>	Professional Development for in-service EFL lectures in Vietnam	Principal: Dr Julia Miller Co-Supervisor: Assoc. Professor Julie Matthews
<b>David Isaacson</b>	Evidence-based E-Learning Design	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Dr Cate Jerram Co-Supervisor: Professor Juhani Tuovinen
<b>Garry Jones</b>	An Investigation of Factors Relating to the Choice of and Access to Music University Study	Principal: Dr Linda Westphalen Co-Supervisor: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Julie Matthews
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