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**Teaching writing and representing in the primary school years**

(Pearson, 2016)

Edited by: Lynde TAN and Katina ZAMMIT

There is an established body of work that pays attention to how various semiotic modes are shaped by people to construct and represent meanings in multimodal texts. Teaching Writing and Representing in the Primary School Years brings together academics and educators who are keen to broaden the notion of literacy and define it in relation to semiotic modes of representation and communication beyond language. The theoretically-informed yet practical resources are particularly relevant to the Australian Curriculum: English and they come from academics and educators who have engaged their learners in writing and representing texts in multimodal and technology-mediated environments. The exemplars of units of work and learning experiences aim to assist teachers in involving their primary school students as meaning makers as they engage in multimodal literacy activities that are learnt from their interactions around texts with others when participating in cultural practices. Written in a lucid manner, this book is an essential read for any educator new to teaching writing and representing in the new communication environments.

For more info, please click here [Buy this book](#)

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**Super dimensions in globalisation and education**

(Springer, 2016)

Edited by: David R. COLE and Christine WOODROW

This volume is the first major production of the globalisation research strand of the Centre for Educational Research at Western Sydney University. This book makes a significant contribution to the theory of and research in globalisation and education, and tackles the topics of superdiversity and supercomplexity. The book’s thesis is that the effects of globalisation on education can only be understood if the specific yet complex conditions of globalisation in education are investigated. The book takes an international approach to understanding globalisation and does not restrict itself to just one methodological or theoretical plane of investigation.

For more info, please click here [Buy this book](#)
JORGE KNJNIK

Chapter – São mais de 70 bandeiras! Os Commonwealth games, o terceiro maior evento poliesportivo do mundo (pp. 189-192). [There are more than 70 flags! The Commonwealth Games, the third largest multisport event in the world].

Chapter - Sextas sem cestas (ou entre o judaísmo e a bola laranja): o caso do basquete em Victoria. (pp.110-115). [No-basketball Fridays (or between judaism and the Orange ball): The case of basketball in Victoria].

Chapter - Jogando atrás do arame farpado: Esporte entre os internos nos campos australianos durante a 1ª guerra mundial (1914-1919). (pp. 81-86). [Playing behind the barbed wire: Sport amongst the Australian War Camps internees during the WW1 (1914-1919)].

Book details


A coleção Visão de Campo vem crescendo a cada ano, tornando-se uma referência para todos os leitores interessados em história do esporte. Os textos que compõem esta nova coletânea foram publicados originalmente no blog História(s) do Sport, que está no ar desde 2009 e reúne artigos de historiadores e pesquisadores do esporte ligados ao Laboratório de História do Esporte e do Lazer (Sport), que é parte do Programa de Pós-Graduação em História Comparada da Universidade Federal do Rio de Janeiro (ppghc/ufrj). Os temas tratados no livro são os mais diversos: do circo à ginástica, do jogo da pelota ao futebol, passando pelo críquete e pelo rúgbi, bem como pelas percepções e articulações das práticas esportivas na imprensa e na literatura. Assim, a coletânea ajuda a compreender a formação e a organização de nossa sociedade em torno do esporte, dos jogos e do lazer.

[The collection field Vision has been growing every year, becoming a reference for all readers interested in the history of sport. The texts that make up this new collection were originally published in the blog(s), History of Sport (since 2009). It brings together articles by historians and researchers of sports linked to the history of sport and leisure, which is part of the graduate program in Comparative History of the Federal University of Rio de Janeiro (ppghc/ufrj). There are several topics covered in the book: the circus to the gym, the game of pelota to football through cricket and rugby, as well as perceptions of the sporting press and literature. The collection helps to understand the formation and organization of our society around sport, games and leisure].

For more info, please click here Buy this book


[http://dx.doi.org/10.1080/1358684X.2016.1162966](http://dx.doi.org/10.1080/1358684X.2016.1162966)


[http://dx.doi.org/10.1108/ETPC-11-2015-0095](http://dx.doi.org/10.1108/ETPC-11-2015-0095)

JORGE KNJNIK

*Public education on fire - with Marilia Carvalho and Nour Dados*

*Rio Olympics has its 10 commandments*

JOANNE ORLANDO

*We have to get used to people interrupting conversations to check their phones*

*Is two hours of screen time really too much for kids?*

*Tablets at the table can influence child development, not always in a good way*

AMANDA LLOYD

*Learning and teaching outside the box*
Free2Be: Exploring the schooling experiences of Australia’s sexuality and gender diverse secondary school students.

