

Dr Jenny Martin

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Work history

Position	Organisation	Years
Research Fellow	Institute for Learning Sciences and Teacher Education, Australian Catholic University	2018 - 2020
Senior Lecturer in Science Education and Education Studies	National School of Education, Australian Catholic University	2020- ongoing
Lecturer in Science Education and Education Studies	National School of Education, Australian Catholic University	2012 - 2019
Sessional Lecturer in Science Education	Australian Catholic University	2002 - 2004; 2006 - 2011
Lecturer in Science Education	The University of Melbourne	2004 - 2006
Professional Development Leader in Science, Technology and Mathematics	Northern Metropolitan Region, Victorian Department of Education and Training	2001 - 2006
Scientist in Residence	Reservoir Views Primary School Brunswick North Primary School Ivanhoe East Primary School	2007 - 2009 2002 2001
Research Associate	Deakin University	2002
Assessment Verification Chairperson for VCE Mathematics	Victorian Board of Studies	1993
Parenting duties	Parenting leave (7 years) and Leave without pay (5 years), Victorian Department of Education and Training (Glen Waverley Secondary College)	1993 - 2004
Secondary School Teacher of Mathematics, Science and ICT	Glen Waverley Secondary College St Michael's Grammar School Debney Park High School	1990 - 1993 1989 1987 - 1988

Education

Qualifications	Organisation	Completed
PhD in Education	The University of Melbourne	16 th March 2013
Masters in Education	The University of Melbourne	2 nd April, 2005
Graduate Diploma in Outdoor Education	Monash University	25 th May, 1990
Graduate Diploma in Education	The University of Melbourne	30 th April, 2005
Bachelor of Science	The University of Melbourne	2 nd August, 1986

Theses

Arnold [now Martin], J. (2012). *Addressing the balance of agency in a science classroom*. (PhD dissertation). Melbourne, Australia: The University of Melbourne.

Arnold [now Martin], J. (2004). *Researching teacher agency in primary science: A discursive psychological approach*. (MEd thesis). Melbourne, Australia: The University of Melbourne.

Fields of educational expertise

- Initial Teacher Education
- Continuing Professional Development for Teachers and Education Leaders
- Science curriculum and pedagogy
- Professional practice in education
- Discursive psychology and allied research methodologies

Expertise in qualitative, quantitative and mixed research design methodologies

- Ethnography
- Action Research
- Video-based studies
- Positioning Theory (cultural/discursive psychology)
- Cultural Historical Activity Theory

Research supervision fields

- Science Education
- Early Childhood Education
- Educational Leadership

Funded research

Competitive grants

Years	Grants	Funding
2018 - 2019	Building the Evidence base for Improved STEM Learning: Principals as STEM Leaders	\$2,600,000 over 3 years

Research consultancies

Years	Research	Funding
2015	The Ethics of Care: An Exploration of Teaching and Learning in Science	\$40,000 over 1 year

Publications

Edited Books

J. Nuttall, A. Kostogriz, M. Jones, and J. Martin (Eds.) *Teacher Education Policy and Practice - Evidence of Impact, Impact of Evidence*. Dordrecht: Springer.

Book chapters

- Martin, J. (under review). Identity projects: A model for effective teacher professional learning from cultural historical psychology. In C. van der Veen, W. Wardekker, & B. van Oers, (Eds.) *Supporting the good teacher. The role of agency in teacher education*. (pp. xx-xx). London: Bloomsbury.
- Bencze, L., Carter, L., Groleau, A., Krstovic, M., Levinson, R., Martin, J., Martins, I., Pouliot, C., & Weinstein, M. (2019). Promoting students' critical and active engagement in socio-scientific problems: Inter-/Trans-national perspectives. In E. McLoughlin, O. Finlayson, S. Erduran & P. Childs (Eds.), *Bridging Research and Practice in Science Education. Contributions from Science Education Research, Vol 6*. (pp. 171-188). Dordrecht: Springer. [doi: 10.1007/978-3-030-17219-0_11](https://doi.org/10.1007/978-3-030-17219-0_11)
- Martin, J. & King, D. (2019). Maintaining Our Critical Work: Stories of Curriculum Making in Initial Teacher Education. In J. Bazzul & C. Siry (Eds.) *Critical Voices in Science Education Research: Narratives of Academic Journeys*. (pp. 115-126). Dordrecht: Springer. [doi: 10.1007/978-3-319-99990-6_12](https://doi.org/10.1007/978-3-319-99990-6_12)
- Carter, L., Castano-Rodriguez, C., & Martin, J. (2019). Embedding ethics of care into primary science pedagogy: Reflections on our criticality. In J. Bazzul & C. Siry (Eds.) *Critical Voices in Science Education Research: Narratives of Academic Journeys*. (pp. 59-72). Dordrecht: Springer. [doi: 10.1007/978-3-319-99990-6_7](https://doi.org/10.1007/978-3-319-99990-6_7)
- Martin, J. & Carter, L. (2018). "Finding ways to fill the void": Preservice teachers struggling with their own consumption. In G. Reis, M. P. Mueller, R. A. Luther, L. Siveres & R. Oliveira (Eds) *Sociocultural Perspectives on Youth Ethical Consumerism*. (pp. 19-32). Dordrecht: Springer. [doi: 10.1007/978-3-319-65608-3_2](https://doi.org/10.1007/978-3-319-65608-3_2)
- Carter, L. & Martin, J. (2017). "I had to take action straight away". Pre-service teachers' accounts of pro environmental engagement. In J. L. Bencze (Ed.) *Science & technology education promoting wellbeing for individuals, societies & environments*. (pp. 523-537). Dordrecht: Springer. [doi: 10.1007/978-3-319-55505-8_24](https://doi.org/10.1007/978-3-319-55505-8_24)
- Martin, J. Keast, S., & Anders, L. (2017). Becoming professionally agentic: researching pedagogical reasoning in initial teacher education. In J. Nuttall, A. Kostogriz, M. Jones, and J. Martin (Eds.) *Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence*. (pp. 67-82). Dordrecht: Springer. [doi: 10.1007/978-981-10-4133-4](https://doi.org/10.1007/978-981-10-4133-4)

