

Updates and information across the School of Education at UNE, encompassing teaching and research in early childhood, primary, secondary and tertiary education.



Snapshot

Prof Stephen Tobias, Head of School.

Trimester 2 has been action-packed, with several highlights for the School.

During July and August, we had Professor Elaine Scott visit us as a Fulbright Specialist from the University of Washington Bothell. Elaine was a wonderful inspiration and helped UNE enhance our focus on STEM education. The new StemmED facility in Room 205, is a UNE teaching lab that will enable academics from across the university to undertake research into both our on-campus and online teaching.

StemmEd is a component of UNE-VITAL (Virtual Institute for Teaching and Learning), that also includes the Virtual Reality Lab, the Eye Tracking facility, and the Smart Lab and Smart Farm.



Australia's Chief Scientist, Professor Ian Chubb's visit to open UNE-VITAL on September 3 was another highlight that laid a foundation for future developments in the School and UNE.

UNE's support for these projects has been generous and will add to our existing Room 224 teaching platform, and the *InPlace* system for practicum placements that has recently been installed in the Professional Experience Office.

Best wishes,
Steve

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Dr Sue Gregory awarded VC Scholar Special Project

Dr Sue Gregory's project entitled "Growing our own including immersive and engaging ICT education workshop" was successful in obtaining Vice-Chancellor's Scholar 2015 Special Project funding.

The Vice-Chancellor announced four UNE Education Scholars: Dr Gregory and A/Prof Linley Cornish from the School of Education, A/Prof John Malouf from the School of Behavioural, Cognitive and Social Sciences, and Ms Julie Godwin from Teaching and Learning Support.

Welcome - Dr Angela Page



Dr Angela Page has joined our School as a member of the Inclusive Education & Psychology team. Dr Page is originally from New Zealand and has been working in the Cook Islands for the last two years as an Inclusive Education and Health and Well-being Advisor to Schools. She has also worked extensively in the educational psychology field and has conducted several pieces of work in the area of Relational and Physical aggression among secondary school students both in New Zealand and the Cook Islands.

Dr Yvonne Masters at Asian Conference on Education, Japan

On October 22nd, Dr Yvonne Masters will be a featured speaker at the seventh Asian Conference on Education in Kobe, Japan. The conference theme is 'Education, Power and Empowerment: Transcending Boundaries' and Dr Masters will be conducting a workshop on the sub-theme 'Education and the boundaries of communication'.

The presentation will have three main foci: the ways in which language can inadvertently disempower; the ways in which communication is crucial for inclusivity; and the ways in which students can be either empowered or disempowered through the use of different means of communication in on-line learning environments.



Nauru Teacher Education Project receives further funding

The Nauru Teacher Education Project commenced in July 2013 as a partnership between UNE and the Nauru Government, with funding of \$2.8 million provided by the Australian Department of Foreign Affairs and Trade (DFAT). As a result of UNE's successful delivery of the project, the funding body has decided to extend the project for a further two years, taking it to July 2017 with a further \$2.8 million in extra funding.

The partnership's mission is to enhance educational opportunities in Nauru through local capacity building of teachers in a sustainable manner. It involves a new and exciting teaching education program where pre- and in-service teachers are enrolled in a two-year Associate Degree in Teaching (Pacific Focus), which is delivered online with a high-level in-country face-to-face component. The university students in Nauru are able to remain in their own community whilst completing an international teaching qualification.

The course is offered by UNE and is a targeted program for Pacific contexts. The Associate Degree enables entry into the Bachelor qualification, which would require an extra two years of study. The project team works closely with the Nauruan students whose previous study was under the Nauru Teacher Institute (NTI) and in-service teachers. This was initiated to address the need to fill teaching positions in Nauru with qualified local teachers, and reduce the need to employ expatriate teachers.

Mentoring is a key component of the program, where Nauruans down the track will have the skillset to tutor their own pre- and in-service teachers taking part in online university studies.

There is a research component to the project, which enables a longitudinal analysis of the outcomes of the teaching model to inform future development projects of this nature and the development of this project. A/Prof Pep Serow and Prof Neil Taylor lead the project, and their team includes Ms Emily Angell (Project Manager/Research Associate), Dr Greg Burnett (on-island), Ms Dianne Smardon (on-island), Dr Terry Sullivan (UNE-based) and Ms Jodana Tarrant (UNE-based). The project also involves various academic staff for short periods to deliver face-to-face workshops, professional development sessions for local teachers, and student support.

