

Annual Research Report

Graduate School of Education

2021



THE UNIVERSITY OF
WESTERN
AUSTRALIA

Contents

Dean's Message	1
Overview of 2021	2
Celebrating the career of Professor Tom O'Donoghue	3
Publications	4
Books	4
Edited books	4
Book chapters	4
Journal articles	6
Peer reviewed conference proceedings	11
Conference Presentations	12
Keynote addresses/Invited presentations	12
National/international conference presentations	13
New Grants and Consultancies	15
Australian Competitive Grants	15
Other Public Sector Research Income	15
Industry and Other Research Income	15
Ongoing Grants and Consultancies	16
Australian Competitive Grants	16
Other Public Sector Research Income	16
Industry and Other Research Income	17
Editorial Boards	18
Editorial roles	18
Editorial boards that staff are on	18
Series Editorship	20
HDR Training	21
HDR completions	21
Fogarty Foundation Postgraduate Research Forum	22
Staff with Fellowships	23
Research Entities	24
Child and Adolescent Mental Health and Wellbeing Research Clinic (CAMHWRC)	24

Education Policy, Leadership and Practice (EPLP) Research Group	24
Visiting Scholars.....	26
Professor Cath Milne, New York University	26
Staff and Research Expertise	27
Academic Staff	27
Research Assistant/Officer.....	28

Dean's Message

Kaya wanju wanju

Welcome to the 2021 Research Report

The Graduate School of Education has a long and proud history and tradition of research excellence. Situated on Whadjuk Noongar country, we are an intellectually vibrant community and committed to making a difference to the communities that we serve. We have a broad portfolio of research interests and expertise that focus on the key educational issues and challenges of our ever-changing world. We are global in our thinking and outreach and through our research seek to advance knowledge and inform professional practices.

Research is not just about what we investigate and discover; it is also about how we communicate these insights and understand this new knowledge. Our ongoing goals are to develop and sustain research excellence, continue to offer significant contributions to the field of education, and to collectively contribute to a society where education enables full and equitable participation.

This Annual Research Report celebrates our research and showcases our collective contributions as well as the breadth and depth of our expertise. We contribute across all fields of education and our research has national and international prominence. Importantly, we foster the development of new and emerging researchers as the doctoral completions listed highlight.

I take this opportunity to thank the Research Committee under the leadership of Associate Professor Christine Howitt for their foresight and work collating this volume. This has been another remarkable year and I acknowledge the ongoing collegiality, care, commitment, and professionalism of all staff.



Professor Tanya Fitzgerald

Dean and Head, Graduate School of Education

Overview of 2021

57

\$1.1M

\$3.0M

peer-reviewed papers

new grants and
consultancies

ongoing grants and
consultancies



\$

\$\$

9

20

13

books

book chapters

HDR completions



9

14

7

keynotes / invited
presentations

national & international
conference
presentations

journal editors



Celebrating the career of Professor Tom O'Donoghue



In January 2022 Professor Tom O'Donoghue retired from his salaried position in the Graduate School of Education, UWA, and was appointed Emeritus Professor. He grew up in a bilingual (Gaelic and English) community in County Waterford, Ireland on the Estate of the Duke of Devonshire and on what was originally the estate of Robert Boyle, the father of modern chemistry. His schooling, which was all in the Gaelic language, was with the Irish Christian Brothers. In 1976, he won an Irish government scholarship to study a new BA Hons Degree program that required attending St. Mary's University, London for two years and another two at the new University of Limerick (of which he is the very first graduate). After that, he spent a portion of time between 1975 and 1989 teaching Gaelic and history in secondary schools when not on leave of absence to study

at Trinity College Dublin (MEd) and at UCD, The National University of Ireland (MA, PhD). He then moved to PNG with his wife, Margaret, and his daughters, Sinéad and Déirdre, to head up the education department in a teacher training college in Kokopo, outside Rabaul, for young women. Migration to Australia followed: a year in the Northern Territory, a year at QUT, and they then moved to UWA in 1993.

Over the years, as well as teaching courses at all levels in education studies, he supervised over 100 PhD, EdD and M.Ed students to successful completion within his research programs in the history of education, in curriculum studies, and in school leadership in challenging circumstances. He also supervised a student who was awarded the higher doctorate, the Doctor in de Pedagogische Wetenschappen, by Katholieke Universiteit Leuven, Belgium.

Over his career he has published numerous academic papers in internationally reviewed journals along with numerous book chapters. He has also published 40 authored books with such international publishing houses as Oxford University Press, Springer, Routledge/Taylor and Francis, Emerald, and Palgrave MacMillan. He is also the editor of *Emerald Studies in Teacher Preparation in National and Global Contexts* (in which 12 volumes have appeared to date).

Tom is an Elected Fellow of the Academy of the Social Sciences in Australia, and an Elected Fellow of the Royal Historical Society (UK). He is also former President of the Australian and New Zealand History of Education Society and a member of the editorial boards of numerous international scholarly journals. He has been an Adjunct Professor at the Australian Catholic University, The University of Adelaide, and University College Dublin.

His advice on academic matters to colleagues and students has always been to cultivate curiosity about the subject matter 'for its own sake', locate its origins in time and place, and generate within oneself a love of learning.

Publications

Books

Howitt, C., Birrell, N. & Weppner, K. (2021). *Eyes wide open. Integrated, holistic and flexible science ideas and activities for 3 to 6 year olds*. Teaching Solutions. ISBN: 9781925145465

Mortimer, J. and **O'Donoghue, T.** (2021) *The making of Geography as a secondary school subject: A perspective from Australia*. Cambridge Scholars Press. ISBN 1-5275-6927-6

O'Donoghue, T. (2021). *In history and education, from the Munster Blackwater to the Indian Ocean: An autoethnography*. Cambridge Scholars Publishing. ISBN: 1-5275-7452-0

O'Donoghue, T. and Harford, J. (2021) *Piety and privilege. Catholic secondary schooling in Ireland and the theocratic state, 1922-67*. Oxford University Press. ISBN 9780192843166

O'Doherty, T. and **O'Donoghue, T.** (2021) *Radical reform in Irish schools, 1900-1921: The 'New Education' turn*. Palgrave Macmillan. ISBN 978-3030742843

Savage, G. C. (2021). *The quest for revolution in Australian schooling policy*. London: Routledge. ISBN: 0367681870

Edited books

Campbell, C., Jobling, W. & **Howitt, C.** (Ed.). (2021). *Science in early childhood* (4th ed.). Cambridge University Press. ISBN: 9781108811965

Carter, D. S. G. & **O'Neill, M. H.** (Eds.) (2021). *International perspectives on educational reform and policy implementation*. Taylor & Francis. ebook ISBN 9780203761427
<https://doi.org/10.4324/9780203761427-1>

Dawson, V., & Venville G., (Eds.). (2021). *The art of teaching primary school science*. (2nd ed.). Routledge. ISBN 9781 760878122

Book chapters

Blake, E. C. & **Howitt, C.** (2021). Enhancing young children's science identity. In C. Campbell, W, Jobling & C. Howitt (Eds.), *Science in early childhood* (4th ed, pp. 153-165). Cambridge University Press. ISBN: 978-1-108-81196-5.

