

Professor Kathy A. Mills

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

T: +61 7 3861 6234

E: kathy.mills@acu.edu.au

O: <https://orcid.org/0000-0003-1140-3545>

Work history

Position	Organisation	Years
Professorial Future Fellow Professor	ILSTE, ACU and the Australian Research Council Institute for Learning Science & Teacher Education, Australian Catholic University (ACU)	2019-2022 Dec 2016-
Associate Professor & Principal Research Fellow	Faculty of Education, Queensland University of Technology (QUT) & Australian Research Council DECRA Fellow	2015-2016
Senior Lecturer	QUT	2012-2015
Lecturer B.3	QUT	2011-2012
Australian Postdoctoral Research Fellow	Australian Research Council hosted by QUT	2009-2011
Lecturer	Christian Heritage College	2006-2009
Australian Postgraduate Research Award	QUT	2003-2006
Lecturer	Christian Heritage College	2001-2006
Head of Curriculum	Genesis Christian College	2000-2001
Primary Teacher	Genesis Christian College	1995-2001
Primary Teacher	Nambour Christian College	1995-2001

Education

Qualifications	Organisation	Completed
Graduate Certificate of Academic Practice	Queensland University of Technology (QUT)	2013
Doctor of Philosophy	QUT	2006
Graduate Diploma of Christian Studies	Australian College of Theology, ACT	2003
Master of Education	Christian Heritage College	2003
Bachelor of Education	Queensland Heritage College	1995

Thesis

Mills, K. A. (2006). *Multiliteracies: a critical ethnography: pedagogy, power, discourse and access to multiliteracies*. PhD thesis, Queensland University of Technology.

Fields of educational expertise

- Language and literacy education
- Multimodality and multiliteracies
- Sensory literacies
- Digital and media practices
- Writing and literacies pedagogies
- Socio-cultural, socio-spatial, and socio-material literacy research

Expertise in qualitative, quantitative and mixed research design methodologies

- Qualitative research methods
- Ethnography, including visual, critical ethnography
- Participatory Community Research
- Interview methods
- Online and video data
- Multimodal analysis
- Socio-linguistic analysis
- Big data for qualitative researchers

Research supervision fields

Current

Candidate	Enrolment	Topic
Garreth Wigg	Ed D 2021-current	Teaching with digital technologies for multimodal literacy outcomes in primary schools
Deirdre Tate	PhD 2019-current	Investigating key perspectives on oral language development at school entry
Federica Caccioppola	PhD 2019-current	Global citizenship education in two countries

Completed

Candidate	Completed	Topic
Lesley Friend	PhD, 2019	Classroom diversity and globalisation: A critical analysis of classroom action
Bessie Stone	PhD, 2018	The affordances of multiplayer games for the social interaction of students with ASD
Kuanhathai Kuadnok	PhD, 2017	Pedagogies and power relations implicated in English foreign language writing classrooms: A critical ethnography
Russell Mason	M Ed Thesis, 2016	Improving outcomes for adult learners
Jennifer Kay Duke	PhD, 2014	Empowering a curriculum for all: a critical ethnographic study of inclusive education
Yifeng Yuan	PhD, 2012	Pragmatics, perceptions and strategies in Chinese college English learning

Funded research

Fellowships

Year	Research	Funding
Jan 2019- Dec 2022	Future Fellowship, Australian Research Council: FT180100009: Mills, KA (Professorial Research Fellow). Sensory Orchestration for Multimodal Literacy Learning in Primary Education.	\$974,635.00
Jan 2014- Nov 2017	DECRA Fellowship, Australian Research Council: DE140100047: Mills, K.A. Developing the Multimodal Literacy Learning of Indigenous Australian Primary Students through Indigenous Ways of Knowing and Being.	\$395,218.00
2009- Jan 2011	Australian Post-Doctoral Award, Australian Research Council: LP0990289 within group Linkage Grant led by Woods: Digital Learning and Print Literacy: A Design Experiment for the Reform of Low Socio-economic, Culturally Diverse Schools	\$471,325.00