Western Sydney University Seed Grant for Early Career Researchers, 2013

Dr Jacqueline ULLMAN (CER)

This report details the findings from a 2013 nationwide survey of sexuality and gender diverse Australian secondary school students entitled the Free2Be? project. The name, while also intended to be catchy and easy for young people to remember, was designed to address the fundamental project question for participants: Is school a place where it is safe to be yourself? Are you free to be you? The project’s core aims were to 1) gain a better understanding of how sexuality and gender diverse students experience their school’s ethos, referred to here as school climate, with regards to sexuality and gender diversity in the broad sense, and to 2) investigate links between students’ reported school climate and various measures of their school wellbeing and associated academic outcomes. This research complements and extends numerous recent Australian studies which highlight both the structural discrimination experienced by some sexuality and gender diverse students as well as the positive impact of a supportive school environment, as experienced by others. Findings highlight the impact of a marginalising school climate on students’ sense of school wellbeing and point to empathetic and inclusive teachers as a significant projective factor for sexuality and gender diverse students.

The full report can be accessed here.

**Safe Schools Coalition Australia (SSCA)**

**Funded by:** Foundation for Young Australians;  
**Amount:** $270,000

*Dr Jacqueline ULLMAN (CER)*

As part of an interdisciplinary team of researchers from the fields of sociology and health, Jackie Ullman is evaluating the effectiveness of the Safe Schools Coalition Australia (SSCA) initiative in government high schools across the country. This evaluation, funded by the Foundation for Young Australians, is attempting to ascertain whether or not the SSCA initiative is changing the school climate in participating high schools by:

1. Reducing homophobia and transphobia;  
2. Creating a LGBTQI-inclusive environment; and  
3. Creating a safer and more inclusive school environment for ALL students.

The project is funded from 2015-2017, with the school-based data collection taking place during 2016. For more information about the Safe Schools Coalition Australia visit: [http://www.safeschoolscoalition.org.au/](http://www.safeschoolscoalition.org.au/)

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**Welcoming Social Wellness (WSW): Exploring the impact of LGBTQI-affirming health and community care on older gender and sexually diverse women’s wellbeing and sense of belonging**

**Funded by** NSW Family and Community Services (FACS) through their “Liveable Communities Grants”  
**Amount:** $99K  
**Team:** Tinashe Dune (School of Sciences and Health), Jackie Ullman, Tania Ferfolja  
**Timeframe:** June 2016 to June 2017

This project explores older (55+) gender and sexually diverse (G&SD) women’s experiences with health, social and aged-care services. Understanding these experiences is imperative as we know that G&SD women’s health and wellbeing outcomes are poorer than that of their male and heterosexual counterparts and that these outcomes are even worse for older women. This is partially the consequence of poorly informed and ill-equipped health and community services resulting in discrimination or exclusion of G&SD women. This in turn, causes G&SD women to avoid health services and increases social isolation.

In collaboration with community stakeholders and G&SD women, this project will develop a website with a comprehensive map of local LGBTQI-friendly services and anonymous forum for G&SD women to connect with one another on issues related to their use, access and experience of health, social and aged-care services in their area. Through the site, the team will collect participant survey and forum data in order to better understand the factors which predict engagement and positive outcomes. This innovative project has the potential to increase G&SD women’s access necessary health and social services, reduce social isolation, increase awareness about the health and wellbeing of older G&SD women and improve service provision.
PRESENTATIONS

TONIA GRAY


KAREN MALONE

Conference: Australian Association for Research in Education (AARE), Fremantle, December, 2015

Title: Theorizing as ‘ecological posthumanist’ - entangled matter and monstrous bodies as wicked problems (presentation and refereed conference paper).

JOANNE ORLANDO

Keynote at the Bett leadership Summit in Abu Dhabi.
Title: Mind-set, tool-set, skill-set: Building and improving key competencies in teachers’ use of technology

Joanne also gave two presentations in May to Education staff at Apple from all states across Australia and also a workshop that was open to all staff at Apple. The focus of the presentations has been her research regarding young children and technology.
SUSANNE GANNON AND ROBERTO PARADA

Audiences of up to 500 teachers, principals, teacher educators, school counsellors, Ministry officials, students and members of the general public have attended presentations by Western Sydney University researchers on their recent trip to Chile. As invited guests of the Universidad San Sebastian (USS), Associate Professor Susanne Gannon from CER and Dr Roberto Parada (School of Education) have travelled to 4 cities (Santiago, Puerto Montt, Valdivia and Concepcion) offering seminars on their research area and participating in panels of experts comprised of researchers from local universities. The themes of the public lectures ‘Diversidad, desafíos y oportunidades en contexts educativos’, Diversity in Education-Challenges and Opportunities) by Susanne and “El Bullying en establecimientos educativos: Tres aspectos fundamentales (Bullying in Educational Contexts- 3 fundamental Concerns) by Roberto generated a lot of interest amongst the educational community.