Campbell, C. & **Howitt, C.** (2021). The place of science in the early years. In C. Campbell, W, Jobling & C. Howitt (Eds.), *Science in early childhood* (4th ed, pp. 9-17). Cambridge University Press. ISBN: 978-1-108-81196-5.

Campbell, C. & **Howitt, C.** (2021). Science learning in informal contexts. In C. Campbell, W, Jobling & C. Howitt (Eds.), *Science in early childhood* (4th ed, pp. 189-201). Cambridge University Press. ISBN: 978-1-108-81196-5.

Dawson, V. (2021). Science curricula for primary schools. In V. Dawson & G. Venville (Eds.), *The art of teaching primary school science* (2nd ed, pp. 49-66). Routledge. ISBN: 9781760878122

Ferns, S. J., **Dawson, V.**, & **Howitt, C.** (2021). Professional accreditation: A partnership proposition. In S. J. Ferns, A. D. Rowe, & K. E. Zegwaard. (Eds.), *Advances in research, theory and practice in work-integrated learning: Enhancing employability for a sustainable future* (pp. 60-72). Routledge. ISBN: 9780367897758

Fitzgerald, T. (2021). Leadership, leaders and leading: Myths, metaphors and myopias. In F.W. English (Ed), *The Palgrave handbook of educational leadership and management discourse*. Palgrave Macmillan/Springer. ISBN: 978-3-030-39666-4.

Fitzgerald, T. and Hall, D. (2021). Perfomativity, managerialism and educational leadership. In S. Courtney, H.M. Gunter, R. Niesche & T. Trujillo (Eds), *Understanding educational leadership: Critical perspectives and approaches*. (pp. 323-338). Bloomsbury Publishing. ISBN: 978-1350081833.

Howitt, C. (2021). Understanding how children learn science. In V. Dawson & G. Venville (Eds.), *The art of teaching primary science* (2nd ed, pp. 20-35). Routledge. ISBN: 9781760878122

Howitt, C. (2021). Scientific inquiry in the early years In C. Campbell, W, Jobling & C. Howitt (Eds.), *Science in early childhood* (4th ed, pp. 91-104). Cambridge University Press. ISBN: 978-1-108-81196-5.

Howitt, C. (2021). Intentional teaching of science. In C. Campbell, W, Jobling & C. Howitt (Eds.). *Science in early childhood* (4th ed, pp. 239-253). Cambridge University Press. ISBN: 978-1-108-81196-5.

Howitt, C. & Jobling, W. (2021). Planning for teaching science in the early years. In C. Campbell, W, Jobling & C. Howitt (Eds.), *Science in early childhood* (4th ed, pp. 221-238). Cambridge University Press. ISBN: 978-1-108-81196-5.

Howitt, C. & Campbell, C. (2021). Science education professional learning through reflective practice. In C. Campbell, W, Jobling & C. Howitt (Eds.), *Science in early childhood* (4th ed, pp. 277-297). Cambridge University Press. ISBN: 978-1-108-81196-5.

Neylon, G. & Le, X. (2021). Early childhood education and care in Vietnam: From Confucianism to 21st century reforms in curriculum and training. In W. Boyd & S. Garvis (Eds.), *International perspectives on early childhood teacher education in the 21st century* (pp. 231-249). Routledge. Springer. ISBN 978-981-16-5738-2

O'Neill, M. H. (2021). Introduction. In D. S. G. Carter & M. H. O'Neill (Eds.), *International perspectives on educational reform and policy implementation* (pp. 1-11). Taylor & Francis. ebook ISBN 9780203761427 <https://doi.org/10.4324/9780203761427-1>

Pegrum, M. (2021). Augmented reality learning: Education in real-world contexts. In T. Beaven & F. Rosell-Aguilar (Eds.), *Innovative language pedagogy report* (pp. 115-120). Research publishing.net. <https://doi.org/10.14705/rpnet.2021.50.1245>

Sakhiyya, Z. and **Fitzgerald, T.** (2021). A feminist perspective on educational leadership in Indonesia. In S. Courtney, H.M. Gunter, R. Niesche & T. Trujillo (Eds), *Understanding educational leadership: Critical perspectives and approaches*. (pp. 91-104). Bloomsbury Publishing. ISBN: 978-1350081833.

Scarpaolo, G. (2021). A time for reflection after a decade of educational reform in Australia. In C. Wolhuter & H. Steyn (Eds.), *World education systems: Entering the 21st century* (pp. 377-403). Keurkopie. ISBN: 9781920701826

Scarpaolo, G. (2021). Teaching science inclusively. In C. Campbell, W. Jobling, & Howitt, C (Eds.), *Science in Early Childhood* (4th ed., pp. 102-120). Cambridge University Press. ISBN: 978-1-108-81196-5

Thompson, M. J. J., El Masry, A., Cortese, S., & **Chen, W.** (2021). Attention deficit hyperactivity disorder. In C. Laver-Bradbury, M. J. J. Thompson, C. Gale, & C. M. Hooper (Eds.), *Child and adolescent mental health: Theory and practice* (3rd ed., pp. 275-292). Routledge. ISBN 9780367537395

Yeo, S., & **Chapman, A.** (2021). Teaching and learning in transnational education contexts: Teaching English communication skills in law courses in Singapore. In J. Chi-Kin Lee, & N. Gough (Eds.), *Transnational education and curriculum studies: International perspectives* (pp. 189-202). Routledge. ISBN 9780367529833

Journal articles

Andrich, D. (2021). The Rasch distribution: A discrete, general form of the Gauss distribution of uncertainty in scientific measurement. *Measurement: Journal of the International Measurement Confederation*, 173, [108672]. <https://doi.org/10.1016/j.measurement.2020.108672>

Arabpour, M., Nakhshab, M., **Humphry, S.** & Kazemi, Y. (2021). 'Systematic Analysis of Language Transcripts' (SALT) transcribing method and Narrative Assessment Protocol (NAP) online coding method: are they interchangeable? (E-pub ahead of print). *Logopedics Phoniatrics Vocology*. <https://doi.org/10.1080/14015439.2021.1986572>

Blannin, J., Redmond, P., McLeod, A., & **Mayne, F.** (2021). Positioning the technologies curriculum: a snapshot of Australian initial teacher education programs. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-021-00473-5>

Burritt, J. (2021). Using partial knowledge to inform the creation of learning programs. *Australian Journal of Education*. <http://doi.org/10.1177/00049441211037409>

Clarke S. (2021). Learning communities in education: a matter of diverse definitions, understandings, enactments, and contexts. *Professional Development in Education*. 47(4), 557-559. <https://doi.org/10.1080/19415257.2021.1946744>

Clarke, S. & O'Donoghue, T. (2021). Researching school leadership in context: Lighting the crucible of experience. *Leading & Managing*. 26(1), 31-39.