Competitive grants

Year	Grants	Funding
Jan 2019- Dec 2022	Australian Research Council, Future Fellowship. Grant ID: FT180100009: Mills, KA (Professorial Research Fellow). <i>Sensory Orchestration for Multimodal Literacy Learning in Primary Education.</i>	\$974,635.00
June 2019- June 2022	Australian Research Council, Discovery Scheme Grant ID: DP190100228: Coding Animated Narratives as Contemporary Multimodal Authorship in Schools, Unsworth, L, Mills, K.A. Falloon, G. & Burn A.	\$442,609.00
2015-2019	Australian Research Council, Linkage Scheme Grant ID: LP150100030: Mills, K.A., Unsworth, L., Ferguson, A., Williamson, M., Maksoud, T., Clay, R., Trembath, M. <i>Developing the Multimodal Language of Emotions of Low SES Primary Students.</i>	\$191,772.00
2014-2017	Australian Research Council, DECRA Fellowship ID: DE140100047: Mills, K.A. <i>Developing the Multimodal Literacy Learning of Indigenous Australian Primary Students through Indigenous Ways of Knowing and Being.</i>	\$395,218.00
2009-2012	Australian Research Council, Linkage Project ID: LP0990289: Woods, A.F., Luke, A., Dooley, K.T., Chandra, V., Mills, K.A. (Australian Post-Doctoral Research Fellow), Exley, B.E., Dezuanni, M.L., Davis, J., McCollow, J.E., McFarlane, L.L. <i>Digital Learning and Print Literacy: A Design Experiment for the Reform of Low SES, Culturally Diverse Schools.</i>	\$471,325.00

Other funded research

Year	Research	Funding
2013-2015	Queensland College of Teachers: Kelly, N., Reimann, P., Horsley, M., Mills, K.A, McCluskey, K., Sim, C., Kinnane, A. <i>Online community support for beginning teachers in remote and low SES schools.</i>	\$15,000.00
2013-2016	DEEWR REAP Tender, Evaluation and Analysis: RFT PRN28669 (Quotes supplied by QUT on request of DEEWR): Melvil, C., Lunn, J., Comber, B., Cooper, T., Farrell, A., Danby, S., Graham. L., Davis, J., Woods, Q., Walker, S., Walsh, K., Burnett, B., Hughes, H., Irvine, S., Lampert, J., Mills, K., Smeed, J., Ewing, B., Sarra, G.	Tender
2013-2014	Teaching & Learning Grant: Mills, K.A., Ritchie, S., Park, JiYong, Bellocchi, A. <i>Emotional States of Pre-Service Teachers during participation in Online Learning in Higher Education.</i>	\$1,400.00
2011-2012	Teaching & Learning Grant: Exley, B.E., Smeed, J., Dooley, K.T., Mills, K.A., Bradfield, K., King, D. <i>Pre-service teachers' self-preparation for the QCT pre-registration assessment task.</i>	\$10,000.00
2011-2013	ECARD Grant: Mills, K.A., Luke, A., Sunderland, N. <i>Sensory Ethnography of Well-being, Literacy, and Place in Logan-Beaudesert.</i> (Griffith University and Logan Health Coalition).	\$15,000.00

Publications

Edited Books

Mills, K. A., Stornaiuolo, A., Smith, A., & Pandya, J. (2018). *Handbook of writing, literacies, and education in digital cultures*. London, UK: Routledge. [Winner: 2018 Divergent Award for Excellence in 21st Century Literacies, USA, 51 international authors, 23 chapters, LP150100030, 2015–18]

Books

- Mills, K. A. (2019). *Big data for qualitative research*. London, UK: Routledge.
- Mills, K. A. (2016). *Literacy theories for the digital age: Social, critical, multimodal, spatial, material and sensory lenses*. New Perspectives in Language and Education. Multilingual Matters, Bristol, United Kingdom. [Winner: 2016 LRA Book Award, USA, DE140100047, 2014–17]
- Mills, K. A. (2011). *The multiliteracies classroom*. New Perspectives in Language and Education. Multilingual Matters, Bristol.

