

Associate Professor Laura Scholes

A: Institute for Learning Sciences & Teacher Education
Level 4, 229 Elizabeth Street, Brisbane CBD, QLD, 4000
GPO Box 2587, BRISBANE, QLD, 4001

T: +61 7 3861 6177

E: Laura.Scholes@acu.edu.au

O: orcid.org/0000-0002-8849-2825

Work history

Position	Organisation	Years
Associate Professor, Research	Institute for Learning Sciences and Teacher Education, ACU.	2019-present
Principal Research Fellow	Australian Research Council DECRA Fellow	2017-2021
Senior Research Fellow	Faculty of Education, Queensland University of Technology (QUT)	2015-2018
Research Fellow	QUT	2013-2015
Research Associate	QUT	2010-2012
Lecturer Level B	Education, University of the Sunshine Coast	2007-2010
Head of Early Years Literacy	Department of Education, Queensland	2003-2006
Primary/Early Years Teacher	Department of Education, Queensland	1997-2006

Education

Qualifications	Organisation	Completed
Doctor of Philosophy	School of Education, The University of Queensland	2011
Master of Arts (Justice Studies)	Faculty of Law, Queensland University of Technology	2000
Bachelor of Education	Faculty of Education, Queensland University of Technology	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, masculinity, and reading
- Gender, learner identities, and literacy across the curriculum
- Digital practices, decoding texts, and learning (e.g. video gaming)
- Evaluative reading and sourcing texts in the digital age
- Epistemic cognition and evaluative reading
- Development of children's epistemic cognition for critical thinking

Expertise in qualitative, quantitative and mixed research design methodologies

- Survey design and analysis
- Interview 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
2021	Education Horizon research grant, Department of Education, Qld. <i>Education Futures: Evidence-based innovations for Queensland schooling and workforce</i> . Scholes, L. lead CI. With Mills, K., Gutierrez, A. & Friend, L.	\$129,000
2017-2021	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
2021-2022	University of Sunshine Coast. <i>Teaching online sourcing in the digital age</i> . Nagel, M. & Scholes, L.	\$10,000
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 Research Associate 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 Research Associate 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> .	n/a
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

- Mills, K., Unsworth, L., & Scholes, L. (in press 2022). *Literacy for digital futures: Mind, body, text*. New York, New York: Routledge.
- 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. (in press 2022). Mind and materiality of digital reading. In Mills, Unsworth & Scholes *Literacy for digital futures: Mind, body, text*. New York, New York: Routledge.
- Scholes, L. (in press 2022). Critically evaluating multiple sources for digital futures. In Mills, Unsworth & Scholes, *Literacy for digital futures: Mind, body, text*. New York, New York: Routledge.
- Scholes, L. (in press 2022). Video games for literacy learning across the curriculum. In Mills, Unsworth & Scholes, *Literacy for digital futures: Mind, body, text*. New York, New York: Routledge.

- Mills, K., Scholes, L., & Unsworth, L. (in press 2022). Beyond Education for industry 4.0: Next-generation literacies. In Mills, Unsworth & Scholes, *Literacy for digital futures: Mind, body, text*. New York, New York: Routledge.
- Mills, K., Unsworth, L. & Scholes, L. (in press 2022). Future-proofing the literacy curriculum. In Mills, Unsworth & Scholes, *Literacy for digital futures: Mind, body, text*. New York, New York: Routledge.
- 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.
- 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.
- 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., & McDonald, S. (in press 2021). Year 3 student career choices: Exploring societal changes in constructions of masculinity and femininity in career choice justifications. *British Educational Research Journal*.
- Scholes, L., Wallace, E., (in press 2021). Children's epistemic reasoning about social inclusion. *British Educational Research Journal*.
- Mills, R., Scholes, L., McDonald, S. Stahl, G., Comber, B., & Lunn, J. (in press 2021). Children's ethnogeographies of place and science-related career aspirations, *International Journal of Science Education*.
- Scholes, L., Mills, K., & Wallace, E. (2021). Boys' gaming identities and opportunities for learning. *Learning, Media and Technology*. <https://www.tandfonline.com/doi/full/10.1080/17439884.2021.1936017> Open Access
- Scholes, L. (2021). Year 3 boys' and girls' enjoyment for reading across economic demographics in Australia. Implications for boys and students from lower SES communities. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2021.1941319> Open Access
- Scholes, L., Stahl, G., Comber, B., McDonald, S., Lunn, J. (2021). We don't read in science. Student perceptions of literacy and learning in science classrooms. *Cambridge Journal of Education*. <https://doi.org/10.1080/0305764X.2020.1860192>
- Lunn, J., Ferguson, L., Scholes, L. et al., (2021). Exploring Australian middle school students' science epistemic beliefs: Implications for measurement. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2020.101719>
- Mascadri, J., Lunn, J., Johansson, E., Scholes, L., Walker, S., & Berthelsen, D. (2021). Children's perspectives on why and when teachers listen to their ideas. *International Journal of Educational Research*. <https://authors.elsevier.com/c/1cZgI38nswZQBj>
- Scholes, L., Spina, N. & Comber, B. (2020). Disrupting the "boys' don't read" discourse: Primary school boys' stories of a love of reading fiction. *British Educational Research Journal*. <https://doi.org/10.1002/berj.3685> Open Access
- Scholes, L. (2020). Recognition of boys as readers through a social justice lens. *British Journal of Sociology of Education*, 41(7), 975-991. <https://doi.org/10.1080/01425692.2020.1802227>
- Lunn, J., Ferguson, L., Scholes, L. et al. (2020). Exploring Australian middle school students' science epistemic beliefs: Implications for measurement. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2020.101719>
- Scholes, L., & Stahl, G. (2020). I'm good at science but I don't want to be a scientist. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2020.1751316>
- 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. <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*. <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. <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*, 62(2), 179-194. <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. <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*. <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*. <https://doi.org/10.1080/13603116.2019.1698061>
- Lunn, J., Walker, S., 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. <https://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*, 46, 863 - 878. <https://doi.org/10.1007/s13384-019-00306-6>
- 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. <https://doi.org/10.1080/09540253.2018.1533921>
- Scholes, L. (2017). Books are boring! Books are fun! Boys' polarized perspectives on reading. *Boyhood Studies: An Interdisciplinary Journal*, (11), 77-98. <https://doi.org/10.1080/01425692.2020.1802227>
- 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. <https://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. <https://doi.org/10.1080/13603116.2017.1325075>
- 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. <https://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. <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. <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). <http://dx.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. <https://doi.org/10.3389/fpsyg.2014.00260>
- 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. <https://ro.ecu.edu.au/ajte/vol37/iss4/2/>
- Scholes, L., Jones, C., Stieler-Hunt, C., Rolfe, B. & Pozzebon, K. (2012). The teachers' role in child sexual abuse prevention programs: Implications for teacher education. *Australian Journal of Teacher Education*, 37(11). <http://dx.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. <https://doi.org/10.1080/13603116.2010.538863>
- 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 (select)