Ersozlu, Z., Ledger, S., Ersozlu, A., **Mayne, F. E.**, & **Wildy, H. R.** (2021). Mixed reality learning environments in teacher education: An analysis of TeachLivE™ research. *Sage Open*, 11(3). <https://doi.org/10.1177/21582440211032155>

Fitzgerald, T. and Harford J. (2021). Life threads: Reading the professional lives of Mary Hayden (1862-1942) and Virginia Cocheron Gildersleeve (1877-1965). *History of Education*. 50(4), 485-500. <https://doi.org/10.1080/0046760X.2021.1884756>

Fu, G-H., **Chen, W.**, Li, H-M., Wang, Y-F., Liu, L., & Qian, Q-J. (2021). A potential association of RNF219-AS1 with ADHD: Evidence from categorical analysis of clinical phenotypes and from quantitative exploration of executive function and white matter microstructure endophenotypes. *CNS Neuroscience and Therapeutics*. <https://doi.org/10.1111/cns.13629>

Gerrard, J., and **Savage, G. C.** (2021). The governing parent-citizen: Dividing and valorising parent labour through school governance. *Journal of Education Policy*, Online: <https://doi.org/10.1080/02680939.2021.1877357>

Gomez, R., Liu, L., Krueger, R., Stavropoulos, V., Downs, J., Preece, D., **Houghton, S.**, & **Chen, W.** (2021). Unravelling the optimum latent structure of attention-deficit/hyperactivity disorder: Evidence supporting ICD and HiTOP Frameworks. *Frontiers in Psychiatry*, 12, [666326]. <https://doi.org/10.3389/fpsyg.2021.666326>

Gray, E. J., Scott, J. G., **Lawrence, D. M.**, & Thomas, H. J. (2021). Concordance between adolescents and parents on the Strengths and Difficulties Questionnaire: Analysis of an Australian nationally representative sample. *Australian and New Zealand Journal of Psychiatry*. <https://doi.org/10.1177/00048674211009610>

Hong, J. S., Ha Kim, D., **Hunter, S. C.**, Cleeland, L. R., Lee, C. A., Lee, J. J., & Kim, J. (2021). Racial/ethnic bullying subtypes and alcohol, tobacco, and marijuana use among US adolescents. *Journal of Racial and Ethnic Health Disparities*. <https://doi.org/10.1007/s40615-021-01081-w>

Howitt, C. & Rennie, L. J. (2021). Using individualized photobooks to enhance 3- and 4-year-old children's science identity through a science outreach program. *Frontiers in Education*, 6:662471. <https://doi.org/10.3389/feduc.2021.662471>

Humphry, S. & Montuoro, P. (2021). The Rasch model cannot reveal systematic differential item functioning in single tests: Subset DIF analysis as an alternative methodology. *Frontiers in Education*, 6:742560. <https://doi.org/10.3389/feduc.2021.742560>

Hunter, S. C., Houghton, S., Kyron, M., Lawrence, D., Page, A. C., Chen, W., & Macqueen, L. (2021). Development of the Perth Adolescent Worry Scale (PAWS). *Research on Child and Adolescent Psychopathology*. <https://doi.org/10.1007/s10802-021-00853-6>

Hunter, S. C., Russell, K., Pagani, S., Munro, L., Pimenta, S. M., Marín-López, I., Hong, J. S., & Knifton, L. (2021). A social-ecological approach to understanding adolescent sexting behavior. *Archives of Sexual Behavior*. <https://doi.org/10.1007/s10508-021-01988-9>

Johnston, O., **Wildy, H., & Shand, J.** (2021). Student voices that resonate—Constructing composite narratives that represent students' classroom experiences. *Qualitative Research*, <https://doi.org/10.1177/14687941211016158>

Johnston, O., **Wildy, H., & Shand, J.** (2021). Projecting student voice by constructing grounded theory. *The Australian Educational Researcher*, 48(3), 543-564. <https://doi.org/10.1007/s13384-020-00410-y>

Johnston, O., **Wildy, H., & Shand, J.** (2021). 'Believe in me, and I will too': a study of how teachers' expectations instilled confidence in Grade 10 students. *Social Psychology of Education*, 24(6), 1535-1556. <https://doi.org/10.1007/s11218-021-09668-1>

King, M., Forsey, M., & **Pegrum, M.** (2021). International scholarships and Southern agency: An ethnography of alumni, scholars, and applicants. *Journal of Studies in International Education*. <https://doi.org/10.1177/10283153211054144>

Kyron, M. J., McEvoy, P. M., Gilbey, D., Lin, A., Mazza, C., **Rikkers, W., Bartlett, J., & Lawrence, D.** (2021). Sexual orientation and prevalence of mental health difficulties among emergency services employees. *Journal of Affective Disorders*, 287, 240-246. <https://doi.org/10.1016/j.jad.2021.02.032>

Kyron, M. J., Rikkers, W., Bartlett, J., Renehan, E., Hafekost, K., Baigent, M., Cunneen, R., & **Lawrence, D.** (2021). Mental health and wellbeing of Australian police and emergency services employees. *Archives of Environmental and Occupational Health: an international journal*. <https://doi.org/10.1080/19338244.2021.1893631>

Lawrence, D., Houghton, S., Dawson, V., Sawyer, M., & Carroll, A. (2021). Trajectories of academic achievement for students with attention deficit/hyperactivity disorder. *British Journal of Educational Psychology*, 91(2), 755-774.

Lawrence, D., Hunter, S. C., Cunneen, R., **Houghton, S. J., Zadow, C.**, Rosenberg, M., Wood, L., & Shilton, T. (2021). Reciprocal relationships between trajectories of loneliness and screen media use during adolescence. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-021-02066-3>

Le, L. K. D., Richards-Jones, S., Chatterton, M. L., Engel, L., **Lawrence, D.**, Stevenson, C., Pepin, G., Ratcliffe, J., Sawyer, M., & Mihalopoulos, C. (2021). Australian adolescent population norms for the child health utility index 9D—results from the young minds matter survey. *Quality of Life Research*, 30(10), 2895-2906. <https://doi.org/10.1007/s11136-021-02864-8>

Le, L. K. D., Shih, S., Richards-Jones, S., Chatterton, M. L., Engel, L., Stevenson, C., **Lawrence, D.**, Pepin, G., & Mihalopoulos, C. (2021). The cost of Medicare-funded medical and pharmaceutical services for mental disorders in children and adolescents in Australia. *PLoS One*, 16(4 April), [e0249902]. <https://doi.org/10.1371/journal.pone.0249902>