Articles

- Martin, J., Xu, L. H. & Seah, L. H. (In Press). Discourse analysis and multimodal meaning making in a science classroom: Meta-analytic insights from three theoretical perspectives. *Research in Science Education*.
- Martin, J., Nuttall, J., Henderson, L., Wood, E. (2020). Educational Leaders and the project of professionalisation in early childhood education in Australia. *International Journal of Educational Research* 101, 1-15. [doi: 10.1016/j.ijer.2020.101559](https://doi.org/10.1016/j.ijer.2020.101559)
- Martin, J. (2019). Researching teacher agency in elementary school science using positioning theory and grammar of agency. *Journal of Science Teacher Education*. [doi: 10.1080/1046560X.2019.1666628](https://doi.org/10.1080/1046560X.2019.1666628)
- Martin, J. (2019). Primary teacher agency: Employing interactive ethnography to overcome "reluctance" to teach science. *Research in Science Education* 49(5): 1279-1299. [doi: 10.1007/s11165-017-9654-y](https://doi.org/10.1007/s11165-017-9654-y)
- Castano Rodriguez, C., Barazza, L., & Martin, J. (2019). Rethinking equity: standpoints emerging from a community project with victims of violence and abuse in Argentina. *Cultural Studies in Science Education* 14(2): 393-409. [doi: 10.1007/s11422-019-09920-3](https://doi.org/10.1007/s11422-019-09920-3)
- Thomas, T., et al. (2019). Students' perspectives of early assessment tasks in their first-year at university. *Assessment & Evaluation in Higher Education*, 44(3). [doi: 10.1080/02602938.2018.1513992](https://doi.org/10.1080/02602938.2018.1513992)
- Martin, J. (2018). Ontology matters: A commentary on contribution to cultural historical activity. *Cultural Studies in Science Education*, 13 (3): 639-647. [doi: 10.1007/s11422-017-9809-1](https://doi.org/10.1007/s11422-017-9809-1) [FEA A](https://doi.org/10.1007/s11422-017-9809-1)
- Martin J. (2016). The grammar of agency: Studying possibilities for student agency in science classroom discourse. *Learning Culture and Social Interaction*, 10: 40-49. [doi: 10.1016/j.lcsi.2016.01.003](https://doi.org/10.1016/j.lcsi.2016.01.003)
- Rajala, A., Martin, J., & Kumpulainen, K. (2016). Agency and learning: Researching agency in educational interactions. *Learning, Culture and Social Interaction*, 10: 1-5. [doi: 10.1016/j.lcsi.2016.07.001](https://doi.org/10.1016/j.lcsi.2016.07.001)
- Martin J. & Carter, L. (2015). Preservice teacher agency concerning education for sustainability (Efs): A discursive psychological approach. *Journal of Research in Science Teaching* 52(4): 560-573. [doi: 10.1002/tea.21217](https://doi.org/10.1002/tea.21217)
- Arnold [now Martin], J. (2015). A commentary on curricular choices: Questioning collectives and agencies. *Cultural Studies in science Education* 10(2): 437-444. [doi: 10.1007/s11422-014-9592-1](https://doi.org/10.1007/s11422-014-9592-1)

Arnold [now Martin], J. & Clarke, D.J. (2014). What is agency? Perspectives in science education research. *International Journal of Science Education* 36(5): 735-754. [doi: 10.1080/09500693.2013.825066](https://doi.org/10.1080/09500693.2013.825066)
 Arnold [now Martin], J. (2012). Science students' classroom discourse: Tasha's umwelt. *Research in Science Education* 42(2): 233-259. [doi: 10.1007/s11165-010-9195-0](https://doi.org/10.1007/s11165-010-9195-0)

Reports

Castano Rodriguez, C., & Martin, J. (2015). *Final Report Ethics of Care in Science: a collaboration between Catholic Education Melbourne, Australian Catholic University and Holy Child Primary School, Dallas*. East Melbourne: Catholic Education Melbourne.

Editorial roles

Role	Publication	Dates
Lead guest editor	Special Issue 10, Learning Culture and Social Interaction	2016
Co-editor	Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence	2017

Awards

- Australian Association for Research in Education Early Career Researcher Award 2017
- Australian Postgraduate Award

Invited reviewer

- Studies in Science Education
- Research in Science Education
- Learning, Culture and Social Interaction
- Cultural Studies in Science Education
- Australian Education Researcher
- The New Educator
- Teacher Educator
- Springer, *The Future in Learning Science: What's in it for the learner?* edited by Corrigan, D., Bunting, C., Dillon, J., Jones, A., Gunstone, R.
- Cambridge, *Science for Children* by Marilyn Flear.

Professional memberships

- Registered teacher, Victorian Institute of Teaching
- Co-convenor, AARE Sociocultural and Activity Theory Special Interest Group (2014 – 2018)
- Member, International Society for Cultural-historical and Activity Research (current)
- Member, Australian Association for Research in Education (current)
- Member, Australasian Science Education Research Association (current)
- Member, European Association for Research in Learning and Instruction (current)
- Member, Australian Teacher Education Association (current)