

Associate Professor Laura Scholes

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Work history

Position	Organisation	Years
Associate Professor Principal Research Fellow	ILSTE, ACU and the Australian Research Council DECRA Fellow	2019-present
Senior Research Fellow	Faculty of Education, Queensland University of Technology (QUT) & Australian Research Council DECRA Fellow	2017-2018
Research Fellow	Faculty of Education, QUT	2013-2016
Senior Research Assistant	Faculty of Education, QUT	2010-2012
Lecturer Level B	Education, University of the Sunshine Coast	2008-2010

Education

Qualifications	Organisation	Completed
Doctor of Philosophy	School of Education, The University of Queensland (UQ)	2011
Master of Arts (Justice Studies)	Faculty of Law, Queensland University of Technology (QUT)	2000
Bachelor of Education	Faculty of Education, QUT	1996

Thesis

Scholes, L. (2011). *Boys, masculinity and reading: Exploring differences amongst male readers*. The University of Queensland, Doctoral dissertation.

Fields of educational expertise

- Boys and reading
- Gender and literacy
- Masculinities and schooling
- Reading and disadvantage
- Reading in science classrooms
- Epistemic cognition and reading
- Development of children's epistemic cognition

Expertise in qualitative, quantitative and mixed research design methodologies

- Survey design and analysis
- Interview research design and analysis
- Large scale longitudinal mixed method design
- Stimulated recall interview methods
- Scenario based interview methods
- Ethnography – early childhood, primary, middle school settings

Funded research

Competitive grants

Years	Grants	Funding
2017-2020	Australian Research Council. Discovery Early Career Research Award (DECRA) DE170100990. Scholes lead CI. <i>Investigating how to challenge masculinities associated with boys' failure in reading.</i>	\$377,000
2018-2019	Brisbane Catholic Education. Scholes lead CI with Lunn, J., Walker, S. (QUT, Johansson, E. (University Stavanger, Norway). PI: Lawson, V. (Principal of St Francis Xavier Catholic Primary School). <i>Helping children to reason about moral values for social inclusion: A longitudinal study.</i>	\$8,000
2018-2019	URIPA Seed Funding, University of Adelaide. CIs Stahl, G., Scholes, L., Comber, B (UniSA) & Lunn, J. (QUT). <i>The nexus of literacy and science epistemic beliefs: Understanding students' gendered science participation.</i>	\$10,000
2018	QUT Faculty Research Seed Funding. CIs Walker, S., Lunn, J. & Scholes, L. <i>Executive function and epistemic cognition in early childhood.</i>	\$8,350
2016	Australian Research Council. Linkage Scheme LP140100613. Scholes Project Manager with - Burnett, B., Lampert, J., Comber, B. PI: Ferguson, A. <i>Exceptional teachers for disadvantaged schools: A longitudinal study of graduates at work in low socioeconomic status schools.</i>	\$345,000
2013-2015	Australian Research Council. Discovery Scheme DP130102136. Scholes Project Manager with - Lunn, J., Walker, Johansson, E & Berthelsen, D. <i>Changing relationships between children's moral reasoning for inclusion and epistemic beliefs in early years primary classrooms.</i>	\$380,000
2014	QUT Faculty Project. CIs Lunn, J., Davis, J., Farrell, A. & Scholes, L. <i>Understanding teaching, learning and leadership in elementary teacher education in Papua New Guinea.</i>	
2013	Young and Well Cooperative Research Centre. CIs Johnson, D. (QUT), Jones, C. (USC), & Scholes, L. <i>Gaming in the lives of boys.</i>	\$53,850
2012-2013	Telstra Foundation: CIs Jones, C., Scholes, L. et al. <i>Orbit: The feeling safe sexual abuse prevention project.</i>	\$538,000

Publications

Books

- Scholes, L. (2018). *Boys, masculinities and reading: Gender identity and literacy as social practice*. Critical studies in gender and sexuality in education series. New York, NY: Routledge.
- Lunn-Brownlee, J., Johansson, E., Walker, S., & Scholes, L. (2017). *Teaching for active citizenship. Personal Epistemology and Practices in Early Education Classrooms*. Abingdon, United Kingdom: Routledge Books.
- Nagel, M., & Scholes, L. (2016). *Understanding child development and learning*. Melbourne, Vic: Oxford University Press.