A group of Nauruan students will be spending one month in Armidale to complete an International Professional Field Experience component, from 19 October. Two executives from the Nauru Government will also be visiting UNE during this time to get to know the School and university, and observe the Nauruan UNE students in action.

Multi-grade teaching in South Africa



A/Prof Linley Cornish has just spent a month in South Africa for the second part of the Vision Keepers Programme in the University of South Africa. As part of this program, A/Prof Cornish and Dr Matshidiso Taole, who spent a month at UNE in April this year, are researching multi-grade teaching in Australia and South Africa.

During her time in South Africa, A/Prof Cornish was fortunate to visit 6 isolated rural schools in North West Province. These schools are mostly farm schools that cater for the children of farm workers. Children from informal settlements and townships sometimes also attend these schools. The students in these schools are the poorest children in South Africa. No white students attend these schools.

“We visited three schools reasonably close to villages and three that are more isolated — a school on a farmer's land (the land is rented by the Department of Education), a school in the grounds of a cement factory, and a school near a cement mine. All schools had at least two teachers. One Teaching Principal was male, the rest were female. All the children were neatly dressed in school uniform and were well behaved in the classroom (perhaps because of the visitors but I suspect they are usually compliant),” A/Prof Cornish said.



“We saw a lot of chorus learning and very teacher-directed lessons. One school suffered problems of vandalism — as well as the computers and other school resources being stolen, the water tank and the wiring in the walls and ceilings were also taken. This school is now like the houses in South African towns — protected by high walls, barbed wire and electric fencing.”



Multi-grade teachers in South Africa are constrained by grade syllabuses and exams, prescription of textbooks and activities, and large class sizes. It is not uncommon to have more than 60 students — or as the South Africans call them, *learners* — in the classroom. With six rows of long desks and benches for three grades of learners, there is no room for activity-based learning unless it can be carried out in a narrow strip

in front of the blackboard. As part of her visit, A/Prof Cornish gave five different presentations, including reports on the findings from the Australian research carried out in April. Some of our rural teachers' successful strategies can be adopted in South Africa. The Department of Basic Education (DBE) in South Africa has recently started to develop materials to support multi-grade teachers. In most countries, no specific help is given to multi-grade teachers so this is an encouraging initiative. A/Prof Cornish and Dr Taole attended and presented at a whole-day mini-conference on multi-grade education organised by the DBE. Such conferences/seminars are rare and it was a bonus for them to attend and participate. While South Africa is relatively well resourced, Southern Africa has the greatest need for primary-school teachers and many if not most of them will teach multi-grade classes.



Next year A/Prof Cornish will visit UNISA again and Dr Taole will revisit UNE. With the replacement of the Millennium Development Goals by Sustainable Development Goals, and SDG4 focusing on the quality of education, it was great to be able to share the findings from New England schools with multi-grade teachers in South Africa.

UNE Students awarded Future Teacher Scholarships

UNE School of Education students were among this year's winners of the Future Teacher Scholarships.



Trent Hyland, Aiden Williams, Fabrice Wamara and Tazia Nagy were among the recipients of the

scholarships, worth \$4,000 each, presented at the annual NSW Teachers Federation Conference.

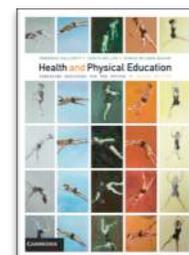
The NSW Teachers Federation is a union that works to promote public education, as well as defend and improve teaching and learning conditions in public schools, TAFE colleges and other public education workplaces.

This year the Federation provided 14 Future Teacher Scholarships, two of which were funded by the Retired Teachers Association.

The Federation seeks to assist as many aspiring public education teachers as possible. The Future Teacher Scholarships are an example of the ongoing support for public education and the union's commitment to building and supporting the teaching profession in public schools.

Second edition HPE textbook a success

Health and physical education encompasses the development of movement competence and health literacies crucial to child and adolescent health and wellbeing.



Now in its second edition, 'Health and Physical Education: Preparing educators for the future' continues to offer a comprehensive overview of the knowledge, understanding, skills and theoretical underpinnings required to teach health and physical education in Australian schools.

A/Prof Judy Miller said this writing experience was new to her, as the authors did not meet each other until after the first edition had been published.

