

# Annual Research Report

## Graduate School of Education

2019



THE UNIVERSITY OF  
**WESTERN  
AUSTRALIA**

Cover image: Data collection from Year 8 students at Clarkson Community High School.

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## Dean's Message

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Kaya wanjoo wanjoo

### Welcome to the 2019 edition of our Research Report

Research is not just about what we investigate and discover; it is also about how we communicate these insights and understand this new knowledge. The Graduate School of Education is an intellectually vibrant community of researchers and research candidates whose research focusses on many of the key educational issues and challenges of our local and global communities. This report celebrates research, innovation and excellence and showcase the impacts of our work with teachers, practitioners, industry professionals, policy makers and students. We are acknowledged national and international leaders in our respective fields of research. The publications, activities and profiles that are highlighted in this Research Report are testimony to the breadth and depth of our expertise.

I hope you take the opportunity to follow the success of our research and researchers as we continue to advance knowledge and contribute to the communities that we serve.



**Professor Tanya Fitzgerald**

**Dean and Head, Graduate School of  
Education**

## Overview of 2019

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**45**

peer-reviewed papers



**\$2.33M**

grants and  
consultancies won



**12**

HDR completions



**8**

books



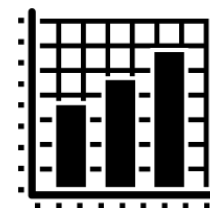
**15**

book chapters



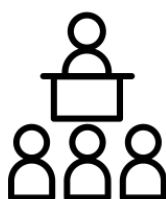
**3**

research reports



**11**

keynotes / invited  
presentations



**28**

national & international  
conference  
presentations



**8**

journal editors



## Publications

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### Books

**Andrich, D. & Marais, I.** (2019). *A Course in Rasch Measurement Theory: Measuring in the Educational, Social and Health Sciences*. Singapore: Springer Texts in Education, Springer. (ISBN: 978-981-13-7495-1).

**O'Donoghue, T.** & Moore, K. (2019). *Teacher preparation in Australia: History, policy and future directions*. Biggley: Emerald Publishing. (ISBN: 9781787437722).

**O'Donoghue, T.** & O'Doherty, T. (2019). *Irish speakers and schooling in the Gaeltacht, 1900 to the present*. London: Palgrave Macmillan. (ISBN: 978-3-030-26021-7).

**Pegrum, M.** (2019). *Mobile lenses on learning: Languages and literacies on the move*. Singapore: Springer. (ISBN: 978-9811512391).

Rakovic, J., **O'Donoghue, T.** & Clarke, S. (2019). *Leaders and leadership in Serbian primary schools. Perspectives across two worlds*. Cham: Palgrave Macmillan. (ISBN: 978-3030035280).

### Edited books

**Dawson, V.**, Venville, G. & Donovan, J. (Eds.). (2019). *The art of teaching science. A comprehensive guide to the teaching of secondary school science* (3rd ed.). Sydney: Allen and Unwin. (ISBN: 978 1 76052 836 2).

**Oakley, G.** (Ed.). (2019). *Mobile technologies in children's language and literacy: Innovative pedagogy in preschool and primary education*. London: Emerald Group Publishing Limited. (ISBN 978-1-78714-880-2).

**O'Donoghue, T. & Clarke, S.** (Eds.). (2019). *New directions in research on education reconstruction in challenging circumstances*. (The theory and history of education monograph series, Vol 1.) Canada: Queens University. (ISBN: 2562-5594).

### Book chapters

Adriani D. E., **Clarke, S.** & O'Donoghue, T. (2019). Charting primary school leadership in Indonesia from centralisation to decentralisation. In T. O'Donoghue & S. Clarke (Eds.). *New directions in research on education reconstruction in challenging circumstances*. (pp. 101-121). (The theory and history of education monograph series, Vol 1.) Canada: Queens University.

**Dawson, V.** & Fitzgerald, A., (2019). Contemporary science curricula in Australian schools In V. M. Dawson, G. J. Venville, & J. Donovan (Eds). *The art of teaching science. A comprehensive guide to the teaching of secondary school science* (3rd ed., pp. 69-83). Sydney: Allen and Unwin.



Evangelinou-Yiannakis, A. (2019). Schooling and Education in Lebanon: A Review Essay. In T. O'Donoghue & S. Clarke (Eds.), *New directions in research on education reconstruction in challenging circumstances*. (pp. 239-249). (The theory and history of education monograph series, Vol 1.) Canada: Queens University.

**Howitt, C.** (2019). Early childhood science. In A. Hynds (Ed.), *Oxford Bibliographies in Education*. New York: Oxford University Press. DOI: 10.1093/obo/9780199756810-0226  
<https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0226.xml?rskey=tSJ11&result=61>

Karareba, G. & **Clarke, S.** (2019). School leadership in challenging circumstances: The Rwandan narrative. In T. O'Donoghue & S. Clarke (Eds.), *New directions in research on education reconstruction in challenging circumstances*. (pp. 121-142). (The theory and history of education monograph series, Vol 1.) Canada: Queens University.