Book chapters

- Scholes, L. (2020). Social and cultural influences on academic achievement. In S. Hupp & J. Jewell (Eds.), *Encyclopaedia of child and adolescent development*, Malden MA: Wiley & Sons. [doi 10.1002/9781119171492.wecad376](https://doi.org/10.1002/9781119171492.wecad376)
- Lunn Brownlee, J., Walker, S., Scholes, L., Johansson, E., & Ryan, M. (2018). New insights on learning for active citizenship in the Australian context: A focus on children's epistemic reflexivity (pp. 69-87), In E. Johansson, A. Emilson & P. Anna-Maija (Eds.), *Values education in early childhood: Concepts, approaches and practices*. New York, NY: Springer. [doi. 10.1007/978-3-319-75559-5_5](https://doi.org/10.1007/978-3-319-75559-5_5)
- Nagel, M., & Scholes, L. (2017). Gender, diversity and engagement in the classroom. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Inclusivity, diversity and engagement in Australian schools* (3rd ed.). Melbourne: Oxford University Press.
- Scholes, L., Lunn, B., Davis, J. & Farrell, A. (2016). Understanding the role of gender in effective leadership in elementary teacher education in Papua New Guinea. In A. Farrell & I. Pramling Samulesson (Eds.), *Diversity: Intercultural learning and teaching in the early years*. Melbourne, Vic: Oxford University Press.

Nagel, M. & Scholes, L. (2013). Gender, diversity and engagement in the classroom, In M. Hyde, L. Carpenter, & R. Conway (Eds.), *Inclusivity, diversity and engagement in Australian schools* (2nd ed.), Melbourne: Oxford University Press.