The book has been adopted by seven pre-service teacher education institutions to date.

Yo! Si Puedo (Yes, I Can!) comes to Brewarrina

Located on the Barwon River in far-western NSW, *Baiames Ngunnhu*, known in English as the Brewarrina Fish Traps, has been an Aboriginal gathering place for millennia. It was fitting, therefore, that over 100 local First Nations people of Brewarrina and the surrounding region met there on the morning of Wednesday 26th August 2015, to launch the next stage of the Literacy for Life Aboriginal adult literacy campaign.

Acknowledging the continuous occupation in this region by the Ngemba and other First Nations, Ms Pat Anderson, an Alyawarra woman from Central Australia who Chairs the Lowitja Health Research Institute, and is a Director of the Literacy for Life Foundation, told the crowd:

“Learning English literacy is just the most recent adaptation we have had to make, to enable our survival.”



She joined campaign leader and Ngemba man, Mr Jack Beetson, in welcoming the local Ngemba and Murruwarri men and women who have come forward to lead the campaign in their town - Grace Gordon, Chair of the Ngemba Community Working Part, Mary Waites, Campaign coordinator, and Janelle Frail and Norman Coffey, campaign facilitators.

The Literacy for Life adult literacy campaign began even further west along the river, among the Bakindji people of Wilcannia, in February 2012. From there it spread east, to Bourke and Enngonia, before reaching Brewarrina a few months ago. To date, 89 low literate community people have graduated from the campaign classes, and another 20 have now joined in Brewarrina. The

campaign utilises a Cuban model called Yes I Can, (*Yo! Si Puedo* in Spanish) which has been deployed in 28 countries around the world and taught more than 8 million people the basics of reading and writing.

The pilot stage of campaign was auspiced by UNE with A/Prof Bob Boughton as the Project Manager. In the current funding round, it is being run by the Literacy for Life Foundation, an Aboriginal-led organisation set up after the successful pilot to extend the campaign to other communities. A/Prof Boughton continues as the project’s academic adviser, and was joined in May this year by PhD student Ruth Ratcliffe, who won an APA scholarship and is also supported by the CRC for Remote Economic Participation. Ruth’s research will investigate the longer term impact of the campaign in the communities where it has run.

In western NSW Aboriginal communities, over 40% of the adult population has low or very low English language literacy. This creates a major barrier in almost every aspect of daily life, and in particular makes it very hard for parents and grandparents to get actively involved with their children’s schooling. In a recent interview with Adult Learning Australia, Mr Beetson talked about his role and the effect of the campaign:

‘I think it’s one of the most extraordinary and rewarding things I’ve been involved in in my life. I play a very hands-on role in community engagement. I bring together the Aboriginal and non-Aboriginal people in town. It’s a peace building role in some ways. No one can disagree that learning to read and write is a good thing so it’s a matter of finding ways of working together. You just have to attend one of the graduation ceremonies to get a sense of how important literacy is to people...When graduates read their story out at this very public event there isn’t a dry eye in the house.’ (ALA Quest, Sep 2015, p.6)

UNESAP "Let's Hang It!" 2015

The UNE Acquisitive Art Prize held its annual competition in July this year, with over 60 finalists in the exhibition at the New England Regional Art Museum (NERAM). The exhibition was opened by Vice-Chancellor Annabelle Duncan and judged by



Dr Frances Alter founded UNESAP, now in its 12th year, with the purpose of promoting interest in the visual arts and encouraging talented young artists in regional New South Wales.

UNESAP and the Let's Hang It! exhibition has become an enthusiastic part of the annual calendar for many schools throughout regional NSW, with NERAM promoting the event in its annual exhibition schedule. The School of Education and NERAM work together to provide support to the region's artists and schools by developing projects that engage young people and their families with the arts, encouraging the development of

arts and cultural activity in the region, and providing meaningful arts education opportunities for schools.

The UNESAP winning artworks earn a place in the University's permanent art collection, displayed regularly around the UNE campus.



Chief Scientist opens UNE-VITAL facility



Australia's Chief Science, Ian Chubb, joined Vice-Chancellor Annabelle Duncan at the launch of the UNE Virtual Institute for Teaching and Learning (UNE-VITAL) in the School of Education on Friday, 3 September 2015.

Prof Chubb also presented a public lecture on the importance of investing in science, technology, engineering, and mathematics (STEM) education. Both Prof Chubb and Prof Duncan said the institute was vital in more ways than one.

