

CONTRIBUTORS

Jeanne Allen is a senior lecturer at the University of Tasmania in Teacher Education. Her undergraduate teaching currently focuses on classroom and behaviour management while her teaching at the postgraduate level is predominantly in research methods. Areas of research interest include student retention, the theory-practice gap in pre-service teacher education, school-university partnerships, and work integrated learning and teacher practice.

Jane Baker is completing a PhD about music learning in garage bands. She has taught music, mathematics, and various humanities subjects in a range of secondary schools, in addition to working within literacy and numeracy programs for infants and primary aged children. Jane is also a tutor in Music Education at the University of Tasmania. Alongside these pursuits, Jane has also worked as a musician and singer since 1988, and continues to perform some gigs.

Kim Beswick is an Associate Professor in mathematics education. Kim taught mathematics and science in Tasmanian secondary schools before joining the University of Tasmania in 2000. She has maintained links with the profession through involvement with the Mathematics Association of Tasmania and the Australian Association of Mathematics Teachers of which she is currently president. Her research interests include teachers' beliefs and knowledge, particularly pedagogical content knowledge, and how professional learning can facilitate change.

Natalie Brown is Head of the Tasmanian Institute of Learning and Teaching at the University of Tasmania. Natalie's responsibilities include academic staff development, teaching and learning policy development and implementation, and promotion of scholarship of teaching and learning. Prior to her current position, Natalie held positions in the Faculty of Education, and has retained a connection to the faculty through research higher degree supervision.

Yoshi Budd has extensive experience in teacher education in the areas of literacy and English. She has a particular interest in the ways information and communication technologies shape educational practice. Currently she is working for the Tasmanian Institute of Learning and Teaching at the University of Tasmania.

Rosemary Callingham is Associate Professor in mathematics education at the University of Tasmania. Her research interests include statistical literacy, mental computation and assessment of mathematics and numeracy, and teachers' pedagogical content knowledge. She has worked on projects in Hong Kong and North Korea as well as studies in many parts of Australia.

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Mini Chaman is currently a PhD student in the School of Education, University of Tasmania. Previously, she worked as a lecturer in mathematics education (1991-2003) in India and as a secondary school teacher in the Australian Capital Territory (2004-2008). Her research interests are in the field of mathematics learning, particularly in the secondary education system.

Marlene Chesney was a Melbourne High School Mathematics and Science teacher for many years and also tutored mathematics to children of all ages. In 2010 she started a Postgraduate Certificate in Education and while completing a compulsory “Mental Computation” assessment found the diversity of methods used so fascinating that she has extended her research into this area. Marlene is teaching Mathematics to International students enrolled in the Foundation Studies Program at UTAS and is completing a Masters in TESOL.

Helen Chick is an Associate Professor in mathematics education at the University of Tasmania, working with pre-service and in-service teachers at both primary and secondary levels. Her research interests include the role of teachers’ pedagogical content knowledge, and how that contributes to the learning of mathematics; the way in which examples and activities help to make concepts clear to students; and statistical literacy, especially as it relates to teachers interpreting data from national student testing.

Vaughan Cruickshank is a lecturer in Health and Physical Education Pedagogy and Curriculum at the University of Tasmania. He currently teaches both practical physical education and core school practicum-linked subjects. Prior to his employment at the University of Tasmania, he taught in various schools in Australia, Japan, and the United Kingdom. Vaughan is currently undertaking PhD research into the ways in which male primary school teachers overcome challenges they face within their profession. His other research interests include health and physical education teachers, pre-early career academics, school boarding house and residential pastoral care, and the use of the games sense approach in physical education teaching.

Jillian Downing is an experienced educator in a range of national and international contexts, working principally within adult and vocational education. She has been a consultant for major corporations such as Microsoft, Michelin and Dow Corning, as well as corporate universities including Prudential University, based in Hong Kong. Presently she is a course coordinator and lecturer at the University of Tasmania, teaching in the Bachelor of Education (Applied Learning). Jill’s recent research has focussed on the ways in which students and staff engage in a fully online environment, with particular interest on the implications for ongoing professional development and support.

Janet Dyment is a Senior Lecturer in the Faculty of Education at the University of Tasmania. Her research interests include outdoor and sustainability education,

children's health and well-being, and reflective practice. She teaches pre-service teacher education in the curriculum areas of health and well-being, outdoor education and research methods.

Si Fan is a lecturer in Early Childhood Education at the University of Tasmania. She completed her PhD at the same university in 2011. She has been involved in a number of research projects, and has a broad research interest in Early Childhood Education, web-based learning, teacher education and ESL education.