The invitation to visit USS followed a visit by Dr Erika Castillo, Director of Undergraduate Education at USS to Western Sydney University as part of a Chilean delegation investigating teacher education for high poverty contexts. The visit builds and expands relationships the School of Education has developed with educators and researchers in Chile through the Futuro Infantil Hoy project in Antofagasta and other activities, led by A/Prof Christine Woodrow (CER).

http://www.australvaldivia.cl/impresa/2016/05/03/full/cuerpo-principal/5/
JORGE KNIJNIK

Dr. Jorge Knijnik has delivered a keynote address to the 2016 Global Educational Forum at University of Georgia (UGA) in March/2016. During his time at UGA, Jorge has also delivered a research methods workshop in Spanish to the students of UGA Latin American and Caribbean Institute, a lecturer on Physical Education programs to marginalized communities to the undergraduate students of the Kinesiology department and met with the Associate Dean of Research of UGA College of Education to discuss future research collaborations. Jorge’s travels were funded by UGA office of Institutional Diversity and UGA Department of Kinesiology.

AARON SICKEL

Abstract: Many countries are concerned about business growth, innovation, and the ability for their citizens to compete in the global marketplace. In this era of globalisation, important 21st century skills include design thinking, innovation, engaging with digital media, and working collaboratively. Applying these skills to pedagogy, the current approach of teaching the STEM disciplines (science, maths, technology, and engineering) in a siloed manner fails to reflect the multidisciplinary nature of solving authentic problems in both private and public sectors. In this presentation, I will discuss the development of an innovative university class that aims to prepare pre-service science and mathematics high school teachers to design and teach interdisciplinary STEM units of instruction. In addition, I will present the findings of a qualitative case study situated in the class. Data included twenty pre-service teachers’ detailed lesson plans focused on interdisciplinary STEM teaching before and after the class, recordings of their discussions while working through exemplar STEM tasks, and longitudinal reflections posted on a class blog. Drawing upon the constructs of inquiry-based learning, interdisciplinary learning, and formative assessment, I found that pre-service teachers developed general pedagogical strategies for teaching inquiry-based lessons, formative assessment strategies that incorporated newly learned technologies, and a more positive disposition toward interdisciplinary STEM education. However, pre-service teachers struggled to align the appropriate types of disciplinary content to authentic learning tasks despite participating in example lessons and working in collaborative groups. Implications for designing future initiatives aimed at preparing teachers to teach interdisciplinary STEM lessons will be discussed.

WAYNE SAWYER AND SUSANNE GANNON


Sawyer, Wayne, “Knowledge” in John Dixon’s Growth Through English and Herbert Muller’s The Uses of English’

Gannon, Susanne in ‘Creativity: Geoffrey Summerfield’s Creativity in English’
SCHOOL OF EDUCATION 3 MINUTE THESIS COMPETITION

The 2016 School of Education 3 Minute Thesis competition was held on June 22 on Kingswood campus. An audience of 20 SOE staff and students enjoyed the brilliant presentations by five HDR contestants: Zainab Mourad, Amanda Burrell, Alfred Mupenzi, Noni Pares and John Ley.

The videos of the presentations will be released on the School of Education website (thanks to our contestants who have kindly consented to release the videos).

The winning research candidate Amanda Burrell will compete at the University 3MT Final on 5th August. Amanda is co-supervised by Associate Professor Tonia Gray, Dr David Wright, and Dr Kumara Ward. Her thesis is entitled: “Academic Stage Fright – exploring theatrical solutions”.

RESEARCH NETWORKING SYMPOSIUM ON GLOBAL PERSPECTIVES IN UNIVERSITY EDUCATION

Conference Organisers:
Tonia Gray
Tim Hall
Greg Downey
Michael Singh

The symposium was held on the 9th and 10th June in Pullman Quay Grand Sydney, and attracted 30 presenters from 14 universities. It featured three OLT projects including:

- Enhancing programs to integrate tertiary outbound mobility experiences (EPITOME);
- Local Global Learning, and
- Co-creating curriculum with community based service learning partners.
Awards

JOANNE ORLANDO

- Award by USA based Global Presence organisation.
- Global Presence Ambassador award for contribution to life skills education

KERRY STAPLES

The very proud recipient of the 2015 Jean Denton Memorial Scholarship, awarded to advance knowledge in early childhood education. This is a highly sought after and competitive scholarship, and one that Kerry most certainly deserves. It is an acknowledgement of her contribution thus far to the early childhood and early childhood intervention field and recognition of the importance of the research she is conducting for her PhD. The scholarship will enable her to take time out from her teaching and other responsibilities in the School and concentrate full time on completing her PhD for 18 weeks.

PhD Degrees Awarded

NATHAN BERGER

Nathan Berger has recently been awarded his PhD from the University of Newcastle. Professor Kathryn Holmes was one of his supervisors along with Prof Jennifer Gore and Dr Jennifer Archer. The examiner reports were exceptional and he wasn’t required to make any changes. The title of the thesis is “A social psychological examination of factors shaping career and education aspirations through childhood and adolescence”.

Announcements

Tonia Gray

The jury Tonia was on has just announced the Australian winner of My Park Rules. Here is the winning entry. Congrats to Marrickville students and the NSW panel!

Next SOE Research Newsletter:

- To be published on 1 October, 2016
- To submit items please send to w.sawyer@westernsydney.edu.au or j.qi@westernsydney.edu.au.

For further information about research in the School of Education:

- please visit the link to the Centre for Educational Research.