Book chapters

- Mills, K.A. & Friend, L. (In press). Researching children's virtual reality. In Serafini, F. (Ed.) *Beyond the Visual: Researching Multimodal Phenomena*. Teachers College Press, New York, NY.
- Mills, K.A. & Exley, B. (2020). Sensory Literacies: The Full Sensorium in Literacy Learning. In Yaden, D. & Rogers, T. Literacies and Language Education, *International Encyclopedia of Education*, 4th Edition [FT180100009, 2019-2022]
- Mills, K.A. (2020). Big Data in Qualitative Research. In Atkinson, P. (Ed.) *Sage Research Methods Foundations*. Sage, United Kingdom [FT180100009, 2019-2022]
- Mills, K.A. (2019). Foreword: The Spatial turn in Literacy Theory. In Pyles, D.G., Rish, R.M., Warner, J. *Negotiating Place and Space through Digital Literacies: Research and Practice* (p. ix-xiii). Information Age Publishing, Charlotte, NC [FT180100009, 2019-2022]
- Mills, K. A. & Dooley, J. (2019). Sensory ways to Indigenous multimodal literacies: Hands and feet tell the story. In J. Rennie, & H. Harper (Eds.), *Literacy education and Indigenous Australians: theory, education and practice*. Berlin, Germany: Springer. [DE140100047, 2014–17]
- Mills, K. A., Unsworth, L., & Barton, G. (2019). The digital mediation of emotions in late modernity. In R. Putulny, A. Bellocchi, R. Olson, S. Khorana, J. McKenzie, & M. Peterie (Eds.), *Emotions in late modernity*. Routledge Studies in the Sociology of Emotions. London, UK: Routledge/ CRC Press. [LP150100030, 2015–18]
- Bellocchi, A., Mills, K. A., Olson, R., Patulny, R., & McKenzie, J. (2019). Emotion work at the frontline of STEM teaching. In L. Bryan & K. Tobin (Eds.), *Critical issues and bold visions for Science education* (pp. 247–264). Rotterdam, The Netherlands: Sense Publications. [LP150100030, 2015–18]
- Mills, K. A., & Godley, A. (2018). Race and racism in digital media: What can critical race theory contribute to research on techno-cultures? In K. Mills et al. (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 111–122). London, UK: Routledge. [DE140100047, 2014–17]
- Mills, K. A., & Stornaiuolo, A. (2018). Digital diversity, ideology, and the politics of a writing revolution. In K. Mills, A. Stornaiuolo, A. Smith, & J. Zacher Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 1–10). London, UK: Routledge. [DE140100047, 2014–17]
- Mills, K. A., Unsworth, L., & Exley, B. (2018). Sensory literacies, the body and digital media. In K. Mills, A. Stornaiuolo, A. Smith, & J. Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 26–36). London, UK: Routledge. [LP150100030, 2015–18]
- Mills, K. A., & Unsworth, L. (2017). Multimodal literacy. In G. Noblit (Ed.), *Oxford research encyclopedia of education*. Oxford, UK: Oxford University Press. [LP150100030 2015–18]
- Mills, K. A. & Unsworth, L. (2016). The literacy curriculum: A critical review. In Wyse, D., Hayward, L., & Pandya, J. (Eds.), *The SAGE handbook of curriculum, pedagogy and assessment* (pp. 621–637). London: SAGE. [LP150100030, 2015–18]
- Mills, K. A. (2015). Doing digital composition on the social web: Knowledge processes in literacy learning. In Cope, B. & Kalantzis, M. (Eds.), *A pedagogy of multiliteracies: Learning by design*. (pp. 172–185). London: Palgrave Macmillan. [Invited by Professor Cope, USA, DE140100047, 2014–17]
- Mills, K. A. & Dreamson, N. (2015). Race, the senses, and the materials of writing practices. In J. Turbill, C. Brock, & G. Barton (Eds.), *Teaching writing in today's classrooms: Looking back to look forward* (pp. 298–312). Norwood, S.A.: Australian Literacy Educators' Association. [National invitation, DE140100047, 2014–17]
- Mills, K. A. & Comber, B. (2015). Socio-spatial approaches to literacy studies: Rethinking the social constitution and politics of space. In J. Rowsell, & K. Pahl (Eds.), *The Routledge handbook of literacy studies* (pp. 91–103). London: Routledge. [Invited by Professor Rowsell, Brock University Canada, DE140100047, 2014–17]
- Iyer, R., Kettle, M., Luke, A., & Mills, K. A. (2014). Critical applied linguistics. In C. Leung & B. Street (Eds.), *The Routledge companion to English studies* (pp. 317–332). London: Routledge. [NB: Authors equal contributors listed alphabetically, invited by Professor Brian Street, King's College London]
- Mills, K. A. & Comber, B. (2013). Space, place and power: The spatial turn in literacy research. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research in children's literacy, learning and culture* (pp. 412–423). London: Wiley-Blackwell Publishing Inc. [Invited by Prof Moll, USA]