Lim, W. & **Chapman, E.** (2021). Development and preliminary evaluation of a brief five-factor personality instrument. *Social Behavior and Personality*. 49(7), e10003. <https://doi.org/10.2224/sbp.10003>

Lim, L., & **Chapman, E.** (2021). Moral reasoning assessment for Singapore secondary schools: A review. *Issues in Educational Research*, 31(4), 1121-1137. <http://www.iier.org.au/iier31/lim-abs.html>

Lim, L. & **Chapman, E.** (2021). Moral reasoning in secondary education curriculum: An operational definition. *International Journal of Ethics Education*. <https://doi.org/10.1007/s40889-021-00129-z>

Mathews, B., Pacella, R., Dunne, M., Scott, J., Finkelhor, D., Meinck, F., Higgins, D. J., Erskine, H., Thomas, H. J., Haslam, D., Tran, N., Le, H., Honey, N., Kellard, K., & **Lawrence, D.** (2021). The Australian Child Maltreatment Study (ACMS): Protocol for a national survey of the prevalence of child abuse and neglect, associated mental disorders and physical health problems, and burden of disease. *BMJ Open*, 11(5), [e047074]. <https://doi.org/10.1136/bmjopen-2020-047074>

Matuschka, L. K., Scott, J. G., Campbell, M. A., **Lawrence, D.**, Zubrick, S. R., **Bartlett, J.**, & Thomas, H. J. (2021). Correlates of help-seeking behaviour in adolescents who experience bullying victimisation. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-021-00090-x>

McPhee, R., Carlin, E., Seear, K., Carrington-Jones, P., Sheil, B., **Lawrence, D.**, & Dudgeon, P. (2021). Unacceptably high: an audit of Kimberley self-harm data 2014–2018. *Australasian Psychiatry*. <https://doi.org/10.1177/10398562211010790>

Mole, T. B., Furlong, Y., Clarke, R. J., Rao, P., Moore, J. K., Pace, G., Van Odyck, H., & **Chen, W.** (2021). Lurasidone for adolescents with complex mental disorders: a case series. *Journal of Pharmacy Practice*, [0897190021997011]. <https://doi.org/10.1177/0897190021997011>

Neylon, G. & **O'Donoghue, T.** (2021) Exploring the potential of cultural historical activity theory for investigating particular cases in the history of education in Ireland, *Historia y Memoria de la Educacion*, 13. <https://doi.org/10.5944/hme.13.2021.27277>

Nicholl, A., Deering, K. E., Evelegh, K., Lyons-Wall, P., **Lawrence, D.**, Mori, T. A., Kratz, M., & O'Sullivan, T. A. (2021). Whole-fat dairy products do not adversely affect adiposity or cardiometabolic risk factors in children in the Milky Way Study: A double-blind randomized controlled pilot study. *American Journal of Clinical Nutrition*, 114(6), 2025-2042. <https://doi.org/10.1093/ajcn/nqab288>

Oakley, G., **Pegrum, M.**, Kheang, T., & Seng, K. (2021). Mobile learning for early reading in Cambodia. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10615-y>

O'Donoghue, T. and O'Doherty, T. (2021). Quietly contesting the hegemony of the Catholic clergy in secondary schooling in Ireland: The case of the Catholic lay secondary schools from Independence in 1922 to the early 1970s. *Espacio, Tiempo y Educación (Spain)*, 8(1), 297-308.

O'Donoghue, T., & Harford, J. (2021). Challenging the dominant Church hegemony in times of risk and promise: Carysfort women resist. *Gender and Education*, 33(3), 372-384. <https://doi.org/10.1080/09540253.2020.1763924>

Or, C., & **Chapman, E.** (2021). An extended unified theory of acceptance and use of technology model for education contexts. *Journal of Applied Learning and Teaching*, 4(2). <https://doi.org/10.37074/jalt.2021.4.2.7>

Or, C., & **Chapman, E.** (2021). Determinants of online assessment adoption in a technical college. *International Journal of Technology in Education and Science*, 5(4), 601-619. <https://doi.org/10.46328/ijtes.291>

Oyarzún, J. D., Gerrard, J., & **Savage, G. C.** (2021). Ethics in neoliberalism? Parental responsibility and education policy in Chile and Australia. <https://doi.org/10.1177/14407833211029694>

Pagliaro, C., Pearl, M., **Lawrence, D.**, Scott, J. G., & Dominic, S. (2021). Estimating demand for mental health care among Australian children and adolescents: Findings from the Young Minds Matter survey. *Australian and New Zealand Journal of Psychiatry*, [00048674211069874]. <https://doi.org/10.1177/00048674211069874>

Pegrum, M., & Palalas, A. (2021). Attentional literacy as a new literacy: Helping students deal with digital disarray. *Canadian Journal of Learning and Technology/La Revue canadienne de l'apprentissage et de la technologie*, 47(2). <https://cilt.ca/index.php/cilt/article/view/28037/20563>

Pimenta, S. M., **Hunter, S. C.**, Rasmussen, S., Cogan, N., & Martin, B. (2021). Young people's coping strategies when dealing with their own and a friend's symptoms of poor mental health: A qualitative study. *Journal of Adolescent Research*. <https://doi.org/10.1177/07435584211062115>

Power, J., van IJzendoorn, M., Lewis, A. J., **Chen, W.**, & Galbally, M. (2021). Maternal perinatal depression and child executive function: A systematic review and meta-analysis. *Journal of Affective Disorders*, 291, 218-234. <https://doi.org/10.1016/j.jad.2021.05.003>

Preece, D., Becerra, R., Hasking, P., McVoy, P., Boyes, M., Sauer-Zavala, S., **Chen, W.**, & Gross, J. (2021). The emotion regulation questionnaire: Psychometric properties and relations with affective symptoms in a United States general community sample. *Journal of Affective Disorders*, 284, 27-30. <https://doi.org/10.1016/j.jad.2021.01.071>

Pristel, V. & **Dawson, V.** (2021). Critical thinking in integrated STEM: What it looks like and how to encourage it. *SCIOS Journal of the Science Teachers' Association of Western Australia*, 63, 28-34.