- Scholes, L. (2021, 15 July). Boys prefer non-fiction? Challenging the myth. *Teacher Magazine*, Australian Council for Educational Research.
Aus: https://www.teachermagazine.com/au_en/articles/boys-prefer-non-fiction-challenging-the-myth.
Southeast Asia stream: https://www.teachermagazine.com/sea_en/
Translation in Bahasa: https://www.teachermagazine.com/sea_id/
- Scholes, L. (2021, 7 July). Boys dislike for reading fiction is actually fiction. Breakfast Radio with Gareth Parker GPR News Talk, Perth. <https://drive.google.com/file/d/1XY1FaEPKP0yOfFWP8-8FLXjSRNmoPrT3/view?usp=sharing>
- Scholes, L. (2021, 12 July). Study: Discovered a myth that boys dislike fiction reading is untrue. <https://mixpoint.in/breaking-news/2021/07/study-discovered-a-myth-that-boys-dislike-fiction-reading-is-untrue/>
- Scholes, L. (2021, 5 July). Right class, get out your tablets and play Minecraft. *Sun Herald, The Courier Mail, Daily Telegraph, The Herald Sun, The Advertiser, Gold Coast Bulletin, Geelong Advertiser, NT News and The Mercury*. Print audience 2.92 million readers.
- Scholes, L. (2021, April). Why we have to stop telling boys they don't like reading. *Education HQ News*, Australia and New Zealand. <https://educationhq.com/news/why-we-need-to-stop-telling-boys-they-dont-like-reading-92973/#>
- Scholes, L., (2021, April). Why we have to stop telling boys they don't like reading. *ACU IMPACT online article ACU*. <https://www.impact.acu.edu.au/lifestyle/why-we-need-to-stop-telling-boys-they-dont-like-reading>
- 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/radionews/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 *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*.
- Scholes, L. (2018). Enjoyment of reading, not the mechanics of reading can improve literacy for boys. *The Conversation*. <https://theconversation.com/enjoyment-of-reading-not-mechanics-of-reading-can-improve-literacy-for-boys-91321>
- 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 nature 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

Executive Leadership of Learned Societies

- American Educational Research Association (AERA), 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.
- AERA SIG Co-Chair/President (2019-2022).
- AERA SIG Co-Chair Mentoring Program (2020-2022)

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 (2010 – current)
- American Educational Research Association, Washington DC, United States (2017 – current)
- British Educational Research Association, United Kingdom (2018 – current)
- European Educational Research Association, Germany (2017 – current)

- Australian Literacy Educators' Association, South Australia (2019 – current)
- Transnational Critical Literacies Network, United States (2018 – current)
- Literacy for Social Justice Research Centre, United Kingdom – International Associate (2021 – current)
- Engage Research Lab, University of the Sunshine Coast (2014 – current)
- Childhood in Changing Contexts, QUT (2016 – 2018)
- Literacies, Culture & Digital Media Research Group, QUT (2016 – 2018)
- Australian Literacy Educators' Association, South Australia (2019 – current)

Invited reviewer – current

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

Service internal

- ACU National Ethics Committee 2020 - current
- ACU Faculty Academic Board, ACU 2020 – current
- ACU Deputy Vice Chancellor – Research nomination for Advisory Group working on the VC's 2021 priority to “Strengthen Higher Degree Research Training” - current
- ACU Faculty RPRP Committee – current
- ACU Faculty of Law and Business Research Workload Review Panel – current
- ACU Faculty Promotion Committee, 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

- American Education Research Association (AERA) Co-president SIG 2019 - current
- American Education Research Association (AERA) Co-chair SIG Mentoring Program 2020 – current
- American Education Research Association (AERA) research assessor 2018 - current
- Literacy for Social Justice Research Centre, United Kingdom – International Associate - current
- Australian Research Council grant reviewer - Discovery, DECRA, Future Fellowships 2018 - current
- Chair of International Research Symposia Sessions, AERA, 2018 - current
- International assessor American Education Research Association (AERA)
- Australian Research Council (ARC) Grant Reviewing
- Presenting DECRA Grant Writing Workshops Series, University of South Australia 2019- ongoing
- 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