Kheang, T., **O'Donoghue, T.** & **Clarke, S.** (2019). Charting primary school leadership in Cambodia: Starting place and destination. In T. O'Donoghue & S. Clarke (Eds.), *New directions in research on education reconstruction in challenging circumstances*. (pp. 143-170). (The theory and history of education monograph series, Vol 1.) Canada: Queens University.

**Merrotsy, P.** (2019). Supporting outstanding learners. In A. Ashman (Ed.), *Education for inclusion and diversity* (6th ed., pp. 171–201). Frenchs Forest: Pearson.

**Oakley, G.** (2019). Mobile technologies in language and literacy practice and learning in preschool and primary school children. In G. Oakley (Ed.), *Mobile technologies in children's language and literacy: Innovative pedagogy in preschool and primary education* (pp. 134-155). London: Emerald Group Publishing Limited.

**Oakley, G.** & Imtinan, U. (2019). Supporting children's literacy learning in low- and middle-income countries through m-learning. In G. Oakley (Ed.), *Mobile technologies in children's language and literacy: Innovative pedagogy in preschool and primary education* (pp. 1-14). London: Emerald Group Publishing Limited.

**O'Donoghue, T.** (2019). The role of male religious orders and congregations in Catholic education in Scotland. In S. McKinney & R. McCluskey (Eds.), *History of catholic education in Scotland: New perspectives* (pp. 81-103). London: Palgrave Macmillan.

**O'Donoghue, T.** & **Clarke, S.** (2019). New directions in research on education reconstruction in challenging circumstances. An introduction to the field. In T. O'Donoghue & S. Clarke (Eds.), *New directions in research on education reconstruction in challenging circumstances*. (pp. 1-25). (The theory and history of education monograph series, Vol 1.) Canada: Queens University.

**O'Donoghue, T.** & **Clarke, S.** (2019). Educational leadership in post-conflict situations: A brief reconnoitre. In T. Bush, L. Bell & D. Middlewood (Eds.), *Practices and principles of educational leadership & management* (3rd ed., pp.357-371). London: Sage Publications.

**Pegrum, M.** (2019). Mobile AR trails and games for authentic language learning. In Y. Zhang & D. Cristol (Eds.), *Handbook of mobile teaching and learning* (2nd ed.). Berlin: Springer.  
[https://doi.org/10.1007/978-3-642-41981-2\\_89-1](https://doi.org/10.1007/978-3-642-41981-2_89-1)

**Scarparolo, G.** (2019). Diversity and differentiation in Science. In V. M. Dawson, G. J. Venville, & J. Donovan (Eds). *The art of teaching science. A comprehensive guide to the teaching of secondary school science* (3rd ed., pp. 159-172). Sydney: Allen and Unwin.

Valdebenito, V., **O'Donoghue, T. & Vidovich, L.** (2019). Transforming university curriculum policies for a global knowledge society in Chile. In T. O'Donoghue & S. Clarke (Eds.). *New directions in research on education reconstruction in challenging circumstances.* (pp. 60-76). (The theory and history of education monograph series, Vol 1.) Canada: Queens University.

## Journal articles

**Andrich, D. & Luo, G.** (2019). A law of comparative preference: Distinctions between models of personal preference and impersonal judgment in pair comparison designs. *Applied Psychological Measurement*, 43(3), 181 – 194. <https://doi.org/10.1177/0146621617738014>

**Andrich, D. & Pedler, P.** (2019). A law of ordinal random error: the Rasch measurement model and random error distributions of ordinal assessments. *Measurement*, 131, 771–781. <https://doi.org/10.1016/j.measurement.2018.08.062>

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Burfitt, J. (2019). Cognitive interviews for reviewing multiple-choice items in mathematics. *Issues in Education Research*, 29(2), 346-362.

**Chapman, E. & McHardy, J.** (2019). Adult literacy teachers' perspective on reading difficulties and the origins of these perspectives. *Adult Literacy Education: The International Journal of Literacy, Language and Numeracy*, 1(1), 6-18.

**Clarke, S. & O'Donoghue, T.** (2019). School leadership and borderlands: crossing into uncharted territory. *International Journal of Leadership in Education*, 22(4): 486–497. <https://doi.org/10.1080/13603124.2017.1394499>

**Dawson, V. & Shand, J.** (2019). Impact of support for preservice teachers placed in disadvantaged schools. *Issues in Educational Research*, 29(1), 19-37.

**Dolan, L.** (2019). The Humanities and Social Sciences in Australian schooling: An overview. *Professional Educator*, 20(1), 8-11.

Evangelinou-Yiannakis, A. (2019). Dealing with the demands of the Deakin University-Teach for Australia program: Four perspectives. *Issues in Educational Research*, 29(2), 427-443.