Journal Articles

- Mills, K.A. & Stone, B. (2020 in press). Multimodal attitude in digital composition: Appraisal in elementary English. *Research in the Teaching of English*, 55(1). [LP150100030, 2015–18, ACU 4]
- Patulny, R., Mills, K.A., Bellocchi, A., Olsen, R., & McKenzie, J. (2020 in press). The emotional tradeoff between meaningful and precarious work in new economies. Special Issue: Meaningful Work, *Journal of Sociology*, IF 1.298.
- Mills, K. A., Stone, B. G., Unsworth, L., & Friend, L. (2020). Multimodal Language of Attitude in Digital Composition. *Written Communication*, 37(2) pp.135-166. [doi: 10.1177/0741088319897978](https://doi.org/10.1177/0741088319897978) LP150100030, 2015–18, IF 1.727]
- Unsworth, L., & Mills, K. A. (2020). English language teaching of attitude and emotion in digital multimodal composition. *Journal of Second Language Writing*, 47, 100712, pp. 1-17. [doi: 10.1016/j.jslw.2020.100712](https://doi.org/10.1016/j.jslw.2020.100712) [LP150100030, 2015–18, IF 3.077]
- Patulny, R., Bellocchi, A., Mills, K.A., McKenzie, J., & Olson, R. (2019). Happy, stressed, and angry: A national study of teachers' emotions and their management. *Emotions: History, Culture, Society*, 3(2), pp. 223-244. doi.org/10.1163/2208522X-02010058
- Mills, K., & Doyle, K. (2019). Visual arts: A multimodal language for Indigenous education. *Language and Education*, 33(6), 521-543. [DE140100047, 2014–17, IF 1.53]
- Stone, B., Mills, K.A. & Sagers, B. (2019) [Multiplayer games: Multimodal features that support friendships of students with autism spectrum disorder](https://doi.org/10.1080/13603116.2018.1426051). *Australasian Journal of Special and Inclusive Education*, 43(2), pp. 69-82.
- Pandya, J.Z., & Mills, K.A. (2019). Bakhtin and the carnival: Humour in school children's film making. *Language and Education*, 33(6), 544-559. [DE140100047, 2014–17, IF 1.53]
- McKenzie, J. E., Patulny, R. A., Bellocchi, A., & Mills, K. A. (2019). Emotion management and solidarity in the workplace: A call for a new research agenda. *The Sociological Review*, 67(3), pp. 672–688. [doi:10.1177/0038026118822982](https://doi.org/10.1177/0038026118822982) [LP150100030, 2015–18, IF 2.19]
- Olson, R. E., McKenzie, J., Mills, K. A., Patulny, R., Bellocchi, A. & Caristo, F. (2019). Gendered emotion management and teacher outcomes in secondary school teaching: A review. *Teaching and Teacher Education*, 80, April, 128–144. [doi:10.1016/j.tate.2019.01.010](https://doi.org/10.1016/j.tate.2019.01.010) [LP150100030, 2015–18, IF 2.686]
- Stone, B., Mills, K. A., and Sagers, B. (2019). Online multiplayer games for the social interactions of children with autism spectrum disorder: A resource for inclusive education. *International Journal of Inclusive Education* 23(2), 209–228. [doi:10.1080/13603116.2018.1426051](https://doi.org/10.1080/13603116.2018.1426051) [IF 1.053]
- Mills, K. A., & Unsworth, L. (2018). The multimodal construction of race: A review of critical race theory research. *Language and Education*, 32(4), 313–332. [doi:10.1080/09500782.2018.1434787](https://doi.org/10.1080/09500782.2018.1434787) [DE140100047, 2014–17, IF1.53, Q1 Language and Linguistics]
- Mills, K. A. (2018). What are the threats and potentials of big data for qualitative research? *Qualitative Research*, 18(6): [doi/full/10.1177/1468794117743465](https://doi.org/10.1177/1468794117743465) [LP150100030, 2015–18, IF 2.247, Q1 Social Sciences and Q1 History and Philosophy of Science]
- Mills, K. A., & Unsworth, L. (2018). iPad Animations: Powerful practices for adolescents' multimodal literacy and emotional language. *Journal of Adolescent and Adult Literacy*, 61(6), 609–620 [doi:10.1002/jaal.717](https://doi.org/10.1002/jaal.717) [LP150100030, IF1.128, SJR.588, Q1 Language and Linguistics]
- van Leent, L., & Mills, K. A. (2018). A queer critical media literacies framework in a digital age. *Journal of Adolescent and Adult Literacy*, 61(4), 401–411. [doi:10.1002/jaal.711](https://doi.org/10.1002/jaal.711) [IF1.128, SJR.588, Q1 Language and Linguistics]
- Mills, K. A., Bellocchi, A., Patulny, R., & Dooley, J. (2017). Indigenous children's multimodal communication of emotions through visual imagery. *Australian Journal of Language and Literacy*, 40(2), 95–108. [DE140100047, 2014–17, SJR.648, Q1 Language and Linguistics]
- Bellocchi, A., Mills, K. A., & Ritchie, S. M. (2016). Emotional experiences of preservice science teachers in online learning: The formation, disruption and maintenance of social bonds. *Cultural Studies of Science Education*, 11(3), 629–652. [2017 Best Paper Award, Springer, USA. SJR.265, Q1 Cultural Studies]
- Mills, K. A., Davis-Warra, J., Sewell, M., & Anderson, M. (2016). Indigenous ways with literacies: Transgenerational, multimodal, placed, and collective. *Language and Education*, 30(1), 1. [doi:10.1080/09500782.2015.1069836](https://doi.org/10.1080/09500782.2015.1069836) [DE140100047, 2014–17, IF1.53, Q1 Language and Linguistics]
- Rowell, J., Burke, A., Flewitt, R., Liao, H., Lin, A., Marsh, J., Mills, K. Prinsloo, M., Rowe, D. & Wohlwend, K. (2016) Humanizing digital literacies: A road trip in search of wisdom and insight. *The Reading Teacher*, 70(1), 121–129. [DE140100047, 2014–17, ACU 4, Q1 Language and Linguistics, co-authors equal and alphabetised after Rowell]