Noleine Fitzallen is a Lecturer in Assessment in the Faculty of Education at the University of Tasmania. She is an experienced secondary mathematics teacher (Years 7-12). Her research interests are diverse and broad ranging. Noleine's PhD project explored the way in which students used the exploratory data analysis software, *TinkerPlots*, to develop an understanding of covariation. Other research projects include HDR supervisor/student relationships and Gratitude practices; and developing mathematics pathways for VET students to transition to tertiary study.

Sharon Fraser is the Associate Dean (Learning and Teaching) in the Faculty of Education at the University of Tasmania, taking responsibility for the leadership and coordination of the quality assurance and enhancement of teaching and learning. Sharon has extensive experience in Higher Education research and development having held senior positions at the Institute of Higher Education Research and Development (IHERD), Australian Centre for Educational Studies (ACES) and the Teaching Evaluation for Development Service (TEDS) at Macquarie University. Sharon has taken leadership of the move to online delivery in the Faculty of Education and is a key member of senior University committees in learning and teaching.

Sally Giacon worked as an Early Years and Primary teacher for twenty years, teaching in England and Tasmania. Over the past ten years her professional roles outside of the classroom have involved organising professional learning for teachers, teacher aides and school administrators and working in support of families at the community level. Her research interests include home-school partnerships, parental self-efficacy and early childhood development.

Ian Hay (PhD, MAPS) is the Executive Dean of the Faculty of Education, University of Tasmania, Australia. He has published some 200 scholarly publications. His main research interests are in the domain of children's early literacy development, the role of motivation in learning, and students' cognitive development.

Belinda Hopwood is a PhD candidate at the University of Tasmania. Her PhD research investigates the impact that the transition from primary school to secondary school has upon students' reading and spelling achievement. Belinda's research interests include literacy education, the middle years of schooling and adolescent reading development.

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Lynda Kidd completed her Bachelor of Education (First Class Honours) in 2010. Since then she has been working as a Research Assistant with the Faculty of Education at the University of Tasmania. Her main research interests are in relation to beginning teachers and the challenges they incur when entering the teaching profession with a particular interest in mathematical teaching.

Thao Lê (PhD) teaches applied linguistics in the Faculty of Education at the University of Tasmania, for which he received the University Teaching Excellence Award and Award for Excellent Contribution to Graduate Supervision and Research. He has organised major conferences in developing countries to promote empowerment, resource sharing and a paradigm shift in the educational discourse of globalisation. Thao is president of the Australia Asia Research and Education Foundation.

Abbey MacDonald works in residential care as a boarding house coordinator for secondary and pre-tertiary aged students from local, regional, and international backgrounds. She has taught visual and media arts in schools in Tasmania, and is a practising visual artist working primarily in oils. Abbey's PhD is exploring the complex transformations that beginning teachers undergo as they negotiate the balance between artist and teacher identity and practice. Her other research interests include the construction of teacher and professional identity, pre-early career academics and residential pastoral care.

Robyn McCarthy is an Associate Lecturer in Education Studies at the University of Tasmania, Faculty of Education. She has been involved in pre-service teacher education for the past seven years and has worked primarily in the areas of education foundation studies/educational theory and professional studies, with an interest in teaching across the arts. Her research interests are in the areas of creativity, resilience and pre-service teacher education. These interest areas are the key concepts for her current doctoral study.

Rohayati Mohd Isa is a PhD candidate in the Faculty of Education at the University of Tasmania, Launceston. She is a Senior Financial Administrator at the Universiti Sains Malaysia, with over 15 years of experience in the university's Accounting, Financial Managerial and Administrative Services. Her research interest includes philanthropy studies, alumni relations, and Corporate Social Reporting. She is currently conducting her PhD studies on Institutional Advancement Strategies in attracting philanthropic support to the state University.

David Moltow is a Lecturer in the School of Education at the University of Tasmania and Course Coordinator of the Master of Teaching degree. His research interests centre on critical thinking and intellectual engagement, and on how rhetoric, as a distinctive mode of communication, can work alongside and within logical argumentation. David is engaged in a range of research projects including literacy.

Amanda Moran is a PhD student and graduate of the University of Tasmania. She has been teaching and working in a senior secondary college since 2009, where her interest in education research has concentrated on the professional needs of teachers. Amanda currently oversees the learning requirements and implementation of individual education plans for a diverse range of students and subject areas. Her research interests include the improvement of teaching through professional development in curriculum and policy implementation.

Tim Moss is a Lecturer in Literacy at the University of Tasmania. He is currently Deputy Head of the School of Education. He has taught undergraduate and graduate level courses in areas including Drama. His research interests include student engagement in higher education, student identity construction, teacher education online pedagogy, and narrative and arts-based research methodologies.