Ferns, S., **Dawson, V. M. & Howitt, C.** (2019). A collaborative framework for enhancing graduate employability. *International Journal of Work-Integrated Learning*, 20(2), 99-111. [https://www.ijwil.org/files/IJWIL\\_20\\_2\\_99\\_111.pdf](https://www.ijwil.org/files/IJWIL_20_2_99_111.pdf)



**Fitzgerald, T.** (2019) Claiming their intellectual space: Academic women at the University of New Zealand 1909–1941, *Paedagogica Historica* 56(6): <https://doi.org/10.1080/00309230.2019.1676270>

Hielscher, E., Connell, M., **Lawrence, D.**, Zubrick, S., Bartlett, J. & Scott, J. G. (2019). Association between psychotic experiences and non-accidental self-injury: results from a nationally representative survey of adolescents. *Social Psychiatry and Psychiatric Epidemiology*, 54(3), 321-330. <https://doi.org/10.1007/s00127-018-1629-4>

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**Humphry, S. M.** (2019). A theoretical parallel between cognitive and biological development with potential implications for measurement in psychology. *Theory & Psychology*, 29(3), 417-438. <https://doi.org/10.1177/0959354319849271>

**Humphry, S.** & Heldsinger, S. (2019). Raters' perceptions of assessment criteria relevance. *Assessing Writing*, 41, 1-13. <https://doi.org/10.1016/j.asw.2019.04.002>

**Humphry, S. M.** & Heldsinger, S. (2019). A Two-Stage Method for Classroom Assessments of Essay Writing. *Journal of Educational Measurement*, 56(3), 505-520. <https://doi.org/10.1111/jedm.12223>

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Karakus, M., Ersozlu, A. & Clark, A. C. (2019). Augmented reality research in Education: A bibliometric study. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(10), em1755. <https://doi.org/10.29333/ejmste/103904>

Karakus, M., Ersozlu, A., Demir, S., Usak, M. & **Wildy, H.** (2019). A model of attitudinal outcomes of teachers' psychological capital. *Psihologija*, (00), 1-16. <https://doi.org/10.2298/psi181114008k>

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Kelly, M., **Clarke, S.** & **Wildy, H.** (2019). School principals' interactions with remote Indigenous communities: A trajectory of encounters. *Leading & Managing*, 25(2), 33-50.

King, M., Forsey, M. & **Pegrum, M.** (2019). Southern agency and digital education: An ethnography of open online learning in Dili, Timor-Leste. *Learning, Media and Technology*, 44(3), 283-298. <https://doi.org/10.1080/17439884.2019.1639191>

Kirkham, J., **Chapman, E.**, & **Wildy, H.** (2019). Factors considered by Western Australian Year 10 students in choosing Year 11 mathematics courses. *Mathematics Education Research Journal*. <https://doi.org/10.1007/s13394-019-00277-y>

Kyron, M. J., Ridders, W., LaMontagne, A., Bartlett, J. & **Lawrence, D.** (2019). Work-related and non-work stressors, PTSD, and psychological Distress: prevalence and attributable Burden among Australian police and emergency services employees. *Psychological Trauma: Theory, Research, Practice, and Policy*. <https://doi.org/10.1037/tra0000536>

**Lawrence, D.**, **Dawson, V.**, **Houghton, S.**, Goodsell, B. & Sawyer, M. G. (2019). Impact of mental disorders on attendance at school. *Australian Journal of Education*, 63(1), 5-21. <https://doi.org/10.1177/0004944118823576>

Lewis, S., **Savage, G. C.** & Holloway, J. (2019). Standards without standardisation? Assembling standards-based reforms in Australian and US schooling. *Journal of Education Policy*. <https://doi.org/10.1080/02680939.2019.1636140>

Massey, G. R., Wang, P. Z., & Kyngdon, A. S. (2019). Conceptualizing and modeling interpersonal trust in exchange relationships: The effects of incomplete model specification. *Industrial Marketing Management*, 76, 60-71. <https://doi.org/10.1016/j.indmarman.2018.06.012>

**Mayne, F.** & **Howitt, C.** (2019). Embedding young children's participation rights into research: How the interactive narrative approach enhances meaningful participation. *International Journal of Early Childhood*, 51(3), 335-353. <https://doi.org/10.1007/s13158-019-00255-2>

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Mehmet, K., Ersozlu A, Selcuk,D., Muhamme, U. & **Wildy, H.** (2019). A model on attitudinal outcomes of teachers' psychological capital. *Psihologija*. <https://doi.org/10.2298/psi181114008k>

Ojeda, M., Del Rey, R., & **Hunter, S. C.** (2019). Longitudinal relationships between sexting and involvement in both bullying and cyberbullying. *Journal of Adolescence*, 77, 81-89. <https://doi.org/10.1016/j.adolescence.2019.10.003>

Palmer, A., **Pegrum, M.** & **Oakley, G.** (2019). A wake-up call? Issues with plagiarism in transnational higher education. *Ethics and Behavior*, 29(1), 23-50. <https://doi.org/10.1080/10508422.2018.1466301>

Paveling, B. J., **Vidovich, L.** & **Oakley, G.** (2019). Global to local tensions in the production and enactment of physical education curriculum policy reforms. *Curriculum Studies in Health and Physical Education*, 10(2), 141-155. <https://doi.org/10.1080/25742981.2019.1583066>

Pechorro, P., **Houghton, S.**, Simoes, M. R., & Carroll, A. (2019). The adapted self-report delinquency scale for adolescents: Validity and reliability among Portuguese youths. *The International Journal of Offender Therapy and Comparative Criminology*, 63(6), 837-853. <https://doi.org/10.1177/0306624X18811595>