- Yuan, Y., Tangen, D., Mills, K. A., & Lidstone, J. (2015). Learning English pragmatics in China: An investigation into Chinese EFL learners' perceptions of pragmatics. *The Electronic Journal for English as a Second Language*, 19(1).
- Chandra, V. & Mills, K. A. (2014). Transforming the core business of teaching and learning in classrooms through ICT. *Technology, Pedagogy and Education*, 24(3), 285–301. [IF 1.481, ACU 4]
- Mills, K. A. & Exley, B. (2014). Narrative and multimodality in English language arts curricula: A tale of two nations. *Language Arts*, 92(2), 136–143. [Invited by NCTE, USA, DE140100047, 2014–17]
- Mills, K. A., Unsworth, L., Bellocchi, A., Park, J., & Ritchie, S. (2014). Children's emotions and multimodal appraisal of places: Walking with the camera. *Australian Journal of Language and Literacy*, 37(3) 171–181. [LP 0990289, 2009–13, SJR.648, Q1 Language and Linguistics]
- Mills, K. & Dooley, K. (2014). Teaching persuasive texts: Building a language of evaluation through hedging and moderated intensification. *Literacy Learning: The Middle Years*, 22(3), 33–41. [Invited issue to feature research project: LP 0990289, 2009–13]
- Mills, K. A. & Exley, B. (2014). Time, space, and text in the elementary school digital writing classroom. *Written Communication*, 31(4), 434–469. [LP 0990289, 2009–2013, IF 1.727, Q1 Communication, Q1 Literature and Literary Theory]
- Park, J. & Mills, K. A. (2014). Enhancing interdisciplinary learning with a learning management system. *MERLOT Journal of Online Learning and Teaching*, 10(2), 299–313.
- Ranker, J. & Mills, K. (2014). New directions for digital video creation in the classroom: Spatiality, embodiment, and creativity. *Journal of Adolescent and Adult Literacy*, 57(6), 440–443. [Invited by Professor Wohlwend, USA, LP 0990289, 2009–13, IF1.128, SJR.588, Q1 Language and Linguistics]
- Mills, K. A., Sunderland, N., & Davis, J. (2013). Yarning circles in the literacy classroom. *The Reading Teacher*, 67(4), 285–289. [LP 0990289, 2009–13, ACU 4, Q1 Language & Linguistics]
- Mills, K. A. (2013). CUOL – "See You Online": Teaching strategies for digital literacy practices in the English curriculum. *Screen Education*, 70(Winter), 52–57. [End-user readers, LP 0990289, 2009–13]
- Mills, K. A., Chandra, V., & Park, J. (2013). The architecture of children's use of language and tools when problem solving collaboratively with robotics. *Australian Educational Researcher*, 40(3), 315–337. [LP 0990289, 2009–13, IF 1.559]
- Mills, K. A., Comber, B., & Kelly, P. (2013). Sensing place: Embodiment, sensoriality, kinesis, and children behind the camera. *English Teaching: Practice and Critique*, 12(2), 11–27. [Invited by Prof Green, LP 0990289, 2009–13, IF.704]
- Mills, K. A., Sunderland, N., Davis, J., Darrah, J., Bristed, H., Wilson, G., et al. (2012). "If I were a community leader": Knowing the world by changing it. *Queensland Teacher's Union Professional Magazine*, 27, 10–11.
- Exley, B. E. & Mills, K. A. (2012). Parsing the Australian curriculum English: Grammar, multimodality and cross-cultural texts. *Australian Journal of Language and Literacy*, 35(2), 192–205. [LP 0990289, 2009–13, SJR.648, Q1 Language and Linguistics]
- Mills, K. A. (2011). "Now I know their secrets": Kineikonic texts in the literacy classroom. *Australian Journal of Language and Literacy*, 34(1), 24–37. [LP0990289, 2009–13, SJR.648, Q1 Language and Linguistics]
- Mills, K. A. (2011). "I'm making it different to the book": Transmediation in young children's print and digital texts. *Australasian Journal of Early Childhood*, 36(3), 56–65. [LP 0990289, 2009–13, IF.352]
- Mills, K. A. & Chandra, V. (2011). Microblogging as a literacy practice for educational communities. *Journal of Adolescent and Adult Literacy*, 55(1), 35–45. [LP 0990289, 2009–13, IF1.128, SJR.588, Q1 Language and Linguistics]
- Mills, K. A. & Levido, A. (2011). iPed: Pedagogy for digital text production. *The Reading Teacher*, 65(1), 80–91. [LP 0990289, 2009–13, ACU 4, Q1 Language and Linguistics, 25 000 readers, 20% acceptance]
- Mills, K. A. (2010). What learners "know" through digital media production: learning by design. *E-Learning and Digital Media*, 7(3), 223–236. [Invited by Bill Cope, LP0990289, 2009–13]
- Mills, K. A. (2010). Shrek meets Vygotsky: Rethinking adolescents' multimodal literacy practices in schools. *Journal of Adolescent and Adult Literacy*, 54(1), 35–45. [LP 0990289, 2009–13, IF1.128, SJR.588, Q1 Language and Linguistics]
- Mills, K. A. (2010). A review of the "Digital Turn" in the New Literacy Studies. *Review of Educational Research*, 80(2), 246–271. [LP0990289, 2009–13, IF8.387, ACU 5*, Q1 Education]
- Mills, K. A. (2010). "Filming in Progress": New spaces for multimodal designing. *Linguistics and Education*, 21(1), 14–28. [LP0990289, 2009–13, IF 1.289 Q1 Language & Linguistics, Q1 Education]
- Mills, K. A. (2009). Floating on a sea of talk: Reading comprehension through speaking and listening. *The Reading Teacher*, 63(4), 325–329. [LP0990289, 2009–13, ACU 4, SJR.446, Q1 Language and Linguistics, 25 000 readers, 20% acceptance]
- Mills, K. A. (2009). Multiliteracies: Interrogating competing discourses. *Language and Education*, 23(2), 103–116. [IF1.53, Q1 Language and Linguistics]