Peer reviewed articles

- Scholes, L. (in press 2020). Recognition of boys as readers through a social justice lens. *British Journal of Sociology of Education*.
- Walker, S., Lunn, J., Scholes, L. & Johansson, E. (2020). The development of children's epistemic beliefs across the early years of elementary school: A longitudinal study. *British Journal of Educational Psychology*, 90(2), 266-281. [doi:10.1111/bjep.12280](https://doi.org/10.1111/bjep.12280)
- Scholes, L., & Stahl, G. (2020). I'm good at science but I don't want to be a scientist. *International Journal of Inclusive Education*. [doi:10.1080/13603116.2020.1751316](https://doi.org/10.1080/13603116.2020.1751316)
- Jones, C., Scholes, L., Rolfe, B., & Stieler-Hunt, C. (2020). A serious-game for child sexual abuse prevention: An evaluation of orbit. *Child Abuse & Neglect*, 107, 104569. [doi: 10.1016/j.chiabu.2020.104569](https://doi.org/10.1016/j.chiabu.2020.104569)
- Scholes, L. (2019). Popular Girls Aren't into Reading: Reading as a Site for Working-Class Girls' Gender and Class Identity Work. *Critical Studies in Education*. [doi:10.1080/17508487.2019.1601633](https://doi.org/10.1080/17508487.2019.1601633)
- Scholes, L. (2019). Differences in attitudes towards reading and other school-related activities among boys and girls. *Journal of Research in Reading*, 42(3-4), 485-503. [doi:10.1111/1467-9817.12279](https://doi.org/10.1111/1467-9817.12279)
- Stahl, G., Scholes, L., McDonald, S., & Lunn, J. (2019). Middle Years Students' Engagement with Science in Rural and Urban Communities in Australia: *Pedagogy, Culture and Society*. Exploring Science Capital, Place-based Knowledges and Familial Relationships. [doi: 10.1080/14681366.2019.1684351](https://doi.org/10.1080/14681366.2019.1684351)
- Walker, S., Scholes, L. & Lunn Brownlee, J. & Johansson, E. (2019). Young children's moral evaluations of inclusion and exclusion in play in cultural and aggressive stereotypic peer contexts. *International Journal of Inclusive Education*. [doi:10.1080/13603116.2019.1698061](https://doi.org/10.1080/13603116.2019.1698061)
- Lunn, J., Walker, S., Wallace, E., Scholes, L. & Johansson, E. (2019). Reasoning about social inclusion over the early years of primary school: a focus on epistemic cognition. *European Early Childhood Education Research Journal*, 27(5), 616-629, doi.org/10.1080/1350293X.2019.1651958
- Lunn, J., Walker, S., Wallace, E., Scholes, L. & Johansson, E. (2019). A longitudinal study of children's thinking about right and wrong in the early years of school, *Australian Educational Researcher*. <https://link.springer.com/article/10.1007/s13384-019-00306-6> Online first.
- Scholes, L. (2018). Working-class boys' relationships with reading: Contextual systems that support working-class boys' engagement with, and enjoyment of, reading. *Gender and Education*, 31(3), 344-361, [doi:10.1080/09540253.2018](https://doi.org/10.1080/09540253.2018).
- Scholes, L. (2017). Books are boring! Books are fun! Boys' polarized perspectives on reading. *Boyhood Studies: An Interdisciplinary Journal*, (11), 77-98. doi.org/10.3167/bhs.2017.100205
- Scholes, L., Lampert, J., Burnett, B., Comber, B., Hoff, L. & Ferguson, A. (2017). The politics of quality teacher discourses: Implications for preservice teachers in high poverty schools. *Australian Journal of Teacher Education*, 42(4), 19-43. Advance online publication. <http://ro.ecu.edu.au/ajte/vol42/iss4/3>.
- Scholes, L. Lunn, J., Walker, S., & Johansson, E. (2017). Changes in children's reasoning about the social inclusion of aggressive children over the early years of elementary school. *International Journal of Inclusive Education*, 21(10), 991-1010, [doi: 10.1080/13603116.2017](https://doi.org/10.1080/13603116.2017)
- Lunn Brownlee, J., Scholes, L., Waker, S., & Johansson, E. (2016). Critical values education in the early years: alignment of personal epistemologies and practices for active citizenship, *Teaching and Teacher Education*, 59, 261-273. doi.org/10.1016/j.tate.2016.06.009
- Scholes, L., Lunn Brownlee, J., Walker, S., Johansson, E., Lawson, V. & Mascadri, J. (2016). Promoting social inclusion in the early years of elementary school: A focus on children's epistemic beliefs for moral reasoning. *International Journal of Inclusive Education*, 21(5), 507-520. [doi: 10.1080/13603116.2016.1223181](https://doi.org/10.1080/13603116.2016.1223181)
- Scholes, L. (2015). Clandestine readers: Boys' and girls' descriptions of going 'undercover'. *British Journal of Sociology of Education*, 36(3), 359-374. [doi:10.1080/01425692.2013.826899](https://doi.org/10.1080/01425692.2013.826899)
- Scholes, L., Nagel, M., & Jones, C. (2014). Boys and CSA prevention: Issues surrounding gender and approaches for prevention. *Australian Journal of Teacher Education*, 39(11). doi.org/10.14221/ajte.2014v39n11.1.
- Scholes, L., Jones, C., Stieler-Hunt, C., & Rolfe, B. (2014). Serious games for learning: Games-based child sexual abuse prevention in schools. *International Journal of Inclusive Education*, 18(9), 934-956.
- Jones, C., Scholes, L., Johnson, D. & Katsikitis, M. (2014). Gaming well: Links between videogames and flourishing mental health. *Frontiers in Psychology*, 5 (260), 1-8.
- Scholes, L. (2013). Boys, masculinity and literacy: The influence of notions of masculinity on educational outcomes. *Journal on Masculinities and Social Change*. Spanish journal known as *Masculinidades y Cambio Social- MCS*. 2(2), 194-220. Published in English, Spanish, Catalan, Euskera and Galician. doi.org/10.4471/MCS.2013.29
- Brownlee, J., Scholes, L., Farrell, A., Davis, J. & Cook, D. (2012). Learning to lead: A social justice perspective on understanding elementary teacher leadership in Papua New Guinea. *Australian Journal of Teacher Education*, 37(4), 18-35. <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1754&context=ajte>.

- Scholes, L., Jones, C., Stieler-Hunt, C., Rolfe, B. & Pozzebbon, K. (2012). The teachers' role in child sexual abuse prevention programs: Implications for teacher education. *Australian Journal of Teacher Education*, 37(11). doi.org/10.14221/ajte.2012v37n11.5
- Scholes, L. & Nagel, M. (2012). Engaging the creative arts to meet the needs of twenty-first-century boys. *International Journal of Inclusive Education*, 16(10), 969-984.
- Scholes, L. & Nagel, M. (2010). 21st Century education and enhancing educational outcomes for boys through the creative arts. *Curriculum Perspectives*, 30(3), 9-19.
- Scholes, L. (2010). Boys, masculinity and reading: Deconstructing the homogenizing of boys in literacy classrooms. *International Journal of Learning*, 17(6), 437-450.
- Scholes, L. & Nagel, M. (2010). Engaging boys in literacy through the creative arts in a multiage classroom. *Journal of Multiage Education*, 4(1), 3-4.
- Scholes, L. & Nagel, M. (2009). The creative arts and enhancing education for boys in the middle years. *The Australian Journal of Middle Schooling*, 9(2), 5- 11.