Rizvi, F., **Savage, G.C.**, Quay, J. Acquaro, D., Sallis, R. J. T. & Sobhani, N. (2019). Transnationalism and the International Baccalaureate Learner Profile. *Prospects*. <https://doi.org/10.1007/s11125-019-09447-z>

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**Savage, G. C.** & O'Connor, K. (2019). What's the problem with 'policy alignment'? The complexities of national reform in Australia's federal system, *Journal of Education Policy*, 34(6), 812-835. <https://doi.org/10.1080/02680939.2018.1545050>

Sawyer, M. G., Reece, C. E., Sawyer, A. C. P., Hiscock, H. & **Lawrence, D.** (2019). Adequacy of treatment for child and adolescent mental disorders in Australia. A national study. *Australian and New Zealand Journal of Psychiatry*, 53(4), 326-335. <https://doi.org/10.1177/0004867418808895>

**Scarpapolo, G.** (2019). A differentiated approach to historical inquiry: How to motivate and engage students through differentiation in historical inquiry. *AGORA*, 54(2), 8-14.

Schnyder, N., **Lawrence, D.**, Panczak, R., Sawyer, M. G., Whiteford, H. A., Burgess, P. M. & Harris, M. G. (2019). Perceived need and barriers to adolescent mental health care: agreement between adolescents and their parents. *Epidemiology and Psychiatric Sciences*, 29: e60: 1-9. <https://doi.org/10.1017/S2045796019000568>

Staats, C., **Oakley, G. & Marais, I.** (2019). A legibility scale for early primary handwriting: Authentic task and cognitive load influences. *Issues in Educational Research*, 29(2), 537-561.

Williams, L., Ashford-Smith, S., Cobban, L., Fitzsimmons, R., Sukhatme, V. & **Hunter, S. C.** (2019). Does your partner's personality affect your health? Actor and partner effects of the Big Five personality traits. *Personality and Individual Differences*, 149, 231-234. <https://doi.org/10.1016/j.paid.2019.06.004>

Williams, L., Ashford-Smith, S., Cobban, L., Fitzsimmons, R., Sukhatme, V., & **Hunter, S. C.** (2019). The dyadic effects of Type D personality on health in romantic couples. *Psychology & Health*. <https://doi.org/10.1080/08870446.2019.1679371>

## Peer reviewed conference proceedings

**Andrich, D.** (2019). Exemplifying natural science measurement in the social sciences with Rasch measurement theory. *J. Physics.: Conf. Ser.* 1379 012006. doi:10.1088/1742-6596/1379/1/012006

## Research reports

Gebhardt, E., Sim, J., Mittelbach, R., Murphy, M., O'Malley, K., **Andrich, D.**, **Marais, I.** & Sappl, S. (2019). *NAP Sample Assessment: Science Literacy 2018 Public Report*. Australian Curriculum Assessment and Reporting Authority.

Ennals, P., Hall, C., Johnson, S. E., **Lawrence, D.**, Mitrou, F., McNaught, E., Wolstencroft, K. & Zubrick, S. (2019). *Kick the Habit: The effectiveness of a Consumer Centred Tobacco Management (CCTM) approach in enabling mental health consumers to reduce or quit smoking – a pilot study*. Report on findings. [www.neaminational.org.au/what-we-do/research-and-evaluation/projects/kick-the-habit/](http://www.neaminational.org.au/what-we-do/research-and-evaluation/projects/kick-the-habit/)

**Merrotsy, P.** (2019). *GIFT (Gifted Indigenous: Focus on Talent) Program*. Report: BHP Billiton Community Development Program.

## Celebrating the career of Emeritus Professor Helen Wildy

Helen attended a small one-teacher primary school in WA wheatbelt, then boarded at Perth College, before completing BA, BEd and MEd from UWA. Trained as a Mathematics teacher, she taught in private and government Secondary schools in Perth and Melbourne where she completed a Graduate Diploma in Educational Administration at Hawthorn Institute of Education. Returning to Perth she embarked on a PhD completing in 1998. Since then, her academic appointments have included establishing a research institute at Edith Cowan University, Associate Professor of Educational Leadership at Murdoch University, concluding with 10 years as



Dean of UWA's Faculty of Education and Head of the Graduate School of Education. During her short academic career, she published 93 refereed journal articles and 20 book chapters, gave 195 (including 110 international) conference presentations, attracted approximately \$11m income including 4 ARC grants, and supervised 15 HDR completions

Her enduring interest in the research and practice of school leaders is evidenced by projects such as Data Club, Performance Indicators in Primary Schools (PIPS), and International Study of Principal Preparation - conceptualising challenges of novice principals of small schools, a project which has generated her most widely referenced body of journal articles.

Helen's academic contributions have been recognised by appointments to numerous school Boards and St Catherine's College Board, Australian College of Education Medal (2016), Visiting Scholar to Bunbury Cathedral Grammar School (2018) and European Educational Research Association Honorary Membership of the Leadership Network (2019).