- Mills, K. A. (2008). Will large-scale assessments raise literacy standards in Australian schools? *Australian Journal of Language and Literacy*, 31(3), 211–255. [SJR.648, Q1 Language and Linguistics]
- Mills, K. A. (2008). Transformed practice in a pedagogy of multiliteracies. *Pedagogies: An International Journal*, 3(2), 109–128. [SJR.248, Routledge journal]
- Mills, K. A. (2007). Access to multiliteracies: A critical ethnography. *Ethnography and Education*, 2(3), 305–325. [Routledge journal, Cite Score 1.9, Q1 Cultural Studies]
- Mills, K. A. (2007). Have you seen Lord of the Rings? Power, pedagogy and discourses in a multiliteracies classroom. *Journal of Language and Identity in Education*, 6(3), 221–241. [IF1.436, Q1 Language and Linguistics]
- Mills, K. A. (2006). 'Mr. Travelling-at-will Ted Doyle': Discourses in a multiliteracies classroom. *Australian Journal of Language and Literacy*, 29(2), 132–149. [SJR.648, Q1 Language and Linguistics]
- Mills, K. A. (2006). Discovering design possibilities through a pedagogy of multiliteracies. *Journal of Learning Design*, 1(3), 61–72.
- Mills, K. A. (2006). We've been wastin' a whole million watchin' her doin' her shoes: Situated Practice within a Pedagogy of Multiliteracies. *The Australian Educational Researcher*, 33(3), 13–34. [IF 1.559]
- Mills, K. A. (2005). Deconstructing binary oppositions in literacy discourse and pedagogy. *Australian Journal of Language and Literacy*, 28(1), 67–82. [SJR.648, Q1 Language and Linguistics]
- Mills, K. A. (2003). The culture of the Christian school. *Journal of Education and Christian Belief*, 7(2), 129–142.

