Research Capabilities

SCHOOL OF EDUCATION

adelaide.edu.au
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INTRODUCTION

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

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

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

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

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

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

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

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

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

Wellbeing and Culture Research Group

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

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

Learning, Technology and Assessment Research Group

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

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

OUR RESEARCH STRENGTHS

Assessment and Evaluation

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

Cognitive Load Theory (CLT)

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

Curriculum Design

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

Education Policy, Sociology and Philosophy

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

Higher Education

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

Indigenous and International Perspectives

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

Technology in Education

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

Wellbeing

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

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

RESEARCH CAPABILITIES PARTNERS

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

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

Professor Faye McCallum

Head of School of Education at the University of Adelaide

Orcid Number: 0000-0002-1961-3881

Research profile: http://researchers.adelaide.edu.au/profile/faye.mccallum
Faye McCallum PhD is Head of the School of Education and a Professor of Education at the University of Adelaide. She has worked in higher education for 30 years in South Australia, New South Wales, Northern Territory, and Queensland, and has led accreditation, curriculum reform, and the implementation of online teaching and learning. Faye’s research interests include wellbeing education; attraction, retention, and sustainability of teachers in rural areas; education policy and systems; and initial teacher education. She has published extensively with over 100 publications, including 3 books. Her research has been cited in the 2019 Global Happiness and Wellbeing Policy Reports tabled at the World Government Summit in Dubai. Faye was awarded the Australian Council for Educational Leaders South Australian Branch 2019 Dr Alby Jones AO Gold Medal for her contribution to the study and practice of educational leadership. The award is the highest honour granted by the Australian Council for Educational Leaders South Australian Branch. Faye is an expert consultant to the OECD on teacher wellbeing; member of the Australian College of Educators; long-serving member of the Australian Association for Research in Education, the American Educational Research Association, European Educational Research Association, and the South Australian Executive Dean on the Australian Council of Deans; an Honorary life member of the Golden Key Foundation; and Adjunct Professor, Southern Cross University. She was short-listed for the 2020 Telstra Business Women’s Awards for her contributions to Higher Education.

**Selected key publications**


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


**Current projects**

<table>
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<tr>
<th>Year</th>
<th>Granting Body</th>
<th>Focus</th>
<th>Investigators</th>
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<tbody>
<tr>
<td>2021</td>
<td>The Moreton Bay Colleges, Queensland</td>
<td>Measurement of Employee and Student Wellbeing</td>
<td>White, M.A. &amp; McCallum, F.</td>
</tr>
<tr>
<td>2019</td>
<td>The Moreton Bay Colleges, Queensland</td>
<td>Measurement of Employee and Student Wellbeing</td>
<td>White, M.A. &amp; McCallum, F.</td>
</tr>
<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>2018 - 2019</td>
<td>Upper Canada College, Toronto</td>
<td>Measurement of Employee and Student Wellbeing</td>
<td>White, M.A. &amp; McCallum, F.</td>
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**AWARDS**

2020, Finalist, Telstra Women’s Business Awards, South Australia, Australia.

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

2018/2019 OECD, Expert Advisor, Teacher Wellbeing

2018, Australian Council of Deans (ACDE) Board Member & Chair, South Australian Chapter

**PROFESSIONAL ACTIVITIES**

Member of the Australian College of Education, MACE, South Australian Chapter

Australian Teacher Education Association, ATEA

Australian Association for Research in Education, AARE

American Educational Research Association, AERA

British Educational Research Association, BERA

European Educational Research Association, EERA

Australian Council of Educational Leaders, ACEL

School of Education - Research Capabilities 2021
I am interested in how people learn, particularly using technology and how assessment and design drives that learning. My research investigates these areas and, considering how quickly technology is changing the way we see and interact with the world, there’s always plenty to study across all disciplines. I have attracted over 2.5 million dollars in collaborative ventures to support my work and worked in fields ranging from defence, physics and medicine to creative writing and educational media.