"UNE is continuing its strong reputation in online education by establishing UNE-VITAL to carry out a programme of evidence-based research on meeting the needs of our students studying by distance," Prof Duncan said.

"UNE-VITAL will promote collaborative research into more innovative and dynamic ways of integrating technology into tertiary education to the benefit of all our students."

Initial research projects under UNE-VITAL will use eye-tracking technology for greater understanding of the ways students interact with computer screens and online learning systems. UNE academics will also be researching various virtual reality environments and e-pedagogies, particularly in STEM.

The lecture is available online at <https://www.une.edu.au/connect/events/public-lectures/vital-launch>



Calendar @ SOE

2 October

Trimester 2 lectures end

6 October

Trimester 2 exams commence

19 October

Trimester 2 ends

23 October

Graduation Day – Arts & Sciences

24 October

Graduation Day – The Professions

31 October

Trevenna Gardens Open Day

2 November

Trimester 3 lectures commence

4-5 November

SOE Writing Retreat

10 November

SOE Postgraduate Morning Tea

22 November

Public Lecture – Dr Len Fisher

30 November

Trimester 3 Census Day

24 December

Trimester 3 lectures end

25 December – 1 January

University break

'Developing Resources for Pre-service Teachers to Promote Online Teaching Support' – an OLT Seed Project

Dr Yvonne Masters, Dr Sue Gregory and Mr Stephen Grono

We are currently working on our OLT project, building a website and developing online resources to assist pre-service teachers develop their skills for teaching online. We feel that this is important as it has been predicted that “by the end of the next decade, secondary schools will offer up to half of all courses in virtual formats” (Bull, 2010, p. 29). Moves into virtual schooling are occurring in New South Wales where a new 7-12 virtual high school, Aurora College, opened this year, 2015. It is argued in the literature that teaching online necessitates a different range of skills from those currently covered in teacher education programs. Online teaching changes the dynamics and “necessitates a shift from a practice of controlling to engaging students’ attention” (Murphy & Manzanares, 2008, p. 1061). This project has the capacity to begin to prepare new teachers for the realities of 21st century education (Partnership for 21st Century Skills, 2009) and thereby, in the long term, to improve education opportunities for school age children.

The first phase of the project was a survey for pre-service teachers to ascertain their perceptions of their preparedness for and the challenges of online teaching. The results were interesting as a large proportion of the participants felt that they were confident with teaching online and had good knowledge about it. When the responses were analysed more closely it became clear that many participants were discussing how academics needed to teach online for the benefit of their students rather than discussing themselves as online teachers of school age students. The survey led us to a deeper belief that there needed to be something to help guide pre-service teachers.

When asked about concerns and challenges, technology clearly, and expectedly, rated as a major issue. However, the participants did pinpoint issues that we had already considered such as student engagement, communication in an online environment, catering for diversity and ascertaining prior knowledge. We are hoping to have a range of short videos on the website where academics experienced in online teaching talk about these issues.

We would really like volunteers for the videos. We are aiming to begin videoing at the end of October and the videos would only be 2 - 3 minutes. Please contact any one of us to offer assistance and we will send you a consent form.

Bull, G. (2010). The always connected generation. *Learning and Leading with Technology*, 38(3), 28–29.

Murphy, E., & Manzanares, M. A. R. (2008). Contradictions between the virtual and physical high school classroom: A third-generation Activity Theory perspective. *British Journal of Educational Technology*, 39(6), 1061–1072.

Partnership for 21st Century Skills. (2009). 21st century learning environments. Washington DC.

Dialectics of Education: Comparative Perspectives



XVI World Congress of Comparative Education in Beijing

The theme of the Congress is **Dialectics of Education: Comparative Perspectives**. It will offer the opportunity for presentation of cutting-edge research addressing theoretical, empirical, and practical questions in education. A detailed call for proposals will be announced and a special website will be open soon. We sincerely invite you to join us with the XVI World Congress of Comparative Education in 2016.

XVI World Congress of the World Council of
Comparative Education Societies

We lose more than we gain by paring back the curriculum

by Dr Jennifer Charteris, published in *The Conversation* 11 June 2015

For the last four decades the passé debate about paring the school curriculum “back to the basics” has continued to surface. This time it has been brought about by [then] Education Minister Christopher Pyne on the basis that the broad and inclusive Australian curriculum is not providing students with competitive 21st-century skills.