Reviews in journals

- Mills, K.A. (2016). Review: Powerful practices for reading improvement, K. Glaswell, W. Mostert, L. Judd, & L. Mayn. *Curriculum Perspectives*, 37(1), 106. [SJR.145]
- Mills, K. A. (2013). Book Review: *White Bound: Nationalists, Antiracists, and the Shared Meanings of Race*, by Hughey, M.W. *Qualitative Research*, 13(6), 761–762. [IF2.012, Q1]
- Mills, Kathy A. (2009) Book Review: *New Learning: Elements of a Science of Education* by Kalantzis, M. and Cope, B. *The Australian Educational Researcher*, 36(3), 144–145. [SJR.145]

Translated works

- Mills, K. A. (2009). *Deep End Purple Teacher Guide*. Deep End Reading Series, 5. ERA Publications, Flinders Park, SA.
- Mills, K. A. (Ed.) (2007). *Deep End Teacher Guide: Green*. Deep End Reading Series, 4. ERA Publications, Flinders Park, SA.
- Mills, K. A. (2007). *Deep End Teacher Guide: Orange*. Deep End Reading Series, 3. ERA Publications, Flinders Park, SA.

Scholarly contributions

Boards of International societies

Executive Leadership of Learned Societies

- American Educational Research Association, Writing & Literacies Dr Mills is serving a term of 8 years on the Executive Committee of the American Educational Research Association (Washington DC), Writing and Literacies SIG, connecting key literacy educators worldwide.
 - Leadership as AERA SIG Chair/President (2017-2019)
 - Leadership as AERA SIG Program Chair (2015-2017)
 - Leadership as AERA SIG Treasurer (2013-2015)
 - Leadership as AERA SIG Communications Editor (2012-2013)

Journal Editor

- Australian Educational Researcher, IF 0.102 (Associate Editor, 2014-2016)

Journal Editorial Boards

- Journal of Literacy Research, Arizona IF 0.39 (Editorial Review Board, current)
- The Reading Teacher, New Jersey IF 0.355 (Review Board, 2011-2013)
- Australian Journal of Language and Literacy, Q1 (Review Board, 2014-current)
- English Teaching: Practice and Critique, New Zealand (Review Board, 2016-current)

Service – Boards and other, internal

- ERA Peer Reviewer
- ARC Grant Assessor 2013-current
- Faculty Board, FEA, Elected member, ACU, 2019
- University RPRP Panel, ACU, 2017-current
- Presenting DECRA Grant Writing Workshops Series, 2017-2018
- Research Group Director, Literacy, Culture and Digital Media, QUT, 2016
- Conference Director, Literacies, Culture and Digital Media Forum, QUT, 2016
- University Academic Board, QUT, 2015-2016, reviewing academic program and research policies
- University Academic Board, QUT external interview against TEQSA standards
- University Curriculum Standards Committee, QUT, 2016, advises on accreditation and reaccreditation of university programs
- Policy Review and Simplification Committee on the QUT Manual of Policies and Procedures, Vice Chancellery, QUT 2016
- ERA Champion, QUT, 2015, peer review ranking of Faculty outputs for ERA Reporting
- Program session facilitator for the QUT Early Career Research Support program, 2013-2015
- Reviewing internal ARC grant submissions, QUT 2013-2016
- Chair and presenter of multiple grant writing and publications workshops for QUT university staff and PhD students, 2010-2016
- QUT Outreach and Engagement, Service Learning Project to Fiji
- Revisions of Faculty of Education program units for reaccreditation
- Vacation Research Scholarship Mentor
- Chair of Thesis panels and as HDR Nominee