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

Selected key publications


Current projects

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

### Current projects

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</tr>
<tr>
<td>2020</td>
<td>Holy Family Catholic School, South Australia</td>
<td>School Appreciative Inquiry Summit Vision To Strategy 2021-2024</td>
<td>White, M.A.</td>
</tr>
<tr>
<td>2019</td>
<td>Moreton Bay College, Queensland</td>
<td>Measurement of Employee and Student Wellbeing</td>
<td>White, M.A. &amp; McCallum, F.</td>
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<td>2018 - 2019</td>
<td>Upper Canada College, Toronto</td>
<td>Measurement of Employee and Student Wellbeing</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>
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### Selected key publications

Dr Brendan Bentley
Director, Partnerships and Engagement, School of Education
Orcid Number: 0000-0003-4375-3080
Research profile: https://researchers.adelaide.edu.au/profile/brendan.bentley

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

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

Current projects

New Colombo Plan (NCP) (2020)
International professional experience program for pre-service teachers (University of Adelaide) to undertake their practicum in Indonesia; $247,500 over a 3-year period.

New Colombo Plan (NCP) (2016)
International professional experience program for pre-service teachers (University of South Australia) to undertake their practicum in China; $158k over a 3-year period.

Selected key publications


Dr I Gusti Ngurah Darmawan

Associate Head International, School of Education

Orcid Number: 0000-0002-7628-6434

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

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

Selected key publications

**Book Chapters**


**Referred Articles:**


Current projects

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<tbody>
<tr>
<td>2020</td>
<td>Department of Education</td>
<td>Brightpath Writing Improvement program</td>
<td>Darmawan I G.N.</td>
</tr>
<tr>
<td>2019</td>
<td>New Colombo Plan</td>
<td>International professional experience program for pre-service teachers</td>
<td>Bentley, B &amp; Darmawan, I G.N.</td>
</tr>
<tr>
<td>2016 – 2018</td>
<td>Australia Awards Indonesia: Department of Foreign Affairs and Trade</td>
<td>Educational Assessment: National Examination and Computer Based Testing</td>
<td>Darmawan, I G.N.</td>
</tr>
</tbody>
</table>
Dr Nina Maadad

Program Director, Bachelor of Teaching (Secondary), School of Education
Orcid Number: 0000-0002-4903-8400
Research profile: https://researchers.adelaide.edu.au/profile/nina.maadad

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

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

Selected key publications

Books

Book chapters

Articles


Current projects

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PROFESSIONAL ACTIVITIES

AITSL panel trained assessor
Member of SACE Language Reference Group
Dr Robert Matthews

Senior Lecturer, School of Education
Orcid Number: 0000-0001-8654-177X
Research profile: https://researchers.adelaide.edu.au/profile/robert.matthews

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

Selected key publications
The University of Adelaide

Dr Julia Miller
Senior Lecturer, School of Education
Orcid Number: 0000-0002-8706-1695
Research profile: https://researchers.adelaide.edu.au/profile/julia.miller

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

Selected key publications


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

2017, Invited keynote speaker for Asialex
2016 ongoing, Australian representative for global phraseology project headed by Dr Szerszunowicz, University of Bialystok, Poland
2015-2017, now committee member - President of AustraLex (Australia and New Zealand Lexicography Association)
Dr Samantha Schulz
Senior Lecturer
Orcid Number: 0000-0002-3458-3617
Research profile: https://researchers.adelaide.edu.au/profile/samantha.schulz

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

Selected key publications


Selected key publications


Current projects

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<tr>
<td>2017-2019</td>
<td>DFAT New Colombo Plan, Flinders University</td>
<td>Sport, Development and Education: New Colombo on the Cricket Field</td>
<td>Schulz, S.</td>
</tr>
</tbody>
</table>
Dr Steven Stolz

Program Director, Master of Teaching, School of Education
Orcid Number: 0000-0001-5900-0329
Research profile: https://researchers.adelaide.edu.au/profile/steven.stolz