Reports

- Scholes, L. (2018). Doing Gender. Exploring the affective dimensions of doing gender and relationships in spaces of learning. Deakin University Symposium. Deakin Research for Educational Impact (REDI). Report https://www.deakin.edu.au/data/assets/pdf_file/0004/1902649/Doing_Gender.pdf
- Johnson, D., Jones, C., Scholes, L. (2013). *Videogames and wellbeing: A comprehensive review*. Games Research Group, Young and Well Cooperative Research Centre, Melbourne. https://www.youngandwellcrc.org.au/wp-content/uploads/2014/03/Videogames_and_Wellbeing.pdf
- Stieler-Hunt, C., Scholes, L., Mclean, L., & Mclean, R. (2013). *Orbit teacher guide. Online child sexual abuse prevention program teacher guide*. Available at [www.http.orbit.com.au/educators](http://www.orbit.com.au/educators)
- Scholes, L., (2009). *Orbit: The feeling safe sexual abuse prevention project 'Training, Reports and Disclosures'*, Research report to Telstra.

Media

- Scholes, L. (2020, 10 June, 5pm). The mad scientist stereotype still exists. The Drive time show on ABC Radio in Sydney with Richard Glover (71,000 listeners). [702 ABC Sydney at June 10th 2020 5:06 PM](https://www.abc.net.au/702-sydney/702-abc-sydney-at-june-10th-2020-5:06-pm)
- Scholes, L. (2020, 10 June). Media stereotypes confound kids' science ambitions. Science News. <https://www.sciencedaily.com/releases/2020/06/200610094104.htm>
- Scholes, L. & Stahl, G. (2020, 11 June). While some science stereotypes change, others confound kids' ambition. Australia's Science Channel. <https://australiascience.tv/while-some-science-stereotypes-change-others-confound-kids-science-ambition/>
- Scholes, L. (2019, November). Reading for pleasure in Australian primary schools. Where is the pleasure? Blog for research-informed professional website based on Teachers as Readers: Building Communities of Readers <https://researchrichpedagogies.org/research/reading-for-pleasure>
- Scholes, L. (2019, June). Book-loving boys bust reading myth. The Courier- Mail newspaper, News page 3, 22 June also the Herald Sun, the Daily Telegraph, and the Adelaide Advertiser following a MCERA release.
- Scholes, L. (2018). Enjoyment of reading, not the mechanics of reading can improve literacy for boys. *The Conversation*.
- Scholes, L. (2018). Schools Must Do More To Improve Boys' Reading. Australian Men's Health Forum. <https://www.amhf.org.au/schools-must-do-more-to-improve-boys-reading>
- Scholes, L. (2018). Enjoyment of reading improves boys' literacy. Australian Mens's Health Forum. <https://www.amhf.org.au/enjoyment-of-reading-improves-boys-literacy>
- Scholes, L. (2018, Nov). Working-class boys and reading. *ABC Radio Brisbane*, Afternoons with Katherine Feeney. Radio segment.
- Scholes, L. (2018, Nov). Overcome stereotypes to nurture working class boys' love of reading. Newsroom, Taylor & Francis. <https://newsroom.taylorandfrancisgroup.com/overcome-stereotypes-nurture-working-class-boys-love-reading/>
- Scholes, L. (2018, Nov). Reading's for tough guys. *Education Today News*. <http://www.educationtoday.com.au/news-detail/Reading-4266>
- Scholes, L. (2018, April). Expert Comment. Phonics test misdirects efforts. Media Centre for Educational Research (MCERA). QUT Faculty outlets, Facebook, Twitter.
- Scholes, L. (2018, Apr). Experts respond to trial of phonics test. The Educator Australia. <https://www.theeducatoronline.com/au/news/experts-respond-to-trial-of-phonics-test/249124>
- Scholes, L. (2018, Nov). Overcome stereotypes to nurture working-class boy's love of reading. *Media Release. Media Centre for Educational Research (MCER)*.
- Scholes, L. (2018, Nov). School News. Overcome stereotypes to nurture working-class boy's love of reading. 7 November. *Education HQ*, Australia. <https://au.educationhq.com/news/53967/overcoming-stereotypes-to-nurture-working->

- Scholes, L. (2018, Sep). Letting kids discover the joys of reading. Macclesfield Primary School, South Australia. *Newsletter*. http://www.maccyps.sa.edu.au/downloads/2018-09-20_231439_newsletter%20no.%2016%202018.pdf
- Scholes, L. (2018, Aug). Letting kids discover the joys of reading. *Informed Sources*, No. 12. Media Centre for Educational Research (MCER).
- Scholes, L. (2018, March). Enjoyment of reading, not mechanics of reading, enhances reading outcomes for boys. *The Conversation*. <https://theconversation.com/enjoyment-of-reading-not-mechanics-of-reading-can-improve-literacy-for-boys-91321>
- Scholes, L. (2018, April). Expert Comment. Phonics test misdirects efforts. *Media Centre for Educational Research* (MCER).
- Scholes, L. (2018, May). New research aims to break stereotype about boys and books. *QUT Faculty News*. Multiple outlets.

