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 multidisciplinary 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
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
- GlobalLex 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)

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.

**Selected key publications**


**Current projects**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grading Body</th>
<th>Focus</th>
<th>Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>A.B. Paterson College, Queensland</td>
<td>Wellbeing Measurement</td>
<td>White, M.A. &amp; McCallum, F.</td>
</tr>
<tr>
<td>2019</td>
<td>Moreton Bay College, Queensland</td>
<td>Measurement of Employee and Student Wellbeing at Moreton Bay College, Queensland.</td>
<td>White, M.A. &amp; McCallum, F.</td>
</tr>
<tr>
<td>2018</td>
<td>Upper Canada College, Toronto</td>
<td>Measurement of Employee and Student Wellbeing at Upper Canada College, Toronto</td>
<td>White, M.A. &amp; McCallum, F.</td>
</tr>
<tr>
<td>2017</td>
<td>AIS NSW</td>
<td>Teacher Wellbeing</td>
<td>Graham, A., Price, D. &amp; McCallum, F.</td>
</tr>
<tr>
<td>2016</td>
<td>SCU: Cat 3</td>
<td>Preservice Teacher Transition to Employment</td>
<td>McCallum, F.</td>
</tr>
<tr>
<td>2014 - 2018</td>
<td>ARC Linkage LP100200499</td>
<td>Renewing the teaching profession in regional areas through community partnerships</td>
<td>Brennan, M., McCallum, F., Simons, Michele, Strickland, H &amp; McEvoy, K.</td>
</tr>
</tbody>
</table>
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

Current projects
Education and counter-radicalisation.
Refugee education.

Selected key publications

Books

Book Chapters


Refereed Articles

Referred Articles
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**


**Current projects**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grading Body</th>
<th>Focus</th>
<th>Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Australian Government</td>
<td>Situational Awareness in Virtual Reality</td>
<td>Palmer, E., Cook S.</td>
</tr>
</tbody>
</table>
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**


**Current projects**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grading Body</th>
<th>Focus</th>
<th>Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>Moreton Bay College, Queensland</td>
<td>Measurement of Employee and Student Wellbeing at Moreton Bay College, Queensland.</td>
<td>White, M.A. &amp; McCallum, F.</td>
</tr>
<tr>
<td>2018 - 2019</td>
<td>Upper Canada College, Toronto</td>
<td>Measurement of Employee and Student Wellbeing at Upper Canada College, Toronto</td>
<td>White, M.A. &amp; McCallum, F.</td>
</tr>
<tr>
<td>2018</td>
<td>Catholic Education South Australia</td>
<td>A Review of Gifted and Talented Education</td>
<td>White, M.A.</td>
</tr>
</tbody>
</table>

**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


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


Current projects

<table>
<thead>
<tr>
<th>Year</th>
<th>Grading Body</th>
<th>Focus</th>
<th>Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>School of Education Discretionary Research Funding</td>
<td>Current Trends and Development in Questionnaires and Tests for Languages and Mathematics at Secondary Education</td>
<td>Darmawan I G.N., Lye, G. Y., Elizar. &amp; Lucia, M.</td>
</tr>
<tr>
<td>2015</td>
<td>School of Education Discretionary Research Funding</td>
<td>The influence of gender, age, student SES and vocational (VET) entry qualification on undergraduate academic performance</td>
<td>Darmawan I G. N. &amp; Lovat, A.</td>
</tr>
</tbody>
</table>

AWARDS

2017, National ACEL Leadership Award for 2017, Australian Council for Educational Leaders
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 (MSCIES), 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 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). Student materials for Academic Integrity, online student course published by Epigeum, part of Oxford University Press.

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 Białystok, Poland. 2016 ongoing
President of AustraLex (Australia and New Zealand Lexicography Association), 2016-2017, 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Grading Body</th>
<th>Focus</th>
<th>Investigators</th>
</tr>
</thead>
</table>

Selected key publications

Books


Books chapters


Articles


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


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.
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

Current projects

<table>
<thead>
<tr>
<th>Year</th>
<th>Grading Body</th>
<th>Focus</th>
<th>Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Learning &amp; Development Grant, Faculty of Professions</td>
<td>Classroom dialogue – an online tool preparing Education students for teaching practice</td>
<td>Matthews, R., Winser, W., and McGowan, U.</td>
</tr>
</tbody>
</table>
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

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.