Steven Stolz, PhD, is a Senior Lecturer (Teaching and Research) and Program Director of the Master of Teaching at The University of Adelaide, Australia. Prior to joining the academy, Steven taught for 10 years as a secondary school teacher in: mathematics, science, religious education, humanities, social science, health and physical education. He also has a background in analytical and continental traditions of philosophy which led to research interests that range from: epistemology, phenomenology, embodied cognition, ethics or applied ethics, narrative inquiry, psychology, virtue and character development. Currently, his primary area of scholarship is concerned with educational philosophy and theory, and the cultivation of intellectual virtues, the application of embodied cognition in educational contexts, the use of narrative or stories to make sense of human experience, and how phenomenology can be used in educational research. His scholarship is best described as being located at the intersection between education and philosophy, particularly how theory informs practice, and/or how practice informs theory. Recent publications of note include: Theory and Philosophy in Education Research: Methodological Dialogues (Routledge), MacIntyre, Rationality and Education: Against Education of Our Age (Springer), and Measuring Up in Education: Philosophical Explorations for Justice and Democracy Within and Beyond Cultures of Measurement in Educational Systems (Routledge).

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

Selected key publications


Current projects
- The Body, Embodiment, and Education: An Interdisciplinary Approach. Collaboration with Prof. Lawrence Shapiro (University of Wisconsin-Madison, USA).

AWARDS
Research Excellence Award (mid-career)
Doctoral scholarship from the Philosophy of Education Society of Australasia (PESA)
Emerging Researcher Award
Doctoral scholarship from The Australian Catholic University (ACU)
Visiting scholar at the following institutions: The University of Stirling (UK), The University of New Orleans (USA), The University of Illinois at Urbana-Champaign (USA), and The University of Edinburgh (UK).

PROFESSIONAL ACTIVITIES
Convenor of the Australian Association for Research in Education (AARE) Special Interest Group (SIG) titled: Educational Theory and Philosophy.
Foundation Chair of the Educational Philosophy and Theory Research Group (EPATRG)
Member of Academic Disciplines (national & international levels)
- Australasian Association of Philosophy (AAP)
- American Educational Research Association (AERA)
- Australasian Society for Continental Philosophy (ASCP)
- Australian Association for Research in Education (AARE)
- Philosophy of Education Society of Australasia (PESA)
- Educational Philosophy and Theory Research Group (EPATRG)
Member of Professional Associations
- Australasian Association for Professional and Applied Ethics (AAPAE)
- Australian College of Educators (ACE)
- Australian Council for Health, Physical Education and Recreation (ACHPER)
Dr Linda Westphalen
Deputy Dean, Learning and Teaching, Faculty of Arts
Senior Lecturer, School of Education
Orcid Number: 0000-0001-6362-0491
Research Profile: https://researchers.adelaide.edu.au/profile/linda.westphalen

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

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

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

Publication

AWARDS
2018 Australian Teachers Education Partnership Grant, Westphalen, L., Johnson, J., Pre- and in-service teacher publication: Teacher-lecturer collaborative partnerships fostering professional development
2012 National Office of Learning and Teaching Citation
2008 Dean of Professions’ Prize for Excellence in Postgraduate Teaching

PROFESSIONAL ACTIVITIES
Regular Contributor to FOLT and HERGA Education Specialist
Student Wellbeing in Learning and Teaching Co-convener
University liaison to the SACE Board, Student Capabilities Project
Student Support Academic Mentor
Adelaide Education Academy
University of Adelaide Academic Board
Adelaide College of Reviewers (Pending)
Active HDR supervisor, Uni Liaison and Mentor
Over the past 15 years John collaboratively developed the Models of Engaged Learning and Teaching (MELT)*. In two Federally-funded, competitive Innovation and Development projects, he led investigations of implementations of MELT in a variety of disciplines across five universities. One project concerned course-level implementation of MELT (2007-2009) and the other program-level implementation (2011-2013). These projects and the new AQF level 9 research requirements led to demand for research-oriented versions of MELT to inform coursework at Masters levels which led to John’s National Teaching Fellowship on this theme in 2014-2015.