Protani, M. M., Jordan, S. J., Kendall, B. J., Siskind, D., **Lawrence, D.**, Sara, G., Brophy, L., & Kisely, S. (2021). Colorectal cancer Outcomes in people with Severe Mental Illness Cohort (COSMIC): A protocol for an Australian retrospective cohort using linked administrative data. *BMJ Open*, 11(6), [044737]. <https://doi.org/10.1136/bmjopen-2020-044737>

Rikkers, W., & **Lawrence, D.** (2021). Mental health help-seeking experiences and service use among Australian first responders. *Australian Journal of Psychology*, 73(2), 125-133. <https://doi.org/10.1080/00049530.2021.1882271>

Savage, G. C. (2021). The evolving state of policy sociology. *Critical Studies in Education*, 62(3), 275-289. <https://doi.org/10.1080/17508487.2021.1942108>

Savage, G. C. (2021). The business of teaching: Becoming a teacher in a market of schools [Book Review]. *Journal of Education Policy*. <https://doi.org/10.1080/02680939.2021.1959128>

Savage, G. C., Di Gregorio, E., and Lingard, B. (2021). Practices of scalecraft and the reassembling of political boundaries: The contested nature of national schooling reform in the Australian federation. *Policy Studies*. <https://doi.org/10.1080/01442872.2021.1885640>

Savage, G. C., Gerrard, J., Gale, T., Molla, T. (2021). The politics of critical policy sociology: Mobilities, moorings and elite networks. *Critical Studies in Education*, 62(3), 306-321. <https://doi.org/10.1080/17508487.2021.1878467>

Savage, G. C., Gerrard, J., Gale, T., Molla, T. (2021). A política da sociologia crítica das políticas: mobilidades, amarras e redes de elite. *Práxis Educativa*, <https://doi.org/10.5212/PraxEduc.v.17.19696.001>

Scarpaolo, G. & Subban, P. (2021). A systematic review of pre-service teachers' self-efficacy beliefs for differentiated instruction. *Teachers and Teaching: Theory and Practice*, 27(8), 753-766. [10.1080/13540602.2021.2007371](https://doi.org/10.1080/13540602.2021.2007371)

Thomson, K., **Hunter, S. C.**, Butler, S. H., & Robertson, D. J. (2021). Social media 'addiction': The absence of an attentional bias to social media stimuli. *Journal of Behavioral Addictions*, 10(2), 302-313. <https://doi.org/10.1556/2006.2021.00011>

Peer reviewed conference proceedings

Oakley G., Pegrum, M., Kheang, T., & Seng, K. (2021). They just wanted to play: A mobile-enhanced early literacy intervention in Cambodia. Proceedings 19th World Conference on Mobile, Blended and Seamless Learning (mLearn2020). [mLearn 2020 Proceedings | IAmLearn](https://mlearn2020.iamlearn.org/)

Viswanathan, G., & O'Neill, M. (2021). The role of the lecture in post pandemic institutions of higher learning: Possibilities and implications from a Singapore case study. In Gregory, S., Warburton, S., & Schier, M. (Eds.), Back to the Future – ASCILITE '21. Proceedings ASCILITE 2021 in Armidale (pp. 267– 277). <https://doi.org/10.14742/ascilite2021.0139>

Research Reports

Savage, G. C. (2021). Collaborative decision-making and policy co-design in Australian schooling policy. Report commissioned by the Australian Curriculum, Assessment and Reporting Authority (ACARA), Sydney.

Conference Presentations

Keynote addresses/Invited presentations

Evangelinou-Yiannakis, A. (June, 2021). *The secret schools: Keeping the Greek language alive – Then and now.* Archdiocesan district of Perth short course lecture series, Perth, Western Australia.

Fitzgerald, T. (January, 2021). *Leadership matters: Leading learning and leading teachers in 21st century schools.* Keynote address to the Singapore Pedagogical Excellence Academy Symposium, Singapore.

Fitzgerald, T. (September, 2021). *Mission impossible? Why equity and inclusion matters.* Keynote address to the South Australian Principals Association conference, Adelaide, South Australia.

Houghton, S. (April, 2021). Mental health, child and adolescent mental health, cognitive distortions and social media. Online Gaming Disorders and Problematic Internet Use Conference, Perth, Australia.

Houghton, S. (June, 2021). *Negative thought patterns and cognitive distortions arising from children and adolescents everyday interactions: Tackling the problem at the source.* Tourette Syndrome Association of Australia Conference (Online).

Mayne, F. (January, 2021). *Children's voice and agency in school settings as leadership: Leveraging student voice and agency in the context of 21st century education trends.* Singapore Pedagogical Excellence Academy Symposium 2021: Nurturing Future-Ready Leaders, Singapore.

Mayne, F., & Scarparolo, G. (January, 2021). SimLab: Translating theory into practice. West Australian Network for Dissemination (WAND) Virtual Teaching and Learning Forum, Perth, Western Australia.

Oakley, G. (July, 2021). Digital resources in early childhood literacy: What does the research say? Google Educator Conference, Perth, Western Australia.

Pegrum, M. (April, 2021). *Mobile literacy: A lens on a mobile/immobile world.* Keynote presentation at ALLT (Online), Taipei, Taiwan.

Pegrum, M. (December, 2021). *Going global, going local, going mobile.* Keynote presentation at GloCALL Conference (Online), Kuala Lumpur, Malaysia.

Scarparolo, G. (July, 2021). *Utilising technology to be inclusive and engage all learners in the Humanities and Social Sciences learning area.* Google Educator Conference, Perth, Western Australia.

National/international conference presentations

Dawson, V., Eilam, E., Widdop Quinton, H. et al. (June, 2021). *A multi-country comparison of climate change curricula in secondary schools*. Paper presented at the Annual Australasian Science Education Research Association (ASERA) Conference (Online), University of South Australia, South Australia.

Dawson, V. (December, 2021). *Status and impact of climate change education in Australian secondary school science*. Paper presented at STAWA Future Science Conference, Edith Cowan University, Perth, Western Australia

Fitzgerald, T. (October, 2021) *Networks of influence: Caroline Spurgeon (1869-1942)*. Paper presented to the Annali di Storia delle Universita Italiane Conference (Online), University of Bologna, Italy.

Mayne, F. (September, 2021). Enhancing young children's voices (and democratic participation) in research through touch-screen technologies. Paper presented at the European Early Childhood Education Research Association Conference (Online).

Mayne, F. (August, 2021). *'Yes, he gets it': Enhancing 4-year-old children's research participation through a digitally interactive Narrative Approach Informing Story*. Paper presented at the Western Australian Institute for Educational Research (WAIER) Research Forum, Perth, Western Australia.

Lawrence, D., Houghton, S., & Dawson, V., (August, 2021). *Trajectories of academic achievement for students with attention-deficit/hyperactivity disorder*. Paper presented at the Western Australian Institute of Educational Research Forum, Perth, Western Australia.

Male, S., Marinelli, M. & **Chapman, E.** (April, 2021). *Creating inclusive engineering and computer science classes - The impact of COVID-19 on student experiences and perceptions of gender inclusivity*. Paper presented at the 2021 IEEE Global Engineering Education Conference, EDUCON (Online).

Oakley, G. (July, 2021). *Harnessing technology and literacy to enhance intercultural understanding*. Paper presented at the AATE/ALEA National Conference (Online), Brisbane, Australia.

Pristell, V., **Dawson, V.**, & **Howitt, C.** (October, 2021). *Examining the effect of an integrated STEM project on Year 7 students' critical thinking and attitudes to STEM*. Paper presented at the Deakin STEM Education Conference (Online), Melbourne, Victoria.