In 2019, Helen established Hear Hear for Bhutan, an Australian registered company to raise awareness and support to improve the hearing and literacy of young people in Bhutan. Since 2020 she has also followed her long-held desire to become a Volunteer Guide for the Western Australian Art Gallery.

## Conference Presentations

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### Keynote addresses/Invited presentations

**Clarke, S.** (November, 2019). *Leading, learning and synergising: Creating the alchemy for nourishing teachers' intellectual and professional capital*. Hong Kong Principals' Institute Conference, Hong Kong.

**Dawson, V. M.** (October, 2019). Invited keynote titled *Industrial revolution 4.0: Issues, challenges and strategies in science education*. Fifth International Seminar on Science Education, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia.

**Dawson, V. M.** (October, 2019). Invited workshop titled *Socioscientific issues in biology*. Fifth International Seminar on Science Education, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia.

**Fitzgerald, T.** (October, 2019) *In the frame: Academic women and intimate friendships 1920–1960*. Keynote address to the Australian Women's History Network conference, Perth, Australia.

**Fitzgerald, T.** (June, 2019) *Comforting the afflicted? Doing critical research in the modern university*. Keynote address to the 'Being a critical educator and doing critical education' conference, Manchester Institute of Education, Manchester, England.

**Houghton, S.** (October 2019). *Do I belong, do I not belong or is it just my distorted thinking? Resolving the cognitive distortions that lead to adolescent mental health problems*. Australian Educators Conference, Perth, Australia.

**Houghton, S.** (June/July, 2019). *It hurts to be lonely! Conceptualising loneliness in adolescents*. The International Congress of European Child and Adolescent Psychiatry, Vienna, Austria.

**Houghton, S.** (June/July, 2019). *Electronic Screen Use and Trajectories of Depression: An Accelerated Longitudinal Study of Australian Adolescents*. The International Congress of European Child and Adolescent Psychiatry, Vienna, Austria.

**Mayne, F.** (May, 2019). *Integrating the perspective of children into the design and use of learning spaces to enhance learning outcomes*. 5th Annual School Planning, Design & Construction Summit. Innovative Learning Spaces for Positive Outcomes. Melbourne, Australia.

**Pegrum, M.** (May, 2019). *Mobility, mixed reality, and the crossing of linguacultural boundaries*. Keynote presentation at the IAFOR Conference on Educational Research and Innovation: Learning Beyond Boundaries, Virginia Tech, Blacksburg, United States.

**O'Donoghue, T.** (July, 2019). *'Professionalism and teacher education' voices from policy and practice: Looking backwards to look forwards*. Keynote address at the annual Australian Teacher Education Association annual conference, Sunshine Coast, Australia.



## National/international conference presentations

**Andrich, D.** (June, 2019). *Exemplifying natural science measurement in the social sciences with Rasch measurement theory*. International Measurement Confederation (IMEKO) Conference, St Petersburg, Russia.

**Clarke, S.** (June, 2019). *Teachers learning and teachers leading: Only connect*. Cambridge Leadership for Professional Learning Symposium, Moller Centre, Churchill College, Cambridge, England.

**Clarke, S.,** Marchant, B., Miller, P & Goddard, T. (July, 2019). *Educational leadership as an impediment to social change*. Symposium presented at the British Educational Leadership, Management and Administration Society (BELMAS) Conference, Hinkley Point, England.

**Clarke, S. & O'Donoghue, T.** (September, 2019). *School Leadership in the Borderlands: Navigating a Broader Empirical Base*. Paper presented at The European Conference on Educational Research (ECER), Hamburg, Germany.

**Dawson, V.** (August, 2019). *Using socioscientific issues to practice decision-making in Australian disadvantaged school*. Paper presented at the European Science Education Research Association (ESERA) conference, Bologna Italy.

**Dolan, L.** (November, 2019). *'Now ys the tyme to lorne hys occupacion': Lifecycle apprenticeship in Early Modern England*. History of Education Society (UK) Annual Conference, London, England.

**Dolan, L.** (June, 2019). *Exchanging knowledge, skills and social mores: a comparative study of apprenticeship in sixteenth-century England and twenty-first century Australia*. Society for the History of Childhood and Youth, Sydney, Australia.

Ferns, S., **Dawson, V. & Howitt, C.** (July, 2019). *Curriculum 2025: educating the next generation*. Workshop presented at Higher Education Research and Development Society of Australasia, Auckland, New Zealand.

**Fitzgerald, T.** (December, 2019) *Public interest, education policy and the crisis of the ordinary*. Paper presented to the Australian Association for Research in Education conference, Brisbane, Australia.

**Fitzgerald, T. & Harford, J.** (November, 2019) *Reading the lives of academic women: Virginia Cocheron Gildersleeve (1877–1965) and Mary Hayden (1862–1942)*. Paper presented to the History of Education Society (UK) conference, London, England.

**Fitzgerald, T.** (June, 2019) *The historical present and the optimistic future*. Paper presented to the Critical Management Studies conference, Milton Keynes, England.