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

Selected key publications

Books

Articles

Current projects
2020 - 2025: Long-term outcomes of high school implementations of the Models of Engaged Learning and Teaching (MELT).
2021-2023: Researching on the edge: Pacific and Rim Nations development of research thinking for a changing world
2020-2022: Teaching on the edge: Student use of assessment feedback in Pacific and Rim Nations
2021-2025: Outcomes of Visible Learning Professional Development
2016 - 2018: Office of Learning and Teaching, National Senior Teaching Fellowship ($250,000): Putting student research mindsets to work for a coherent Higher Education.
I am a Lecturer at the School of Education of the University of Adelaide. I teach and coordinate courses in the Bachelor of Teaching and the Master of Teaching degrees. I also lead the eLearning Program that is embedding sophisticated use of technologies for learning throughout the school’s courses.

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

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

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

**Current projects**

- Measuring the impact of personalised technologies programs on initial teacher education and on digital capabilities.
- Investigating whether there is a statistical association between ATAR and mobile phone screen time.
- Historical research on the relationship between pedagogies and technologies.
- Exploring the comparative impact of multiple-choice tests and branched scenario assessments.
- Investigating the impact of the use of GIFs in learning materials on learning.
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**


**Current projects**

<table>
<thead>
<tr>
<th>Year</th>
<th>Granting Body</th>
<th>Focus</th>
<th>Investigators</th>
</tr>
</thead>
</table>
Dr Lynda MacLeod

Associate Head, Learning and Teaching,  
School of Education  
Orcid Number: 0000-0002-3987-4675  
Research profile: https://researchers.adelaide.edu.au/profile/lynda.macleod

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

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

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

Selected key publications


AWARDS

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

PROFESSIONAL ACTIVITIES

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

Program Director, University Preparatory Program, School of Education

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

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

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

Current projects

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

Sociocultural transformative experiences in equity-access programs in Australia.

Indicators of success for equity program completers at an Australian university.
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 Ngarinyinji. Australian Research Council, Discovery Grant. 2010 - 2013

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


Current projects

Education and counter-radicalisation.

Refugee education.

Selected key publications

Books


Book Chapters


Refereed Articles


Refereed Articles
Mr Richard Warner
Adjunct 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).

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

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.

Service to the University Community
PEP (Pre-enrolment English Program) Liaison Person and Chair, PEP Advisory Committee, English Language Centre (ongoing)
Member of PEP Advisory Committee, English Language Centre
PEP Screening Appeals Assessor
Senior Member of PEP Assessment Screening Panel

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
## HIGHER DEGREE RESEARCH GRADUATES 2016–2021