Sakhiyya, Z. and **Fitzgerald, T.** (November, 2021) *Building excellence through collaborative research*. Paper presented to the Western Australian Indonesia Forum (Online), Perth, Western Australia.

White, P., Eilam, E. & **Dawson, V.** et al. (August, 2021). *Climate change curriculum: A cross country comparison*. Paper presented at the European Science Education Research Association (ESERA) Conference (Online), Brago, Portugal.

Widdop Quinton, H., Ben Zvi Assaraf, O, **Dawson, V.**, Eliam, E., Tolppanen, S., Goldman, D.,

Gokpinar, T., Putri, I G. A. P. E., Subiantoro, A., White, P., (November, 2021). *Climate change curriculum in secondary schools: a multi-country exploration*. Paper presented at the Australian Association for Research in Education (AARE) Conference (Online), Melbourne, Victoria.

New Grants and Consultancies

Australian Competitive Grants

Houghton, S., Page, A., **Lawrence, D.**, **Hunter, S.**, Qualter, P. (2021-2023). "I think therefore I am": Cognitive distortions and loneliness in adolescents with neurodevelopmental disorders. Australian Research Council Discovery Grants Scheme. (\$205,833).

Ji, J., Saulsman, L., **Houghton, S.**, Perry, Y., Lim, M., Hood, S., Davis, A., Russell, P., Wyld, T. (2021-2023). Resilience in a pandemic world - an online intervention for young people. Healthway. (\$417,657).

Lawrence, D., **Houghton, S.**, **Chapman, E.**, Page, A., Small, M., Freshwater, D., Milroy, H., Hood, S., Sawyer, M., **Fitzgerald, T.**, Sheil, B., Morris, G. & Antonacci, J. (2021-2023). Reducing self-harm and suicidal behaviours in young people in WA. Australian Research Council Linkage Grants Scheme (\$395,000).

Other Public Sector Research Income

Humphry, S. (2021-2022). NAPLAN Writing Equating Exercise 2021. Australian Curriculum Assessment & Reporting Authority. (\$72,000).

Industry and Other Research Income

Mayne, F. (2021-2022). Gamifying large scale wellbeing research with young children: A narrative approach to early childhood participatory research. Graduate School of Education Competitive Small Research Grant. (\$5000)

Oakley, G. & **Shand, J.** (2021). Principal's Academy Singapore. Delivered 12 hours of PD on dialogic strategies for reading comprehension and writing in primary schools. (\$8,000).

Scarpaolo, G. (2021-2022). Hearing the voices of parents of children with disability: What do pre-service teachers learn about effective consultation and communication with parents? Graduate School of Education Competitive Small Research Grant. (\$2355.30)

Scarpaolo, G. (2021). The Australian Teacher Education Association Early Career Researcher Grant (\$2000).

Shand, J. (2021-2022). Student perspectives on 21st century transferable skills in upper school literature classes. Graduate School of Education Competitive Small Research Grant. (\$1233.50)

Ongoing Grants and Consultancies

Australian Competitive Grants

Blair, D., **Humphry, S.**, Ju, L., Treagust, D., Zadnik, M., Scott, S., Venville, G. & Hendriksen, E. (2019-2023). *International collaboration in teaching and learning of Einsteinian physics*. Australian Research Council Linkage Grant Scheme. (\$180,000).

Humphry, S., Andrich, D., Adie, L., Wyatt-Smith, C., Cumming, J., DeLuca, C. & Gallagher, T. (2019-2021). *Improving teacher assessment using exemplars and online moderation*. Australian Research Council Linkage Grant Scheme. (\$280,000).

Hielscher, E., Scott, J., **Lawrence, D.**, Batterham, P., & McGrath, M. (2020-2021). *Mapping the regional variability of self-harm, suicide attempts and related risk and protective factors in Australian adolescents to inform suicide prevention strategies*. Suicide Prevention Australia Innovation Grant. (\$66,065).

Kisely, S., Jordan, S., **Lawrence, D.**, Sara, G., Kendall, B., Brophy, L., Siskind, D. & Protani, M. (2019-2021). *What is the impact of the National Bowel Cancer Screening Program on colorectal cancer outcomes for people over the age of 50 with severe mental illness?* Cancer Australia. (\$591,842).

Lawn, S., **Lawrence, D.**, Van Hooff, M., Daraganova, G., Roberts, L., & **Rikkers W.** (2020 – 2021). *How can families improve help-seeking for veterans and emergency services first responders with current or emerging mental health needs*. The Road Home. The Colonel Susan Neuhaus CSC (Ret'd) Fellowship. (\$100,000).

Lawrence, D., Houghton, S., Chapman, E., Page, A., Small, M., Sheil, B., Freshwater, D., Milroy, H., Sawyer, M., & **Fitzgerald, T.** (2020-2024). *UWA Young Lives Matter Foundation: Reducing self-harm and suicidal behaviours in young people in Western Australia*. Stan Perron Charitable Foundation. (\$850,000).

Lawrence, D., Rikkers, W., Van Hooff, M., Lawn, S., & **Houghton S.** (2020-2023). *Supporting the ongoing wellbeing and resilience of Australia's first responders following the 2019/20 bushfires*. NHMRC Medical Research Future Fund. (\$642,195.60).

Savage, G. C. & Gerrard, J. (2019-2021). *School autonomy and parent engagement in disadvantaged communities*. Australian Research Council Discovery Grant Scheme. (\$261,159).

Other Public Sector Research Income

Pegrum, M., Soledad Ramírez Montoya, M., McGreal, R., Cox, G., Goodman, L & Weber, J. (2021-2022). *Open and Inclusive education: WUN and UNESCO Training and Research Networks*. Worldwide Universities Network Grant. (AUD \$17,834 (approx.) [GBP £10,000]).

Kelly, O., **Dawson, V.**, Chapman, S., Illingsworth, S., Manetow, R., Huyen, M., Martens, P., Butera, F. & Syeinberger, J. (2021-2022). *Education in a warming world: A collaborative research network on Education and Climate Change*. World Universities Network Research Development Fund 2021. (\$18,000).

Industry and Other Research Income

Savage, G. C. & de Carvalho, D. (ACARA). (2020-2021). *Collaborative decision-making and policy co-design in Australian schooling policy*. UWA Research Collaboration Award (\$28,571).

Editorial Boards

Editorial roles

Australasian Journal of Early Childhood, Deputy Editor, **Christine Howitt**

British Journal of Educational Psychology, Associate Editor, **Stephen Houghton**

Critical Studies in Education, Co-Editor, **Glenn Savage**

Frontiers in Psychology, Associate Editor, **Elaine Chapman**

International Journal of Virtual and Personal Learning Environments, Associate Editor, **Mark Pegrum**

Professional Development in Education, Associate Editor, **Simon Clarke**

TalentEd, Editor, Peter Merrotsy

Lead editor

Special Issue *Critical Studies in Education*, Vol 62, Issue 3. 'The evolving state of policy sociology'.