Service – Boards and grant examiner, external

- Australian Educational Researcher
- Australian Research Council Grant Assessor
- ERA Peer Reviewer
- Czech Science Foundation Grant Assessor
- Routledge
- The Reading Teacher
- Ethnography and Education
- Language and Education
- Pedagogies: An International Journal
- Australian Systemic Functional Linguistics Association
- Teaching Education
- Written Communication
- Research in the Teaching of English

Service – Other external

- ERA Peer Reviewer, 2018-
- Grant Assessor of the Australian Research Council, 2013 –
- Czech Science Foundation Grant reviewer, 2013
- Chair of multiple International Research Symposia Sessions, AERA, 2011-2017
- Co-organiser of AERA Writing and Literacies Business Meeting, AERA, 2014-2015
- Chair of National Research Symposia Session, AERA-NZRE Conference
- Office of Learning and Teaching Grant Reference Groups 2013 & 2015
- External examination of thesis
- Reviewing award criteria for the AARE best paper award
- Ratifying new award with the AERA Writing and Literacies SIG committee: AERA, Outstanding Graduate Student Award

Media outreach, external

- Professor Mills regularly engages in knowledge transfer beyond academic audiences via social media, radio broadcasts, online news and television news.
- A sample of items include: invitations to discuss research on emotions in education to Katherine Feeney, ABC radio Brisbane (2018), the Courier Mail (2018), and a press release to 9 million readers across South-East Qld, including news.com.au. Earlier media interviews included the Brisbane Times (20/6/13), Courier Mail (29/07/13), Canberra Times (06/13), and Channel 9 TV News (25/10/2013).
- Professor Mills' research findings (AJLL, G7#28) about high-stakes testing/NAPLAN lead to invited national radio broadcasts on ARC radio Alice Springs (02/20), ABC (21/04/14), 5AA (14/08/14), 2SER radio (19/04/14), 4BC 116 News Talk (12/05/15) Melbourne's 3AW 693 (11/02/16), and on ABC TV (12/15/15).
- Professor Mills published one of the first studies on microblogging with Dr Vinesh Chandra, demonstrating the learning benefits of microblogging with 166 pre-service teachers (JAAL, readership 77 000, G7#20), which led to a QUT media news release (17/03/2011).
- Mills' DECRA initial findings of Indigenous multimodal literacy practices was the focus of a QUT media release (10/14), which led to a radio interview with ABC's Speaking Out Indigenous program (14/01/15).
- Kathy's knowledge transfer work includes developing the first international literacy curriculum resource based on classroom research that combines linguistic, multimodal and digital literacy learning strategies. This work is translated into two languages (Swedish and Norwegian) and used in schools internationally.

Awards

Year	Award
2018	Divergent Award for Excellence in 21 st Century Literacies, Oklahoma, USA
2017	Springer Best Paper Award
2016	Vice-Chancellor's Award for Excellence - Research, Teaching, Partnerships and Engagement, 2016. Prize \$10,000
2016	Literacy Research Association, USA Edward B. Fry Book Award, 2016 – for best book “Literacy Theories for the Digital Age”
2015	OER Research Excellence Award, QUT. Prize \$1,000
2013	OER Research Excellence Award, QUT. Prize \$1,000
2011	CLI Research Excellence Award, QUT. Prize \$1,000
2014	Publication First Award, QUT
2014	Publication Achievement Award for one or more prestigious journal articles or book chapters, QUT
2012	Publication Achievement Award, QUT
2012	Supervision Award for mentoring outstanding PHD Student Dr Yuan, QUT
2012	Teaching and Learning Award-Scholarship of Teaching Award, QUT
2011	Book Award, QUT – “The Multiliteracies Classroom”, QUT
2011	Publication Achievement Award for A* Publications, QUT
2007	University Outstanding Thesis Award, QUT
2003	Dean's Commendation Award for Published Research, Christian Heritage College

Memberships

- Australian Association for Research in Education (AARE)
- American Educational Research Association, Washington DC
- International Reading Association, New Jersey
- Australian Literacy Educators' Association, South Australia
- Literacy Research Association, USA