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

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Thesis Title</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bo Cui</td>
<td>Teacher’s wellbeing in rural Jilin province China: an appreciative study</td>
<td>Principal: Faye McCallum&lt;br&gt;Co-Supervisor: Mathew White</td>
</tr>
<tr>
<td>David Isaacson</td>
<td>Evidence-based eLearning Design: Develop and Trial a Prototype Software Instrument for Evaluating the Quality of eLearning Design Within a Framework of Cognitive Load Theory</td>
<td>Principal: Edward Palmer&lt;br&gt;Co-Supervisor: Cate Jerram&lt;br&gt;External Supervisors: Juhani Tuovinen Philip Uys</td>
</tr>
<tr>
<td>Loretta Bowshall</td>
<td>Who Owns The Practicum: Teacher Education in Transition</td>
<td>Principal: Margaret Secombe&lt;br&gt;Co-Supervisor: Grant Rodwell</td>
</tr>
<tr>
<td>Julie Hayford</td>
<td>Teaching - specialist positions - creating elite teachers or an academic under-class in Australian research-intensive universities?</td>
<td>Principal: Anthony Potts&lt;br&gt;Co-Supervisor: Nina Maadad</td>
</tr>
<tr>
<td>Chidozie Alozie</td>
<td>Taking (Back) The Wheel: An Examination of Educational Control, Autonomy and Its Effects on Inequality</td>
<td>Principal: Nina Maadad&lt;br&gt;Co-Supervisor: Margaret Secombe</td>
</tr>
<tr>
<td>Garry Jones</td>
<td>An Investigation of Factors Relating to Choice of and Access to Music University Study</td>
<td>Principal: Linda Westphalen&lt;br&gt;Co-Supervisor: Igusti Darmawan&lt;br&gt;Co-Supervisor: Julie Matthews</td>
</tr>
<tr>
<td>Thi Thu Hoang</td>
<td>Professional Development for in-service EFL lectures in Vietnam</td>
<td>Principal: Julia Miller&lt;br&gt;Co-Supervisor: Julie Matthews</td>
</tr>
<tr>
<td>Rachel Bleeze</td>
<td>Singapore/Australian Comparative Education: History Curriculum: Critical Discourse Analysis</td>
<td>Principal: Margaret Secombe&lt;br&gt;External Supervisor: Grant Rodwell</td>
</tr>
<tr>
<td>Claire Bloor</td>
<td>Comparative Education Curriculum Policy Studies</td>
<td>Principal: Margaret Secombe&lt;br&gt;External Supervisor: Grant Rodwell</td>
</tr>
<tr>
<td>Thi Ngoc Tran</td>
<td>The relationship between assessment and autonomy is the Vietnamese Higher Education context</td>
<td>Principal: Edward Palmer&lt;br&gt;Co-Supervisor: Julia Miller&lt;br&gt;Co-Supervisor: John Willison</td>
</tr>
</tbody>
</table>
## 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  &lt;br&gt; 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  &lt;br&gt; Co-Supervisor: Dr Francisco Ben</td>
</tr>
<tr>
<td>Nemwel 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  &lt;br&gt; 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  &lt;br&gt; Co-Supervisor: Dr Stephen Kelly</td>
</tr>
<tr>
<td>Mohamed Ismail</td>
<td>Journeys of Strength: An Appreciative Study of Older Workers in Employment in Singapore</td>
<td>Principal: Professor Faye McCallum  &lt;br&gt; Co-Supervisor: Assoc. Professor Mathew White</td>
</tr>
<tr>
<td>Richard Burton</td>
<td>A Focus on the Secondary Math Textbook as a Tool for Tertiary Mathematical Success</td>
<td>Principal: Dr I Gusti Darmawan  &lt;br&gt; 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  &lt;br&gt; Co-Supervisor: Assoc. Professor Anna Ma-Wyatt</td>
</tr>
<tr>
<td>Wendy Cowan</td>
<td>Power and Emergence: Teaching in Central Australia</td>
<td>Principal: Assoc Professor Julie Matthews  &lt;br&gt; Co-Supervisor: Dr Robert Matthews  &lt;br&gt; External Supervisor: Dr Craig San Roque</td>
</tr>
<tr>
<td>Katrina Cammins</td>
<td>The Nature of School Counselling Mental Health Services in Australia: A national school counselling model with professional standards and competencies to enhance student wellbeing and academic outcomes.</td>
<td>Principal Supervisor: Professor Faye McCallum  &lt;br&gt; 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  &lt;br&gt; 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  &lt;br&gt; Co-Supervisor: Dr Brendan Bentley</td>
</tr>
<tr>
<td>Safiah Hakami</td>
<td>Saudi International Female Students: Challenges and Cultural Experiences in Australian Universities</td>
<td>Principal: Assoc. Professor Julie Matthews  &lt;br&gt; Co-Supervisor: Dr Fizza Sabir</td>
</tr>
<tr>
<td>Andrew Kemp</td>