Selected key publications


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.

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

Research Skill Development
www.rsd.edu.au
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.
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

Current projects

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


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 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


South Australian Fellowship awarded by the Australian Council of Educational Leadership (2017)
Australian Fellowship awarded by the Australian Council of Educational Leadership (2017)
Ms Amy Kay Robinson
Lecturer, Program Director UPP
School of Education
Research profile: [https://researchers.adelaide.edu.au/profile/amy.k.robinson](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.
**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**


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
<table>
<thead>
<tr>
<th>Candidate</th>
<th>Thesis Title</th>
<th>Supervisors</th>
</tr>
</thead>
</table>
| 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 |
| Chidzie 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

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Thesis Title</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khusaini</td>
<td>Factors Influencing Physics Achievements of Indonesian Senior High School Students based on National Examination</td>
<td>Principal: Dr I Gusti Darmawan Co-Supervisor: Professor John Keeves</td>
</tr>
<tr>
<td>Aysha Abdul Majeed</td>
<td>Mathematics Achievement Among the Lowest Attaining Students Through Thinking and Reasoning Approach</td>
<td>Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Francisco Ben</td>
</tr>
<tr>
<td>Saman Abraham</td>
<td>Learner-Oriented Practical Medical English Course Curriculum Development for Doctors from Developing Countries wishing to work within the Australian Healthcare System</td>
<td>Principal: Dr Julia Miller Co-Supervisor: Assoc. Professor Edward Palmer</td>
</tr>
<tr>
<td>Nemwel Nyakenyanya Aminga</td>
<td>Influence of the Competency Based Curriculum Approach on Teachers’ Pedagogical Choices and Resultant Effect on the Learning Process</td>
<td>Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley</td>
</tr>
<tr>
<td>Yuli Astiana</td>
<td>Anti-Radicalisation and Education in Indonesia</td>
<td>Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Stephen Kelly</td>
</tr>
<tr>
<td>Mohamed Fadhil Bin Mohamed Ismail</td>
<td>Journeys of Strength: An Appreciative Study of Older Workers in Employment in Singapore</td>
<td>Principal: Professor Faye McCallum Co-Supervisor: Assoc. Professor Mathew White</td>
</tr>
<tr>
<td>Rachel Bleeze</td>
<td>Singapore/Australian Comparative Education: History Curriculum: Critical Discourse Analysis</td>
<td>Principal: Dr Margaret Secombe Co-Supervisor: Dr Grant Rodwell</td>
</tr>
<tr>
<td>Claire Bloor</td>
<td>Comparative Education Curriculum Policy Studies</td>
<td>Principal: Dr Margaret Secombe Co-Supervisor: Dr Grant Rodwell</td>
</tr>
<tr>
<td>Richard Burton</td>
<td>Math Education</td>
<td>Principal: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Edward Palmer</td>
</tr>
<tr>
<td>Steven Cook</td>
<td>Biometrics and Virtual Reality (VR) for Situation Awareness (SA) Assessment and Training</td>
<td>Principal: Assoc. Professor Edward Palmer Co-Supervisor: Assoc. Professor Anna Ma-Wyatt</td>
</tr>
<tr>
<td>Bo Cui</td>
<td>Teachers' wellbeing in rural Jilin Province, China: an appreciative study</td>
<td>Principal: Professor Faye McCallum Co-Supervisor: Assoc. Professor Mathew White</td>
</tr>
<tr>
<td>Ari Arifin Danuwijaya</td>
<td>An Investigation on Teacher Assessment Literacy in Indonesia</td>
<td>Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad</td>
</tr>
<tr>
<td>Allyson Dutschke</td>
<td>The Impact of the Vocational Education and Training (VET) Organisation on Student Success and Study or Employment Pathways</td>