Glenn Savage

Editorial boards that staff are on

Australasian Journal of Special Education

Australian Journal of Teacher Education

British Journal of Educational Studies

Curriculum Perspectives

Education 3-13. Education Research and Perspectives

Educational and Developmental Psychologist

Educational Psychology

Educational Review

Educational Management, Administration & Leadership

Frontiers in Psychology

History of Education (UK)

History of Education Review

International Studies in Catholic Education

International Journal of Science Education

International Journal of Informal Science and Environmental Learning

International Journal of Primary and Early Years Education.

Irish Educational Studies (Ireland)

Journal of Curriculum and Pedagogy

Journal of Education Policy

Journal of Educational Administration.

Journal of Educational Administration and History

Journal of Intellectual and Developmental Disabilities

Journal of Psycho-educational Assessment

Journal of University Teaching and Learning Practice

Research in Educational Administration & Leadership (REAL)

Professional Development in Education

Research in Science Education

Research in Science and Technological Education

The Australasian E-Journal of Catholic School Studies

The Internet and Higher Education

Series Editorship

Vaille Dawson

Editorial Board member of Springer book series, *Contributions from Biology Education Research*, 2019-2020

Tanya Fitzgerald

Series Editor, *Leadership in Higher Education*, Bloomsbury Academic Press, UK (with Jon Nixon, University of Huddersfield, and Helen M. Gunter, University of Manchester).

Tom O'Donoghue

Emerald Studies in Teacher Preparation in National and Global Contexts (With Teresa O'Doherty and Judith Harford).

HDR Training

HDR completions

Doctor of Philosophy

Michelle Appleton. *The impact of engaging pharmacy students in argumentation activities to develop their argumentation skills, critical thinking skills and understanding of pharmacist professional practice issues.* Supervisors: Professor Vaille Dawson and Associate Professor Christine Howitt.

David Byrne. *The construction of religion as a subject for catholic schools in Western Australia: An historical analysis of the situation from 1929 to 1982.* Supervisors: Emeritus Professor Tom O'Donoghue and Associate Professor Elaine Chapman.

Tshewang Dema. *Leadership at the primary school level in Bhutan: A study of the historical background, recent developments, and current concerns of school leaders in a constitutional monarchy and developing country.* Supervisors: Emeritus Professor Tom O'Donoghue and Professor Simon Clarke.

Doctor of Education

Damaris Carlisle. *Learners with special educational needs reflecting on their first year at university: A study of the historical background, recent developments, and issues of concern for students in Singapore.* Supervisors: Dr Marnie O'Neill and Emeritus Professor Tom O'Donoghue.

Keith Wei Jun Chin. *Mother tongue use in informal indigenous education: The perspectives of Orang Asli volunteer teachers in Peninsular Malaysia.* Supervisors: Associate Professor Grace Oakley and Dr Jennifer Shand.

K S Jaswinder Khosa. *A study of teachers of English language in primary schools in Singapore and the Philosophy for Children Programme.* Supervisors: Associate Professor Elaine Chapman and Emeritus Professor Anne Chapman.

Kim Chew Lim. *E-learning in a Singapore university context: Efficacy and challenges.* Supervisors: Associate Professor Elaine Chapman and Emeritus Professor David Andrich.

Suok Har Lim. *Schooling and the spoken language of children who are deaf or hard-of-hearing in Singapore: A study of its history, of recent developments and of current concerns of key stakeholders.* Supervisors: Associate Professor Elaine Chapman and Emeritus Professor Keith Punch.

Chin Poh Caleb Or. *Determinants of online assessment in Singapore Technical College.* Supervisors: Associate Professor Elaine Chapman and Emeritus Professor David Andrich.

Thomas Quinlivan. Australian Professional Standards for Teachers: Perspectives of Western Australian primary school teachers. Supervisors: Associate Professor Grace Oakley and Dr Jennifer Shand.

Michelle Rudrum. Loneliness and mental health among adolescent females in boarding schools. Supervisors: Professor Steve Houghton and Dr Ken Glasgow.

Wan Hoong Wong. Enhancing higher education processes and outcomes in the affective domain: Insights from a private higher education institution in Singapore. Supervisors: Associate Professor Elaine Chapman and Emeritus Professor David Andrich.

Master of Education (Thesis & Coursework)

Lesley Kaye. Adolescent females' responses to mindfulness meditation. Supervisors: Professor Vaille Dawson and Associate Professor Elaine Chapman.

Fogarty Foundation Postgraduate Research Forum

The Fogarty Foundation Postgraduate Research Forum provides an opportunity for Western Australian postgraduate education students to present their research and explore their ideas in a supportive environment. It provides an excellent opportunity for the sharing of minds in education related research. After a years' hiatus due to COVID, the Fogarty Forum resumed on a small scale with only UWA HDR students involved. There were 11 postgraduate face-to-face education presentations and three online (using MS Teams) education presentations, representing PhD, EdD and Masters' students.

Staff with Fellowships

Simon Clarke - Fellow of the Australian College of Education

Simon Clarke - Fellow of the Australian Council of Educational Leadership

Vaille Dawson – Honorary Senior Research Associate, University College London

Vaille Dawson – Fellow of the Royal Society of Biology in the UK (FRSB)

Vaille Dawson – Honorary Fellow of the Australia-India Institute at UWA

Tanya Fitzgerald – Fellow of the Royal Historical Society

Tom O'Donoghue - Fellow of the Academy of the Social Sciences in Australia

Tom O'Donoghue - Fellow of the Royal Historical Society

Staff Research Awards

Simon Clarke - The Australian Council of Educational Leadership (WA) Research in Educational Leadership and Management Award

Fiona Mayne – 2021 Western Australian Institute of Educational Research (WAIER) Early Career Award

Glenn Savage - Durham University 'Institute of Advanced Study' (IAS) Visiting Fellowship, Oct-Dec 2022. Project title: Transnational knowledge networks and the future of schooling

Research Entities

Child and Adolescent Mental Health and Wellbeing Research Clinic (CAMHWRC)

Approximately 20% of young people have experienced a mental health problem and further 9-16% experience sub-clinical levels (i.e., the presence of clinically relevant symptoms that do not meet the full criteria). School closures, stay at home orders, social distancing from peers and teachers, and cancelling of extra-curricular activities, resulting from the COVID-19 (SARS-CoV-2) global pandemic had deleterious effects on adolescents' mental health worldwide. Loneliness, a potential antecedent of emerging mental health issues, was an unintended consequence of the prolonged periods of physical isolation arising from COVID-19 disruptions. Mental health and emotional wellbeing are therefore important areas of teaching and research in CAMHWRC.