<td>The Design, Application and Evaluation of a Comprehensive Model to Assess Attitudes Towards Educational Technologies</td>
<td>Principal Supervisor: Assoc Professor Edward Palmer  &lt;br&gt; Co-Supervisor: Dr Peter Strelan  &lt;br&gt; External Supervisor: Dr Helen Thompson</td>
</tr>
<tr>
<td>Ursula McGowan</td>
<td>Accelerating Academic Literacy Development: Issues, Possibilities and Challenges for Integrating Scholarly Writing Development into Mainstream Curriculum in Australian Higher Education</td>
<td>Principal: Dr John Willison  &lt;br&gt; Co-Supervisor: Dr Margaret Secombe</td>
</tr>
</tbody>
</table>
## 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>Fatemeh Mehdiabadi</td>
<td>Sociolinguistic Perspective of the Language Attrition and Acculturation: In Terms of Speech Acts</td>
<td>Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan</td>
</tr>
<tr>
<td>Mutinta Musindo</td>
<td>De-colonising the Curriculum: Fostering Sustainability in Higher Education in Zambia</td>
<td>Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Stephen Kelly</td>
</tr>
<tr>
<td>Abu Nawas</td>
<td>The Impact of School-level and Student-level Factors on Students’ Reading Literacy in Public and Islamic Schools</td>
<td>Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad</td>
</tr>
<tr>
<td>Ngoc Nguyen</td>
<td>Towards the Optimal Efficacy of Feature Films/TV Series in Higher Education Pedagogies</td>
<td>Principal: Dr Cally Guerin Co-Supervisor: Assoc. Professor Peter Pugsley</td>
</tr>
<tr>
<td>Shaun Oakey</td>
<td>A Study of the Effectiveness of South Australian Independent Schools Character Education Programs and their Impact on Student Wellbeing</td>
<td>Principal: Professor Faye McCallum Co-Supervisor: Assoc. Professor Nicholas Buchdahl Co-Supervisor: Assoc. Professor Sivakumar Alagumalai</td>
</tr>
<tr>
<td>Jerome Oko</td>
<td>Investigating Mathematics Performance of Year 10 and 12 Students in Papua New Guinea (PNG)</td>
<td>Principal: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Nicholas Buchdahl Co-Supervisor: Assoc. Professor Sivakumar Alagumalai</td>
</tr>
<tr>
<td>Katrina Cummins</td>
<td>Whole School Approach to Mental Health: An Appreciative Study Examining the Integration of Australian School Counselling.</td>
<td>Principal: Faye McCallum Co-Supervisor: Mathew White</td>
</tr>
<tr>
<td>Kristy Davis</td>
<td>Innovating with the Red Queen: A qualitative study modelling innovation within contemporary learning environments</td>
<td>Principal: Linda Westphalen Co-Supervisor: Edward Palmer Co-Supervisor: Barbieri Walter</td>
</tr>
<tr>
<td>Wenfei Li</td>
<td>Gender Identity Construction of Chinese Rural Girls</td>
<td>Principal: Faye McCallum Co-Supervisor: Stephen Kelly</td>
</tr>
<tr>
<td>Parivash Nezhad</td>
<td>Continuous Professional Development Needs and Barriers: South Australian Teachers Perspectives</td>
<td>Principal: Professor Steven Stolz Co-Supervisor: Lynda MacLeod</td>
</tr>
<tr>
<td>Adam Slater</td>
<td>Identifying how strengths-based teacher attitudes and approaches towards reading, literature and storytelling make a visible impact on building positive wellbeing of their students.</td>
<td>Principal: Mathew White Co-Supervisor: Faye McCallum</td>
</tr>
<tr>
<td>Susan Sprason</td>
<td>Pedagogical implications of Performing Arts engagement on the school performance and mental health of students who have experienced trauma.</td>
<td>Principal: Nina Maadad Co-Supervisor: I Gusti Darmawan</td>
</tr>
<tr>
<td>Liwen Tan</td>
<td>How teacher empowerment in light of motivation theories might influence teacher personal and professional wellbeing from a global perspective</td>
<td>Principal: Mathew White Co-Supervisor: Faye McCallum</td>
</tr>
<tr>
<td>Sam Willis</td>
<td>Immersive Virtual Reality (IVR) Communities of Practice (CoP) for supporting undergraduate student paramedics during Work Integrated Learning (WIL).</td>
<td>Principal Supervisor: Ed Palmer External Supervisor: John Rae External Supervisor: Lyn Karstadt</td>
</tr>
<tr>
<td>Tania Zebian</td>
<td>An Appreciative Cross-Cultural Study of Secondary School Students' Perspectives of Wellbeing</td>
<td>Principal: Mathew White Co-Supervisor: Faye McCallum</td>
</tr>
</tbody>
</table>
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