

Dr Michèle Hinton Herrington

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Work history

Position	Organisation	Years
Research Fellow	Institute for Learning Sciences & Teacher Education Australian Catholic University, Melbourne	2016 - current
Research Fellow	Melbourne Graduate School of Education The University of Melbourne	2019 - current

Education

Qualifications	Organisation	Completed
PhD	The University of New England	2014

Thesis

Herrington, M. (2014). *The effects of a morphological intervention on children's spelling performance and understanding: Toward a relational approach*. Doctor of Philosophy thesis (UNE).

Fields of educational expertise

- Morphophonological development
- Language and literacy education and research

Expertise in qualitative, quantitative and mixed research design methodologies

- Under the broad direction of the project leaders, I have assumed the overall responsibility for the day-to-day management of large projects including the organization, administration, and procedural conduct of the project.
- Qualitative data analysis - video data, interview data, VCE and HSC exam question analysis, gestural observation analysis, and discourse analysis.

Publications

Books

Unsworth, L., Tytler, R., Humphrey, S., Fenwick, L., Chandler, P., Herrington, M.H. (book in progress).
Infusing multimodal literacies as a core strategy in science teaching and learning.

Articles

Herrington, M. H., & Macken-Horarik, M. (2015). Linguistically informed teaching of spelling: Toward a relational approach. *Australian Journal of Language and Literacy, The, 38(2)*, 61.
Ngo, T., Unsworth, L., & Herrington, M. H. (*submitted for review in Research in Science Education*). Teacher orchestration of language and gesture in explaining science concepts in images.
Fenwick, L., & Herrington, M. H. (*submitted for review in Language and Education Journal*). Supporting active student participation in dialogue about the deconstruction of text in senior high school biology.