Although arguments are compelling for both “decluttering” and “rebalancing” the curriculum and addressing the learning needs of Australia’s most disadvantaged, the call to focus on “the basics” of numeracy and literacy implies the current research-based Australian curriculum does not address numeracy and literacy skills.

This is not the case. Numeracy and literacy are rich and substantive elements, inherent across all learning areas as important capabilities.

Phonics and whole language aren’t mutually exclusive

On closer examination of the “back to basics” refrain, we can see a pointless and distracting argument around phonics and whole language practices. Pyne has advocated a focus on phonics (sounding out words) in teaching reading.

A balanced and integrated approach to literacy of course incorporates phonics. But not all words can be sounded out and students need a range of strategies to tackle our complex language. For learning to be most effective, it targets the learners’ needs and shows students how it is relevant.

With a few exceptions, rote learning can be likened to memorising the phonebook – that is, rather pointless with little meaning. An over-reliance on “drill and kill” teaching is arcane and redolent of the industrial age.

The learners of the 21st century are required to read and write and interact with knowledge through critiquing, manipulating, creating and transforming it. Higher-order skills such as critical and creative thinking, as prerequisites for the knowledge age, are inherent in numeracy and literacy.

What are we losing in paring back the curriculum?

It seems paradoxical to suggest that we can “add more depth and less breadth” to a “robust, balanced and relevant” curriculum by integrating key learning areas.

We are losing critical engagement with who we are, where we are from and where we are going, when we collapse history, geography, civics and citizenship and economics and business into a single combined humanities and social sciences subject for primary schools as has been recommended.

It is likely that this reductive move could exacerbate a widening gap between private and state education. Over 30 years ago, groundbreaking research by education policy Professor Jean Anyon determined that students from higher socioeconomic backgrounds were more likely to be exposed to legal, medical or managerial knowledge than the “working classes”.

The “working classes” were offered a functional and practical curriculum that targeted clerical knowledge and vocational training. In the “working class” schools of Anyon’s study, knowledge was seen as a set of procedures handed down to students by some authority. In contrast, students in the affluent schools conceived of knowledge as something that they could create through their critical thinking.

More recently, in support of Anyon’s work, researcher Alan Luke cautions that the key policies of scripted, standardised teaching risks offering working class and cultural and linguistic minority students precisely what Anyon described: a curriculum of basic skills, rule recognition and compliance.

This conception of what is “basic” falls significantly short of the “robust” and “relevant” curriculum Pyne said we require for 21st-century learners.

The “basic” curriculum, with its reduced focus on narrow conceptions of literacy and numeracy, is at the expense of a broad and rich Australian curriculum. Education is a social good, a mechanism for social justice and a vehicle for social mobility.

We run a significant risk that the divide between the haves and have-nots will widen even further through the “back to basics” approach advocated. The private sector will offer an enriched curriculum whereas the public sector will provide a second-tier “basic” focus. It is questionable whether a “dumbed down” curriculum of this ilk can offer the complexity required to address Australia’s needs as we progress in the 21st century.

SOE GALLERY



Another happy visitor to the Education precinct



Dr Frances Alter peruses the 2015 UNESAP entries.



Publications on show at the SOE Recognition Day.



The new-look Office for Professional Learning.



Our intrepid cyclists with their waffle breakfast.



Dr Michelle Bannister-Tyrrell and Dr Marguerite Jones (back left and middle) at the 21st World Conference for Gifted and Talented Children, Denmark.



Dr Keita Takayama at the SOE Recognition Day.



Spike enjoying the sun outside Milton.



SOE Recognition Day morning tea.



Our SOE Senior Management Team

Research Grants

Betlem, E., Jones, M. & Clary, D. "Professional Partnerships: Mentoring the Mentors" – successful in obtaining School of Education Internal Research Grant funding of \$500 (Round 1) and \$2,500 (Round 2).

Boughton, B. & Reader, P. "Reconstructing the Lower Southern Aranda/Wangkangurru Identity: Post-colonial approaches to Indigenous knowledge and learning" – successful in obtaining University Research Seed Grant funding of \$16,778.

Boyle, C. "Improving Students' Learning Through an Attribution Retraining Program" – successful in obtaining University Research Seed Grant funding of \$19,785.