Freeborn, A. & **Savage, G. C.** (December, 2019). *Too many fingers in the same pie? Federal and state misalignments in Initial Teacher Education policy*. Australian Association for Research in Education (AARE), Brisbane, Australia.

**Howitt, C.**, George, R. & **Oakley, G.** (July, 2019). *What happens when you place young children with an augmented reality sandbox? STEM learning experiences*. Paper presented at the annual conference of the Australasian Science Education Research Association, Queenstown, New Zealand.

**Lawrence, D.**, Hielscher, E., Scott, J. & Bartlett, J. (October, 2019). *Mental health, educational outcomes and use of services in Australian adolescents*. International Association for Youth Mental Health, Brisbane, Australia.

**Merrotsy, P.** (April, 2019). *A young person's introduction to integral calculus*. Association for Teacher Education in Europe Winter Conference, University of Minho, Braga, Portugal.

**Merrotsy, P.** (August, 2019). *Teaching for creative problem solving*. Professional Teachers' Association of the Northern Territory, Northern Territory Festival of Teaching, Darwin, Australia.

**Merrotsy, P.** (August, 2019). *Searching for the invisible: high ability students who are well hidden in the classroom*. Professional Teachers' Association of the Northern Territory, Northern Territory Festival of Teaching, Darwin, Australia.

**Merrotsy, P.** (August, 2019). *Modelling with manipulatives*. Professional Teachers' Association of the Northern Territory, Northern Territory Festival of Teaching, Darwin, Australia.

**Oakley, G.** (September, 2019). *Expanding access to quality higher education through ICT-driven innovation: Challenges and emerging opportunities to achieve SDG4*. Presentation at Regional consultation on ICT-driven innovation in higher education in Asia Pacific. UNESCO. Shenzhen, China.

**Oakley, G.** (July, 2019). *Using Augmented Reality to support and stimulate children's writing*. ALEA National Conference. Melbourne, Australia.

Ohashi, L., Hubbard, P., **Pegrum, M.**, Guth, S., Helm, F., & Hauck, M. (2019). *CALL for help: Critical CALL for diversity, inclusion and sustainability*. WorldCALL 2018, Concepción, Chile. Conference Proceedings, <http://oro.open.ac.uk/67039/>

**Pegrum, M.** (July, 2019). *Personalisation, collaboration and authenticity in mobile language learning*. The Pan-Pacific Technology-Enhanced Language Learning (PPELL) Conference, Taipei, Taiwan.

**Savage, G. C.** & Di Gregorio, E. (April, 2019). *Examining the OECD's role as a global policy influencer of school funding debates*. Comparative and International Education Society Conference (CIES), San Francisco, USA.

**Savage, G. C.** & Di Gregorio, E. (June, 2019). *Knowledge curation and soft power persuasion: The OECD's role as a global policy influencer of school funding debates*. International Conference on Public Policy (ICPP), Montreal, Canada.

**Savage, G. C.**, Di Gregorio, E. & Lingard, B. (December, 2019). *Global policy mobilities in federations: Assemblages, topologies and scale-craft*. Australian Association for Research in Education (AARE), Brisbane, Australia.

**Scarparolo, G.** (September, 2019). *Inclusive education: is it inclusive of gifted students' needs?* UKFIET Conference, Oxford, England.

**Scarparolo, G.,** & Mayne, F. (July, 2019). *Using mixed-reality simulation technology with pre-service teachers to increase their self-efficacy for explaining differentiation to parents.* Paper presented at the Australian Teacher Education Association Conference, Sunshine Coast, Australia.

**Shand J.** (July, 2019). *Australian historical young adult fiction: A gateway to reading and experience.* Presented at the Australian Literacy and English Association Conference, Melbourne, Australia.

## Grants and Consultancies Won in 2019

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### Australian Competitive Grants

Adie, L., Wyatt-Smith, C., **Humphry, S.**, Cumming, J., Andrich, D., DeLuca, C., & Gallagher, T. (2019 – 2021). *Improving teacher assessment using exemplars and online moderation*. Australian Research Council Linkage Grant Scheme. (\$511,658).

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).

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).

**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

**Andrich, D., Marais, I., Sappl, S., & Humphry, S.** (2019). *National Assessment Program: Science Literacy Main Study*. Australian Curriculum Assessment and Reporting Authority. (\$185,253).

**Humphry, S.** (2019). *NAPLAN 2019 Longitudinal Equating of Writing*. Australian Curriculum Assessment & Reporting Authority. (\$60,000).

**Lawrence, D.**, Sheil, B. & Bartlett, J. (2019-2020). *Western Australian Coronial Suicide Information System*. Western Australian Mental Health Commission. (\$200,000).

### Industry and Other Research Income

**Pegrum, M.**, Ravi, L., Sjepceovich, J., Raphael, J. et al. (2019). *Embedding Research Skills as part of Curriculum Design across Units and Course programs at UWA*. University of Western Australia Community of Practice Grant. (\$17,000)

**Pegrum, M.**, Lotherington, H., Thumlert, K, Heller, B. et al. (2019-2021). *Production Pedagogies for Language Learning in Mobile Digital Environments*. Social Sciences and Humanities Research Council of Canada. (\$69,326).