In 2021 and 2022, Stephen Houghton, Elaine Chapman and Ken Glasgow delivered the new Graduate Diploma/Master of Mental Health and Emotional Wellbeing in Education to 38 and 80 postgraduate students respectively. Currently, Elaine Chapman, with Stephen Houghton and Andrew Page (UWA Psychology), is leading the Stan Perron Charitable Foundation funded research project "Reducing Self-harm and Suicidal Behaviours in Young People in Western Australia". This research has attracted additional ARC funding. Stephen Houghton, with Professor Colin MacLeod, Andrew Page, Professor Simon Hunter (Glasgow Caledonian University) and Professor Pamela Qualter (Manchester University) is leading two funded projects (Healthway and ARC) that embed a therapeutic approach into a 3D gamified program to reduce adolescent mental health problems and loneliness, respectively. Outputs from the CAMHWRC across 2021 include 20 published journal articles and 2 conference presentations.

Education Policy, Leadership and Practice (EPLP) Research Group

The Education Policy, Leadership and Practice Research Group (EPLP) research group was established in May 2020 as an interdisciplinary cluster of experts with a reputation for quality research that shapes contemporary education debates in Australia and beyond. EPLP researchers have close links to government and the education profession. They are committed to working strategically at the nexus between research, policy and practice to lead conversations across the education lifespan from the early years to higher education. Our researchers are engaged in a rich variety of research projects ranging from large-scale government and commissioned grants to smaller-scale bespoke projects.

In 2021, the group has achieved:

1. Finalisation of its **group website** to generate public presence:
<https://www.uwa.edu.au/schools/research/Education-Policy-Leadership-and-Practice-Research-Group>
2. Significant further growth of its research partnership with the University of Manchester's 'Critical Education Policy' research group, with four highly attended webinars hosted over the course of the year.

3. A diverse range of **research grants and initiatives** have been pursued, with several projects under review by the ARC and the Economic and Social Research Council.
4. **Multiple book projects.** Various members had books published in 2021.

Visiting Scholars

Professor Cath Milne, New York University

Professor Milne visited the Graduate School of Education in November and December 2021. She worked with Professor Vaille Dawson to review contemporary nature of science curriculum units, and collaborate on research on socioscientific issues, critical thinking and climate change. Professor Milne also presented a workshop on *The Power to Wonder. Why the world (and you) need slow education*. In this seminar she noted how school systems tend to reflect the current goals of their society in which there is an obsession with fast education framed by well-defined learning goals achieved in the fastest, most direct way using standardised learning and assessment strategies designed to ensure sameness and conformity. With fast education there is no time to slow down and experience the world or ask questions that might concern the wider world where the future is unpredictable. Professor Milne highlighted that greater emphasis should be given to slow education in schools, through the use of experiential learning where there is space and time for creativity, communication and collaboration.



Staff and Research Expertise

Academic Staff

Associate Professor Elaine Chapman

Social psychology of education, Research methods

Emeritus Professor Anne Chapman

Internationalisation of higher education, Transnational education, Qualitative research methods, Social semiotics and education

Professor Wai Chen (Adjunct Professor)

ADHD, neurodevelopmental disorders, emotional dysregulation, dissociation, resilience and social recovery

Professor Simon Clarke

Educational leadership, School improvement, Change in education, Teachers' work, Industrial relations in education

Professor Vaille Dawson

Science education, STEM education, Thinking skills, Disadvantaged schools, Scientific literacy

Dr Loretta Dolan (Honorary Research Fellow)

History of education, History of childhood, History education

Dr Angela Evangelinou-Yiannakis (Honorary Research Fellow)

Languages Education, Modern Greek as a Second Language, Language and Culture, Nature-based Pedagogy, Initial Teacher Education, Internships

Professor Tanya Fitzgerald

Higher education, Gender, Policy, Leadership, History

Professor Stephen Houghton

Neurodevelopmental disorders in childhood and adolescence, Child and adolescent loneliness, mental health and developmental psychopathology, Development of 3-D animated gamified platforms.

Associate Professor Christine Howitt

Young children's science learning, Science identity, Learning in informal contexts, Participatory research, Rights of the child, STEM education

Dr Steve Humphry

Educational Assessment, Educational Measurement, Physics Education, Quantitative Methods, Philosophy of Science

Professor Simon Hunter (Adjunct Professor)

Children and young people's experiences of bullying, Loneliness, Screen media use, Mental illness stigma

Associate Professor David Lawrence

Child and adolescent mental health and wellbeing, Youth suicide prevention, Mental health and wellbeing of emergency services personnel

Dr Fiona Mayne

Early childhood education, Participatory research, Rights of the child

Professor Peter Merrotsy

Creativity, Mathematics education, Education of gifted and talented children,

Academic acceleration, Creative problem solving, Hermeneutics

Dr Gerardine Neylon

Quality in early childhood education and care

Associate Professor Grace Oakley

Literacy and technology, Reading comprehension, Mobile technologies for learning schools and Higher Education, Literacy across the curriculum, Innovations in Higher Education

Emeritus Professor Tom O'Donoghue

Comparative education/international education, History of education, Education in conflict, Teacher education, Curriculum theory, Parental involvement in education

Associate Professor Mark Pegrum

Digital learning, e-learning, Mobile learning, m-learning, Digital literacies, New technologies

Associate Professor Glenn Savage

Education reform, Federalism, Intergovernmental relations, Global policy mobilities

Dr Gemma Scarparolo

Differentiation, Inclusive practice, Gifted education, Student voice, Professional development

Dr Jennifer Shand

Literature education, Writing pedagogy, Young adult fiction and reading

Emeritus Professor Lesley Vidovich

Education policy and practice, Globalisation and internationalisation of

education, Comparative education, Educational leadership, management and administration

Emeritus Professor Helen Wildy

School leadership, School improvement, Educational measurement, School reform, Educational standard, Educational leadership, Professional standards

Research Assistant/Officer

Jennifer Bartlett

- Mental health and wellbeing of fire and emergency service personnel
- Evaluation of a whole school mindfulness program

Ken Bredemeyer

- Educational psychometrics, specialising in pairwise comparisons of student assessments

Anna Hunt

- Mental health and wellbeing of fire and emergency service personnel

Becky Ioppolo

- Mental health and wellbeing in adolescents

Michael Kyron

- Quantitative research methods and advanced statistical modelling in mental health and loneliness.

Leslie Macqueen

- Adolescent mental health and wellbeing: 3D-animated, school-based program designed to therapeutically alter unhelpful negative thought patterns in young people

Wavne Rikkers

- Help-seeking experiences of families of veterans and emergency services first responders with mental health problems
- Positive mental health in young (16-25 year old) emergency services volunteers
- Validation of the Post-Traumatic Stress Disorder (PTSD) Severity Scale

Sonia Sappl

- Psychometrics using the Rasch measurement model - analysis of educational assessment data using psychometric and statistical software

Corinne Zadow

- Adolescent friendships and mental health, neurodevelopmental disorders, loneliness and depressive symptoms

Graduate School of Education
T +61 8 6488 2388 E gse@uwa.edu.au
M428, Perth WA 6009 Australia
uwa.edu.au

