

## Dr Lois Harris

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### Work history

Position	Organisation	Years
Senior Research Fellow (part-time)	Institute for Learning Sciences & Teacher Education, Australian Catholic University, Brisbane	2018-present
Senior Lecturer (part-time)	Central Queensland University, Rockhampton	2018-present
Senior Post-doctoral Research Fellow (part-time)	Central Queensland University, Rockhampton	2015-2017
Post-doctoral Research Fellow (part-time)	Central Queensland University, Rockhampton	2012-2014
Teacher (English)	Capricornia School of Distance Education, Rockhampton	2010-2011
Post-doctoral Research Fellow	University of Auckland, New Zealand	2008-2009
Teacher (English, SOSE)	Yeppoon State High School, Yeppoon, Queensland	2002-2007

### Education

Qualifications	Organisation	Completed
Doctor of Philosophy (Education)	Central Queensland University	2007
Cross-cultural, Language and Academic Development Certificate	University of San Diego	2002
Bachelor of Arts in English Literature and Composition, History Minor (Honours, Suma Cum Laude)	University of Arizona	2001
University of Arizona, Bachelor of Arts in Secondary Education, Spanish Minor (Suma Cum Laude)	University of Arizona	2001
Doctor of Philosophy (Education)	Central Queensland University	2007

### Thesis

Harris, L. R. (2007). *Teacher conceptions of student engagement in learning: A phenomenographic investigation*. (PhD), Central Queensland University, Rockhampton.

### Fields of educational expertise

- Formative assessment
- Assessment for Learning
- Feedback
- Self-assessment
- Student engagement
- Research methodology (qualitative and mixed method approaches)

## Funded research

### Internal funded research

Year	Research	Funding
2020	Central Queensland University (Higher Education Participation Programme (HEPP) funding). Smoothing Assessment Transitions for VET students (SATVS) Project: Dargusch, Harris, Richardson, & Vanderburg	\$107,565 AUD
2019	Central Queensland University (Higher Education Participation Programme (HEPP) funding). Smoothing Assessment Transitions for VET students (SATVS) Project: Dargusch, Harris, Richardson, & Vanderburg	\$70,440 AUD
2017	Central Queensland University (LEAP research centre seed grant) Identifying teaching strategies to engage school-aged distance students in regional Australia: Ames, Harris, Dargusch, & Bloomfield	\$3,000 AUD
2015-2017	Central Queensland University (Higher Education Participation Programme (HEPP) funding). Supporting Student Assessment Success (SSAS) Project. Dargusch & Harris	\$210,000 AUD
2009	Hong Kong Institute of Education. Enacted Curriculum Project. Brown & Harris	\$14,000 HKD
2008-2009	University of Auckland (Faculty Research Development Fund). Measuring Teachers' Assessment Practices (MTAP) project. Brown & Harris	\$147,000 NZD

## Publications

### Edited Books

Brown, G. T. L., & Harris, L. R. (Eds.). (2016). *Handbook of Human and Social Conditions in Assessment*. New York: Routledge.

### Books

Harris, L.R. & Brown, G.T.L. (2018). *Using self-assessment to improve student learning*. New York: Routledge.

### Book chapters

Harris, L. R. & Brown, G. T. L. (in press). Student self-assessment. In D. Fisher (Eds), Routledge *Encyclopedia of Education*: Routledge

Harris, L. R., & Dargusch, J. (in press). Meeting the needs of diverse students: Possibilities and challenges for assessment in a digital age. In M. Bearman, P. Dawson, R. Ajjawi, J. Tai & D. Boud (Eds.), *Re-imagining university assessment in a digital world*: Springer.

Brown, G. T. L. & Harris, L. R. (2018). Methods in feedback research. In A. A. Lipnevich & J. K. Smith (Eds.), *The Cambridge Handbook of Instructional Feedback*. (pp. 97-119) Cambridge: Cambridge University Press.

Harris, L. R., & Brown, G. T. L. (2016). Assessment and Parents. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1-6). Singapore: Springer Singapore.

Brown, G. T. L., & Harris, L. R. (2016). The future of assessment as a human and social endeavour. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of Human and Social Conditions in Assessment* (pp. 506-524). New York: Routledge.

Harris, L. R., & Brown, G. T. L. (2016). The human and social experience of assessment: Valuing the person and context. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of Human and Social Factors in Assessment* (pp. 1-18). New York: Routledge.

Nichols, S. L., & Harris, L. R. (2016). Accountability assessment's effects on teachers and schools. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of Human and Social Conditions in Assessment* (pp. 40-56). New York: Routledge.