Tracey Muir is a Senior Lecturer in Mathematics Education at the University of Tasmania. She is currently the Graduate Research Coordinator and teaches in both the Bachelor of Education and Master of Teaching programs. Her research interests include effective teaching for numeracy, problem solving in mathematics, and parental involvement in mathematics education. She is particularly passionate about working with pre-service and in-service teachers to enhance their classroom practice.

Di Nailon is a PhD candidate and tutor in the Faculty of Education, University of Tasmania. Before undertaking her doctoral studies Di was a lecturer for almost 30 years in the School of Early Childhood at the Queensland University of Technology. She has consulted to early childhood services, providing in-service workshops related to the provision of high quality education and care to children from birth to eight years. Di remains interested in how services best meet the changing policy imperatives around early childhood curriculum and pedagogy.

Elkana Ngwenya is a Lecturer in Quantitative Methods and Marine Resource Economics at the National Centre for Marine Conservation and Resource Sustainability (NCMCRS) of the Australian Maritime College (AMC), an institute of the University of Tasmania. Prior to joining the AMC, Elkana held teaching and research positions in economics at the University of Zimbabwe, University of Swaziland, and University of Tasmania. Elkana moved to Tasmania to pursue postgraduate research in economics and education. His research interests are in applied resource-use economics.

Emily Patterson is a Master of Education student at the University of Tasmania. She was a primary school teacher before working as the Education Officer at the State Library of Western Australia. Her research area of interest is the integration of information literacy in primary and secondary education.

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Sharon Pittaway is the Director of Student Engagement in the Faculty of Education at the University of Tasmania, as well as a Lecturer in Curriculum Studies. Her teaching experience in classrooms includes English and Drama, which has enabled her to teach across multiple disciplines as a teacher educator. Sharon has developed an Engagement Framework that underpins teaching, unit design/development, and engagement activities across the Faculty. She is keenly interested in student engagement and more particularly the experience of students studying online.

Christopher Rayner is a Lecturer of Inclusive Education in the Faculty of Education at the University of Tasmania. His work with pre-service teachers has also involved teaching in the area of human development and psychological theories of learning. His current research interests relate to the use of technology in the education of individuals with autism spectrum disorder and other developmental disabilities. Chris has taught in special education settings and in regular classrooms.

Robyn Reaburn is a lecturer in Mathematics Education at the University of Tasmania. She completed her doctorate in statistics education. She has taught for many years in high schools, TAFE, and at university. Before this she worked as a biomedical scientist. Her current research interests include students' understanding of statistical concepts on entry to university, and statistics lecturers' knowledge of content and pedagogy. She also takes a special interest in students who have little confidence in their mathematics ability on entering post-secondary education.

Marissa Saville is the Primary School Coordinator at Scotch Oakburn College in Launceston, Tasmania. She is also the Learning Technologies teacher and as such, she is constantly seeking authentic and innovative ways of integrating technology into classroom learning experiences. Her research interests to date have focused on attitudes towards mathematics, robotics in the classroom, and using learning technologies to support student learning. Her current interest in Interactive Whiteboard/eBoard technologies has evolved to become the topic of her current doctoral studies at the University of Tasmania.

Angela Thomas is a senior lecturer in English Education at the University of Tasmania. Before this appointment she was at Sydney University. One of Angela's main research foci, has been the developing pedagogical practices associated with the generation of different forms of digital fiction and multimodal authoring, both of which are now in the new national *Australian Curriculum: English*.

Damon Thomas is a Faculty of Education PhD candidate at the University of Tasmania. In 2010, he completed a Bachelor of Education with Honours degree, graduating with First Class Honours. His PhD focuses on unpacking the rhetorical strategies used by highly successful young writers in their efforts to persuade readers.

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Jane Watson, FASSA, is Professor Emerita of Mathematics Education in the Faculty of Education at the University of Tasmania, where she has taught in pre-service, graduate, and in-service programs in Education since 1985. She has been involved in many state and national professional development programs for teachers of mathematics and has had continuous ARC funding for research since 1991. Her main research interest is in statistics education and in 2006 she published a book with Erlbaum in the US entitled “Statistical Literacy at School: Growth and Goals,” based on the research carried out in Australia.

John Williamson is a Professor of Education at the University of Tasmania, Launceston. John taught in New South Wales high schools before travelling to England for further study. He has published widely in the areas of teacher education, classroom processes and teachers’ work lives. He is currently co-directing an international study concerned with teacher and principal perceptions of teacher involvement in school-based decision-making. He has been a consultant and conducted research for the OECD and for several state government departments.

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