<td>Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley</td>
</tr>
<tr>
<td>Safiah Nasser Hakami</td>
<td>Saudi International Female Students: Challenges and Cultural Experiences in Australian Universities</td>
<td>Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Fizza Sabir</td>
</tr>
<tr>
<td>Candidate</td>
<td>Thesis Title</td>
<td>Supervisors</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Julie Hayford     | 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 |
| Thi Thu Thuy Hoang| Professional Development for in-service EFL lectures in Vietnam               | Principal: Dr Julia Miller  
Co-Supervisor: Assoc. Professor Julie Matthews |
| David Isaacson    | Evidence-based E-Learning Design                                             | Principal: Assoc. Professor Edward Palmer  
Co-Supervisor: Dr Cate Jerram  
Co-Supervisor: Professor Juhani Tuovinen |
| Garry Jones       | 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 |
| 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 |
| Fatemeh Mehtiabadi| 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 |
| Shila Panadgoo    | Smartphone Assisted Language Learning (A Longitudinal Study on the use of SALL in ELT) | Principal: Dr Julia Miller  
Co-Supervisor: Assoc. Professor Edward Palmer  
Co-Supervisor: Dr Walter Barbieri |
| Stella Panozzo    | Addressing Teacher Burnout: A Comparison of Interventions to Reduce Prefrontal Cortex Activation on Sustained Cognitively Demanding Task in Young and Middle-aged Teachers | Principal: Assoc. Professor Edward Palmer  
Co-Supervisor: Dr Lyndsey Collins-Praino |
<table>
<thead>
<tr>
<th>Candidate</th>
<th>Thesis Title</th>
<th>Supervisors</th>
</tr>
</thead>
</table>
| Darren Roylett      | Character Education in Boarding Schools                                       | Principal: Professor Faye McCallum  
Co-Supervisor: Assoc. Professor Mathew White  
Co-Supervisor: Dr Brendan Bentley |
| Carl Salt           | The Nature of Leadership in School Leadership Teams in South Australian Schools | Principal: Professor Faye McCallum  
Co-Supervisor: Assoc. Professor Mathew White  
Co-Supervisor: Professor David Giles |
| Valerilia Sibakova  | The Formation of Cognitive Universal Educational Actions of Primary School Students in South Australia and Central Russia | Principal: Dr Robert Matthews  
Co-Supervisor: Assoc. Professor Julie Matthews |
| Robert Sieben       | Cognitive Load Theory Rather than Political Economic Efficacy Should Drive the STEM Agenda | Principal: Assoc. Professor Edward Palmer  
Co-Supervisor: Dr Brendan Bentley |
| Jennifer Stokes     | Enabling Pedagogy: Analyzing New Student Perspective at A South Australian University College in Order to Inform Enabling Program Curricula and Teaching Practice | Principal: Dr Caroline Guerin  
Co-Supervisor: Dr Linda Westphalen |
| Ha Tran             | The relationship between assessment and autonomy in the Vietnamese Higher Education context | Principal: Dr Julia Miller  
Co-Supervisor: Assoc. Professor Edward Palmer  
Co-Supervisor: Dr John Willison |
| Hnin Nwe Nwe Tun    | An Exploratory Study of Assessment of High School Mathematics Students in Myanmar | Principal: Dr I Gusti Darmawan  
Co-Supervisor: Assoc. Professor Nicholas Buchdahl  
Co-Supervisor: Assoc. Professor Sivakumar Alagumalai |
| Catherine White     | An Appreciative Study: Factors that Influence Girls Retention in STEM Subjects for Senior Secondary Education | Principal: Professor Faye McCallum  
Co-Supervisor: Assoc. Professor Mathew White  
Co-Supervisor: Dr Brendan Bentley |
Wellbeing and Leadership specialisations: Examine evidence-based approaches to wellbeing and leadership and how it can be applied to lead educational change. Designed for school leaders, teachers, educational consultants and professionals working in the education sector.

LEARN MORE ua.edu.au/degree-finder (search education)