Brown, G. T. L., & Harris, L. R. (2013). Student self-assessment. In J. H. McMillan (Ed.), *SAGE Handbook of Research on Classroom Assessment* (pp. 367-393). Los Angeles: SAGE.

Harris, L. R., Harnett, J. A., & Brown, G. T. L. (2009). "Drawing" out student conceptions: Using pupils' pictures to examine their understandings of assessment. In D. M. McInerney, G. T. L. Brown & G. A. D. Liem (Eds.), *Student perspectives on assessment: What students can tell us about improving school outcomes* (Vol. IX, pp. 53-83). Charlotte, NC: Information Age Publishing.

- Irvin, L. (2005). Creating categories of description using phenomenographic data: An example of process. In B. Knight, B. Walker-Gibbs & A. Harrison (Eds.), *Researching educational capital in a technological age* (pp. 101-120). Tenerife: Posted Press.
- Irvin, L. (2004). Engagement: A phenomenographic approach. In A. Harrison, B. A. Knight & B. Walker-Gibbs (Eds.), *Educational research partnerships, initiatives and pedagogy* (pp. 91-110). Flaxton: Post Pressed.

## Articles

- Ames, K., Harris, L., Dargusch, J., & Bloomfield, C. (in press). 'So you can make it fast or make it up': K-12 teacher perspectives on technology's affordances and constraints when supporting distance education learning. *Australian Educational Researcher*. doi:10.1007/s13384-020-00395-8
- Adie, L., Harris, L., & Wyatt-Smith, C. (in press). Examining research into the use of data walls for teaching and learning: How are they being implemented within data use cycles? *Teaching and Teacher Education*, 89, doi:10.1016/j.tate.2019.103012
- Harris, L., Dargusch, J., Ames, K., & Bloomfield, C. (in press). Catering for 'very different kids': distance education teachers' understandings of and strategies for student engagement. *International Journal of Inclusive Education*. doi:10.1080/13603116.2020.1735543
- Harris, L., Wyatt-Smith, C., & Adie, L. (2020). Using data walls to display assessment results: a review of their affective impacts on teachers and students. *Teachers and Teaching*, 26(1), 50-66. doi:10.1080/13540602.2020.1739018
- Harris, L. R., Brown, G. T. L., & Dargusch, J. (2018). Not playing the game: Student assessment resistance as a form of agency. *Australian Educational Researcher*. 45(1), 125-140. doi: 10.1007/s13384-018-0264-0
- Dargusch, J., Harris, L. R., Reid-Searl, K., & Taylor, B. A. (2017). Creating first-year assessment support: lecturer perspectives and student access. *Distance Education*, 38(1), 106-122. doi: 10.1080/01587919.2017.1299566
- Brown, G. T. L., Harris, L. R., O'Quin, C., & Lane, K. E. (2017). Using multi-group confirmatory factor analysis to evaluate cross-cultural research: identifying and understanding non-invariance. *International Journal of Research & Method in Education*, 40(1), 66-90. doi: 10.1080/1743727x.2015.1070823
- Taylor, B., Harris, L. R., & Dargursh, J. (2017). Portfolio assessment in Engineering: Student perspectives on effective implementation. *International Journal of Quality Assurance in Engineering and Technology Education*, 6 (2), 1-21.
- Harris, L., Davidson, C., & Aprile, K. (2015). Understanding teacher aides' definitions of reading: implications for classroom practice. *The Australian Educational Researcher*, 1-18. doi: 10.1007/s13384-015-0181-4
- Harris, L. R., & Aprile, K. T. (2015). 'I can sort of slot into many different roles': examining teacher aide roles and their implications for practice. *School Leadership & Management*, 1-22. doi: 10.1080/13632434.2014.992774
- Harris, L. R., Brown, G. T. L., & Harnett, J. A. (2015). Analysis of New Zealand primary and secondary student peer- and self-assessment comments: applying Hattie and Timperley's feedback model. *Assessment in Education: Principles, Policy & Practice*, 22(2), 265-281. doi: 10.1080/0969594x.2014.976541
- Harris, L., Brown, G. L., & Harnett, J. (2014). Understanding classroom feedback practices: A study of New Zealand student experiences, perceptions, and emotional responses. *Educational Assessment, Evaluation and Accountability*, 1-27. <https://link.springer.com/article/10.1007/s11092-013-9187-5>
- Brown, G. T. L., & Harris, L. R. (2014). The future of self-assessment in classroom practice: Reframing self-assessment as a core competency. *Frontline Learning Research*, 3, 22-30. <https://doi.org/10.14786/flr.v2i1.24>
- Harris, L. R., & Brown, G. T. L. (2013). Opportunities and obstacles to consider when using peer- and self-assessment to improve student learning: Case studies into teachers' implementation. *Teaching and Teacher Education*, 36(0), 101-111. <http://dx.doi.org/10.1016/j.tate.2013.07.008>
- Brown, G. T. L., & Harris, L. R. (2012). Student conceptions of assessment by level of schooling: Further evidence for ecological rationality in belief systems. *Australian Journal of Educational & Developmental Psychology*, 12, 46-59.
- Brown, G. T. L., Harris, L. R., & Harnett, J. A. (2012). Teacher beliefs about feedback within an Assessment for Learning environment: Endorsement of improved learning over student well-being. *Teaching and Teacher Education*, 28(7), 968-978.
- Harris, L. R. (2011). Phenomenographic perspectives on the structure of conceptions: The origins, purposes, strengths, and limitations of the what/how and referential/structural distinctions. *Educational Research Review*, 6(2), 109-124.