Brooks, M., Elliott, S., Forrest, R., Noone, G. & Wolodko, B. "Support Paro College of Education, Royal University of Bhutan to develop a Diploma Programme in Early Childhood Education" – successful in obtaining UNICEF funding of \$197,079.

Chan, E. "Enhancing Students' Reading of Multimodal Texts in Online Environments" – successful in obtaining University Research Seed Grant funding of \$12,000.

Clary, D. & Feez, S. "Teachers Learning through Language Across the Secondary Curriculum" – successful in obtaining University Research Seed Grant funding of \$12,724.

Gregory, S. "Support the sharing and reuse of virtual world education resources" – successful in obtaining OLT Seed Grant funding of \$50,000.

Gregory, S., Masters, Y. & Charteris, J. "Cyber Security and Social Media: Securing students' well-being" – successful in obtaining University Research Seed Grant funding of \$9,998.

Jones, T. "Using Southern Theory for Global Sexual Rights Policy in Education" – successful in obtaining University Research Seed Grant funding of \$10,000.

Masters, Y. & Gregory, S. "Developing Resources for Pre-Service Teachers to Enhance Online Teaching Expertise" – successful in obtaining OLT Seed funding of \$50,000.

Phan, H., Yeung, A. & Ngu, B. "Human Optimization and the Capitalization of Hope: A Multi-Level Analysis" – successful in obtaining University Research Seed Grant funding of \$16,187.

Kwan, P., Phan, H. & Gromik, N. "Keyframe analysis of smartphone-produced videos to enhance learning of computational concepts" – successful in obtaining University Research Seed Grant funding of \$20,000.

Hobbs, L., Campbell, C., Vale, C., Tytler, R. Lyons, T., Quinn, F. & Whannell, R. "Out-of-field Teaching: Sustaining Quality Practices Across Subjects" – successful in obtaining ARC funding of \$59,845.

Serow, P. & Taylor, N. "Teacher Education on the Republic of Nauru" – successful in obtaining Government of the Republic of Nauru funding of \$2,813,328.

Ellis, E. & Sims, M. "Bilingualism in the bush: reconceptualising 'speech community' in immigrant family language maintenance in regional Australia" – successful in obtaining ARC Discovery funding of \$278,000.

Takayama, K. & Jones, T. "Quantitative and Qualitative Exit Survey" – successful in obtaining MATSITI Collaborative Workforce Project funding of \$52,500.

Lingard, L., Gulson, N., Sellar, S., **Takayama, K.**, Lubienski, C. & Webb, P. "Investigating the role of data infrastructures in education policy, in schools, systems, nations and globally" – successful in obtaining ARC Discovery funding of \$299,142.

Taylor, N. "Establishing and researching school gardens in Oman as a resource for improving education outcomes" – successful in obtaining Sultan Qaboos University funding of \$10,000.

Taylor, N., Fellows, C. & Sharma, M. "Advancing Science and Engineering through Laboratory Learning: ASELL for Schools" – successful in obtaining AMSPP funding of \$95,000

Thomas, E. & Boughton, B. "Identifying higher education needs of adult education needs of adult educators: Stage 1 – The state of play for Adult Education courses in Australian Universities" – successful in obtaining School of Education Internal Research Grant funding of \$500 (Round 1).

Tobias, S., Jones, T. & Takayama, K. "Exceptional Teachers for Disadvantaged Schools" – successful in obtaining QUT funding of \$40,000.

Varea, V., Haynes, J. & Miller, J. "Social media, the body and rural communities: Implications for health" – successful in obtaining School of Education Internal Research Grant funding of \$500 (Round 1) and \$2,500 (Round 2).

Wolodko, B. "Noticing opportunities for mathematical interaction in the preschool classroom" – successful in obtaining Government of Canada funding of \$60,572.

Zhang, Z., Feez, S., Kigotho, M., Benthien, G. & Sun, G. "Study-abroad experiences of international students: Towards a research framework" – successful in obtaining School of Education Internal Research Grant funding of \$1,000 (Round 2).

Awards

A/Prof Linley Cornish (Chair, Teaching and Learning) – awarded UNE Education Scholar.

Dr Sue Gregory (Chair, Research) – awarded UNE Education Scholar.

Dr Mitch Parkes (Lecturer in ICT Education), **Dr Peter Fletcher** (Lecturer in ICT Education) & **Dr Sarah Stein** – awarded an Outstanding Paper Award at the World Conference on Educational Media and Technology.