**Wildy, H.** (2018). *Performance Indicators for Primary Schools (PIPS)*. (\$250,282).

## **Organisations that grants were submitted to**

Australian Research Council

Lotterywest

Bill & Melinda Gates Foundation

Higher Education Participation and Partnership Program

Beyond Blue

Channel 7 Telethon Trust

National Health and Medical Research Council

NSW Department of Education

Perpetual Impact Philanthropy

## Celebrating the career of Emeritus Professor Lesley Vidovich

Lesley's field of research expertise is global trends in education policy. Her policy research has been international – in the United Kingdom, Europe, North America, South Africa, Chile, Singapore, Mainland China, Hong Kong Special Administrative Region and Australia. She won an Early Career Research Award for her PhD, and by the end of 20 years of tenure at UWA she had produced 75 refereed publications (journal articles, book chapters and books) and 85 conference papers. She held several ARC Discovery Project Grants and was invited to join the ARC College of Experts. She has continued to work on ARC research after her retirement. Service within the research domain was also a feature of her tenure – at international, national and local levels. At UWA, she served on the university-wide Research Committee and was also on selection committees for university research awards and scholarships. Within the Graduate School of Education, she was a member of Research Committee for almost the entirety of her UWA tenure, and she also chaired that committee.



Lesley supervised 55 HDR students to successful completion, 30 of whom were Doctoral graduates. A significant number of these HDR graduates gained prizes for their research. Lesley won several supervision awards at UWA as well a national Excellence in Supervision Award (Australian Learning-Teaching Council), along with teaching awards. She continually aimed to maintain a close nexus between her research, teaching and service throughout her UWA tenure.



## Editorial Boards

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### Editorial roles

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

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

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

*Education Research and Perspectives*, Editor in Chief, **Elaine Chapman**

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

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

*Research in Science Education*, Assistant Editor, **Christine Howitt**

*TalentEd*, Editor, **Peter Merrotsy**

### Editorial boards that staff are on

Applied Psychological Measurement

Australian Journal of Teacher Education

British Journal of Educational Studies

Education 3-13. International Journal of Primary and Early Years Education.

Educational Development Association Africa Journal

Educational Management Administration and Leadership

Educational Review

History of Education

History of Education Review

International Journal of Science and Mathematics Education

International Journal of Science Education

International Studies in Catholic Education

Interactive Technology and Smart Education

Irish Educational Studies  
Journal of Applied Measurement  
Journal of Curriculum and Pedagogy  
Journal of Education Policy  
Journal of Educational Administration  
Journal of Educational Administration and History  
Psychological Tests and Assessment Modelling  
Research in Science Education  
Research in Science and Technological Education  
System  
Teaching Science  
Technology in Language Teaching and Learning  
The Internet and Higher Education

## **Series Editorship**

### **Vaile Dawson**

- Contributions from Biology Education Research, Springer

### **Tanya Fitzgerald**

- Leadership in Higher Education, Bloomsbury Academic Press

### **Tom O'Donoghue**

- Emerald Series in Teacher Preparation in National and Global Contexts, Emerald

# HDR Training

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## HDR completions

### Doctor of Philosophy

**Joan Burfitt.** Improving the function of multiple-choice items in the assessment of the skills necessary for the development of proportional reasoning. Supervisors: Peter Merrotsy and David Andrich.

**Kirsten Hancock.** Does the reason make a difference? Assessing school absence codes and their associations with student achievement outcomes. Supervisors: Steve Zubrick, Catherine Taylor, David Lawrence and Hayley Christian.

**Victoria Valdebenito Mac Farlane.** University curriculum transformations in context: Global-local dynamics of policy processes at the university level in Chile. Supervisors: Tom O'Donoghue and Lesley Vidovich.

**Shayla Ribeiro.** Leadership at the primary school level in post-conflict Timor-Leste: A study of the historical background, recent developments, and current concerns of school leaders. Supervisors: Simon Clarke and Tom O'Donoghue.

### Doctor of Education

**Zahira P. A. Abdulla Kunhi.** An Analysis of 'C21 Curriculum Policy' within Australian Contexts. Supervisors: Lesley Vidovich and Tom O'Donoghue.

**Sarah Evamy.** Expectations, experiences and concerns of alternative pathway, low SES students at university: A three-year qualitative longitudinal study in Australian contexts. Supervisors: Lesley Vidovich and Tom O'Donoghue.

**Sock Pio Goh.** Influence of middle leadership in promoting teacher continuing professional development: Perspectives from middle leaders in Singapore primary schools. Supervisor: Tanya Aspland.

**Jia Wen He.** School-based career guidance programmes in junior colleges in Singapore: An interpretivist study. Supervisors: Tom O'Donoghue and Elaine Chapman.

**Velayutham Ramasamy.** Rural parents' expectations, aspirations and experiences of their children's secondary educational opportunities in an agricultural region of Western Australia. Supervisors: Christine Howitt, Simon Clarke and Elaine Sharplin.

**Vanessa Vinodhen.** Biology teaching in secondary schools in Singapore: The historical background, recent developments and the current perspectives of teachers. Supervisors: Keith Punch and Stephen Houghton.