- Harris, L. R. (2011). Secondary teachers' conceptions of student engagement: Engagement in learning or in schooling? *Teaching and Teacher Education*, 27(376-386).
- Irving, S. E., Harris, L. R., & Peterson, E. R. (2011). "One assessment doesn't serve all the purposes" or does it?: New Zealand teachers describe assessment and feedback. *Asia-Pacific Education Review*, 12(3), 413-426.
- Harris, L. R., & Brown, G. T. L. (2010). Mixing interview and questionnaire methods: Practical problems in aligning data. *Practical Assessment, Research, and Evaluation*, 15(1), 1-19.
- Harris, L. R. (2010). Delivering, modifying or collaborating? Examining three teacher conceptions of how to facilitate student engagement. *Teachers and Teaching: Theory and Practice*, 16(1), 131-151.
- Harris, L. R., & Brown, G. T. L. (2009). The complexity of teachers' conceptions of assessment: Tensions between the needs of schools and students. *Assessment in Education: Principles, Policy, & Practice* 16(3), 365-381.
- Brown, G. T. L., & Harris, L. R. (2009). Unintended consequences of using tests to improve learning: How improvement-oriented resources heighten conceptions of assessment as school accountability. *Journal of Multidisciplinary Evaluation* 6(12), 68-91.
- Harris, L. (2008). A phenomenographic investigation of teacher conceptions of engagement in learning. *Australian Educational Researcher*. 35(1), 57-79
- Irvin, L. (2005). Using theories of awareness to strengthen phenomenographic analysis. *International Journal of Learning*, 12(4), 285-292.

## Reports

- Wyatt-Smith, C., Adie, L., & Harris, L. (2018). *Evidentiary decision-making: The nature and function of data walls as data visualisation*. Unpublished report for the Independent Education Union (NSW/ACT Branch). Brisbane, Australia: Learning Sciences Institute Australia, Australian Catholic University.

## Awards

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| 2017      | Central Queensland University School of Education and the Arts Dean's Award for Outstanding Research: Mid-Career Research Award   |
| 2014      | American Educational Research Association Classroom Assessment SIG Distinguished Paper Award for Harris, L. R., Brown, G. T. L., & Harnett, J. A. (2014, April 3-7). <i>Classifying feedback: Identifying the content of New Zealand students' written peer- and self-assessment comments using Hattie &amp; Timperley's feedback typology</i> . Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA. |
| 2006      | Australian Association for Research in Education Postgraduate Travel Award  |
| 2004-2006 | Australian Postgraduate Award Scholarship   |

## Scholarly contributions

### Current Professional Memberships

- Australian Association for Research in Education
- American Educational Research Association
- Queensland College of Teachers (Full teacher registration)
- Queensland Teachers' Union

### Previous Professional Memberships

- European Association for Research on Learning and Instruction
- State of California Teacher Registration (USA)
- State of Washington Teacher Registration (USA)

## **Invited reviewer**

### **Books**

- Routledge Press Book Proposals
- Book chapters for books including Bearman, Dawson, Ajjawi, Tai, and Boud's *Meeting the needs of diverse students: Possibilities and challenges for assessment in a digital age* and McInerney, Brown, and Liem's *Student perspectives on assessment: What students can tell us about improving school outcomes*.

### **Conferences**

- AERA Classroom Assessment SIG proposals
- AARE Assessment SIG proposals

### **Journals**

- Assessment in Education
- Assessment Matters
- Contemporary Educational Psychology
- Educational Assessment
- Educational Psychology
- Evaluation and Program Planning
- Frontiers in Education
- International Journal of Educational Research
- International Journal of Educational and Psychological Assessment
- International Journal of Lifelong Education
- International Journal of School & Educational Psychology
- Journal of Educational Change
- PLOS One
- Research in Science and Technological Education
- Teaching and Teacher Education
- The Teacher Educator
- Studies in Educational Evaluation