Editorial Positions

Dr Chris Boyle – (Senior Lecturer in Inclusive Education) - invited to serve on Editorial Board of *Scientific Data*, published by Nature Publishing Group.

Publications

Journal articles

Boyle, C., Anderson, J. & Swayn, N. (2015) Australia lags behind the evidence on special schools. *The Conversation*, 1. https://theconversation.com/australia-lags-behind-the-evidence-on-special-schools-41343?utm_medium=email&utm_campaign=Latest+from+The+Conversation+for+August+5+2015+-+3206&utm_content=Latest+from+The+Conversation+for+August+5+2015+-+3206+CID_2497959bf102729254a24672a7bb8f9e&utm_source=campaign_monitor&utm_term=Australia%20lags%20behind%20the%20evidence%20on%20special%20schools

Denman, B. & James, R. (In Press) Cultural ecology and isomorphism applied to educational planning in China's Inner Mongolia: A new rubric. *International Journal of Comparative Education and Development*, Emerald Group Publishing.

Denman, B. (In Press) Comparing Mining Tax Offsets and Charitable Giving for Educational Purposes: A case study analysis identifying ways forward for regional, rural, and remote Australia. *International Education Journal: Comparative Perspectives*, University of Sydney Press.

- Gamage, S.** (2015) Globalization, Neoliberal Reforms and Inequality: A Review of Conceptual Tools, Competing Discourses, Responses, and Alternatives. *Journal of Developing Societies*, SAGE Publications, 31(1), 1-20.
- Jenkins, K. & Cornish, L.** (2015) Preparing pre-service teachers for rural appointments. *Australian and International Journal of Rural Education*, Society for the Provision of Education in Rural Australia, 25(2), 14-27.
- Kivunja, C.** (2015) Creative Engagement of Digital Learners with Gardner's Bodily Kinaesthetic Intelligence to Enhance Their Critical Thinking. *Creative Education*, Scientrific Research Publishing Inc, 6(6), 612-622.
- Kivunja, C.** (2015) Exploring the Pedagogical Meaning and Implications of the 4Cs "Supers Skills" for the 21st Century through Bruner's 5E Lenses of Knowledge Construction to Improve Pedagogies of the New Learning Paradigm. *Creative Education*, Scientrific Research Publishing Inc, 6(2), 224-239.
- Kivunja, C.** (2015) Innovative Methodologies for 21st Century Learning, Teaching and Assessment: A Convenience Sampling Investigation into the Use of Social Media Technologies in Higher Education. *International Journal of Higher Education*, Sciedu Press, 4(2), 1-26.
- Kivunja, C.** (2015) Investigating the Gaps Among Policy, Teacher Education, and Practice in Multigrade Education in Bhutan. *International Journal of Educational Reform*, Rowman & Littlefield Education, 24(2), 116-135.
- Kivunja, C.** (2015) Pedagogy of the Dispersed: A Cost-Benefit Analysis of the African Diaspora Phenomenon through the Human and Social Capital Lens. *International Journal of Higher Education*, Sciedu Press, 4(2), 159-171.
- Kivunja, C.** (2015) Perceptions of Multigrade Teaching: A Narrative Inquiry into the Voices of Stakeholders in Multigrade Contexts in Rural Zambia. *Higher Education Studies*, Canadian Center of Science and Education, 5(2), 10-20.
- Kivunja, C.** (2015) Redesigning the 3R's and Core Academic Subjects to Improve Learning, Teaching and Assessment in the New Learning Paradigm. *International Journal of Humanities and Social Science*, Centre for Promoting Ideas, 5(1), 30-42.
- Kivunja, C.** (2015) Teaching Students to Learn and to Work Well with 21st Century Skills: Unpacking the Career and Life Skills Domain of the New Learning Paradigm. *International Journal of Higher Education*, Sciedu Press, 4(1), 1-11.
- Kivunja, C.** (2015) Unpacking the Information, Media, and Technology Skills Domain of the New Learning Paradigm. *International Journal of Higher Education*, Sciedu Press, 4(1), 166-181.
- Kivunja, C.** (2015) Using De Bono's Six Thinking Hats Model to Teach Critical Thinking and Problem Solving Skills Essential for Success in the 21st Century. *Creative Education*, Scientrific Research Publishing Inc, 6(3), 380-391.
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