## **Master of Education (Thesis & Coursework)**

**David Black.** Western Australian Non-Government Primary School Teachers and the Digital Technologies Curriculum: A Qualitative Study of an Assessment-Focussed Subject. Supervisors: Fiona Mayne and Tom O'Donoghue.

**Brendan Zani.** How teachers' dispositions towards critical thinking shape the culture of thinking they build in their classroom. Supervisors: Vaile Dawson, Jennifer Shand and Loretta Dolan.

## **Research training workshops**

**Andrich, D.** (2019). A module in the course Measurement and Testing in Organizational Psychology, coordinator. Comparisons and contrasts between Rasch Measurement, Classical Test and Item Response theories. The University of Padua, Italy.

**Andrich, D.** (2019). A comparison between scientific measurement and Rasch measurement. Institute for Neurological Science, Bologna, Italy

## **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. In 2019 there were 23 postgraduate education presentations representing PhD, EdD and Masters' students from four of the five WA universities.

## Staff with Fellowships

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**David Andrich** - Fellow of the Academy of the Social Sciences in Australia

**Simon Clarke** - Fellow of the Australian College of Educators

**Simon Clarke** - Fellow of the Australian Council for Educational Leaders

**Vaile Dawson** - Fellow of the Royal Society of Biology

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

**Tom O'Donoghue** - Fellow of the Royal Historical Society

# Impact & Engagement

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## David Andrich

- Member of the Expert Measurement Advisory Group, Australian Curriculum, Assessment and Reporting Authority.
- Member of the Board of the School Curriculum and Standards Authority of Western Australia.

## Simon Clarke

- Invited member of Australian Council of Educational Leaders (ACEL) Academic Advisory Panel.

## Vaile Dawson

- Member of Australian Association for Research in Education (AARE) Awards Committee to judge Ray Rebus Award for Doctoral Research.
- UWA Representative on State STEM Skills Strategy Implementation Group.
- Assessor for Australian Research Council Discovery Grant.
- Honorary Senior Research Associate, University College, London.

## Christine Howitt

- Member of the organising committee for the national Australasian Journal of Early Childhood Research Symposium.

## Steve Houghton

- Assessor for Australian Research Council Discovery, Linkage, Early Career and Fellowship Grants Schemes.
- Assessor for National Health and Medical Research Council.

## Steve Humphry

- Standards Committee, School Curriculum and Standards Authority (Elected Member).
- Tertiary Institutions Service Centre, Scaling Committee.

## David Lawrence

- Answering the Call findings informed the Senate Inquiry "The people behind 000: mental health of our first responders", February 2019.
- Answering the Call findings cited in Victorian Government announcement of \$2.5million pilot program to cover reasonable medical expenses for current and former emergency workers and volunteers who are awaiting the outcome of a compensation claim for work-related mental health injuries.
- Young Minds Matter findings cited in Productivity Commission Report into Mental Health in Australia in supporting their recommendation that all schools should have a senior member of staff who has been suitably trained in mental health and wellbeing, and that educational



institutions be required to have mental health and wellbeing strategies in place as part of their accreditation requirements.

- Interview (May) with ABC Radio Breakfast with Nadia Mitsopoulos and Russell Woolf on mental health and attendance and performance at school.
- Member of the National Mental Health Services Planning Framework Epidemiology Expert Group.

### **Grace Oakley**

- Member of COLAB (Collaborate for Kids) Research Consultation Group.
- Invited to co-lead UNSECO Workshops in Ulaanbaatar, Mongolia. Topics were Conducting an Institutional self-assessment for blended learning, Case study from Australia: A blended learning journey and How to Design and Develop Blended Learning Activities.

### **Glenn Savage**

- 'How has education policy changed under the Coalition government?'. The Conversation, 8 April.

## International Visitors

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Professor Curt Hagquist - The University of Karlstadt, Sweden.

Professor Nóirín Hayes - Trinity College, Dublin

Professor Jeremy Hobart - University of Plymouth, United Kingdom.

Professor Simon Hunter, Glasgow Caledonian University, Scotland

Patricia Vermillon Peirce – Principal Evaluator, Standard of Proof, New Zealand.

Professor Martin Pusic - The University of New York, USA.



## Staff and Research Expertise

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### **Professor David Andrich**

Educational measurement and assessment, Item response theory, Psychometrics, Rasch measurement

### **Dr Elaine Chapman**

Social psychology of education, Research methods

### **Professor Simon Clarke**

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

### **Professor Vaile 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

### **Professor Tanya Fitzgerald**

Higher education, Gender, Policy, Leadership, History

### **Professor Steve Houghton**

Child and adolescent mental wellbeing and developmental psychopathology examining trajectories of childhood onset conduct disorder, adolescent antisocial behaviour, loneliness, adolescents electronic screen use, and depressive symptoms

### **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, Quantitative Methods

### **Professor Simon Hunter (Honorary Research Fellow)**

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 Ida Marais**

Psychological and educational measurement, Psychometrics, Rasch measurement, Quantitative research methods in Psychology and Education, Data simulation

### **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

### **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

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