Scholarly contributions and service

Editorial roles

Role	Publication	Dates
Editorial board	Australian Journal of Language and Literacy	2018 -
Invited reviewer	Journal of Reading Research	Current
Invited reviewer	Teaching and Teacher Education	Current
Invited reviewer	Critical Studies in Education	Current
Invited reviewer	Masculinities and Social Change	Current
Invited reviewer	International Journal of Inclusive Education	Current
Invited reviewer	International Journal of Educational Development	Current
Invited reviewer	Pedagogies: An International Journal	Current
Invited reviewer	Routledge monograph series	Current

Executive Leadership of Learned Societies

- American Educational Research Association, Dr Scholes is serving a term of 3 years on the Executive Committee of the American Educational Research Association (Washington DC), Bourdieu in Education SIG, connecting key literacy educators worldwide.
- Leadership as AERA SIG Co-Chair/President (2019-2022).

Awards

- 2018 QUT Outstanding Publication Achievement Award. Faculty of Education. Scholes, L. Routledge Publication.
- 2018 QUT Publication First Award. Faculty of Education. Scholes, L. Sole authored monograph.
- 2017 Discovery Early Career Research Award (2017-2019) (\$377,000). Australian Research Council.
- 2014 QUT Vice-Chancellor's Award for Excellence in the category of "Mixed team" (academic and professional staff) for "Partnerships and Engagement" for the JIFEE (Jiangsu International Foundation for Education Excellence) program at Hongwen College, Suzhou, China.
- 2011 The University of Queensland Dean's Award for Research Higher Degree Excellence, Thesis. Fewer than ten per cent of PhD graduates are recognized.
- 2011 Australian Association for Research in Education (AARE) Postgraduate Student Research Award (\$1,000). Award for paper based on originality, contemporary significance and /or scholarly relevance, conceptual, methodological and theoretical innovation.
- 2011 The University of Queensland Carolyn D Baker Research Scholarship (\$2,500).
- 2010 The University of Queensland, School of Education, Postgraduate Publication Award, PhD publishing – recognition of quality of publications.
- 2009 The University of Queensland Research Scholarship – PhD (\$23,000 pa).
- 2000 Australian Postgraduate Scholarship – Master of Arts (Justice Studies) scholarship.

Memberships

- Australian Association for Research in Education, Australia
- American Educational Research Association, Washington DC, United States
- British Educational Research Association, United Kingdom
- European Educational Research Association, Germany
- Australian Literacy Educators' Association, South Australia

Invited reviewer

- Routledge, New York. International research monograph reviewer; Oxford University Press
- International Journal of Educational Development
- International Journal of Inclusive Education
- Australian Journal of Language and Literacy
- Pedagogies: An International Journal; Masculinities and Social Change
- Critical Studies in Education; Teaching and Teacher Education
- International Journal of Learning; British Medical Journal

Service internal

- Faculty Academic Board, ACU 2020 – current
- Faculty Ethics Advisor, QUT 2018 – 2019
- Faculty Research Program Committee, QUT 2018 – 2019
- Faculty Health and Safety Committee, QUT 2017 – 2019
- Research Group - Literacy, Culture and Digital Media, QUT 2016 – 2019
- Research Group – Childhoods in changing contexts, QUT 2016 – 2019
- Vacation Research Scholarship Mentor, QUT, 2016-2018
- Chair of Thesis panels and as HDR Nominee, QUT & ACU
- Presenter of research workshops for QUT university staff and PhD students, 2018
- Revisions of Faculty of Education program units for reaccreditation, USC, 2009

Service external

- International assessor American Education Research Association (AERA)
- Australian Research Council (ARC) Grant Reviewing
- Presenting DECRA Grant Writing Workshops Series, University of South Australia
- Chair of International Research Symposia Sessions, AERA, 2018
- Chair of multiple International Research Symposia Sessions, ECER, 2017-2019
- Chair of International Research Symposia Sessions, BERA, 2019
- Chair of multiple Research Symposia Sessions, AARE, 2016-2019