

Professor Len Unsworth

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Work history

Position	Organisation	Years
Professor in Education	Institute for Learning Sciences & Teacher Education(formerly Learning Sciences Institute Australia) Australian Catholic University	2014-
Professor in Education	Griffith University	2012-2013
Deputy Director	Griffith Institute for Education Research	2012-2013
Adjunct Professor	University of New England	2011-2012
Professor and Head of the School of Education	University of New England	2004-2008
Director of CREME	University of New England	2004-2008
Associate Professor and Head, School of Development and Learning	University of Sydney	2001-2004

Education

Qualifications	Organisation	Completed
Bachelor of Arts	The University of Queensland	10/05/1975
Bachelor of Education	The University of Queensland	19/09/1979
Graduate Diploma	Kelvin Grove College of Advanced Education	07/07/1976
Graduate Diploma	Mt Gravatt College of Advanced Education	09/12/1980
Doctorate (PhD)	University of Sydney	03/06/1996
Master of Education	University of Sydney	03/02/1986

Theses

- Unsworth, L. (1986). *The Effect of Unknown Words and the Semantic Structure of Texts on Reading Comprehension*. (M.Ed. (Hons)), University of Sydney, Sydney.
- Unsworth, L. (1995). *How and why: recontextualizing science explanations in school science books*. (PhD), University of Sydney, Sydney. Retrieved from Sydney eScholarship Repository open access. It can be viewed at: <http://hdl.handle.net/2123/9054>

Fields of educational expertise

- Literacy education from pre-school to matriculation
- Children's and adolescent's literature and literacy development
- E-literature for children and adolescents
- Information and communication technology and literacies
- Multimodality and Multiliteracies
- Language and literacy in curriculum areas
- Systemic functional linguistics in literary and literacy research and education
- Functional grammar in school curriculum
- Genre theory
- The semiosis of explanation in education

Expertise in qualitative, quantitative and mixed research design methodologies

- Qualitative Research
- Multimodal discourse analysis

Research supervision fields

- 130204 - English and Literacy Curriculum and Pedagogy (excl. LOTE, ESL and TESOL)
- 200401 - Applied Linguistics and Educational Linguistics

Funded research

Year	Grants	Funding
2019-2023	Australian Research Council, Discovery Grant: Unsworth, L., Mills, K., Falloon, G., Burn, A. <i>Coding animated narratives as contemporary multimodal authorship in schools.</i>	\$442,609
2017-2021	Australian Research Council, Linkage Grant: Unsworth, L., Tytler, R., O'Halloran, K., Humphrey, S., Love, K., Lynzaat, A., Moss-Holland, S., Oakley, E., & Dullard, R. <i>Multiliteracies for addressing disadvantage in senior school science.</i>	\$680,000
2015-2018	Australian Research Council, Linkage Grant: Mills, K., Unsworth, L., Williamson, M., Clay, R., Ferguson, A., Trembath, M. & Maksud, T. <i>Developing low socioeconomic status primary students' multimodal language of emotions.</i>	\$191,772
2013-2015	Australian Research Council, Discovery Grant: Maton, K. Martin, J. R. Unsworth, L. & Howard, S. <i>Pedagogies for knowledge-building: Investigating subject-appropriate, cumulative teaching for twenty-first century school classrooms.</i>	\$360,241
2011-2013	Australian Research Council, Discovery Grant: Macken-Horarik, M. Unsworth, L. & Love, K. <i>Grammar and praxis: Investigating a grammatics for the twenty first century school English.</i>	\$449,951
2009-2012	Australian Research Council, Linkage Grant: Bittman, M, Unsworth, L. & Rutherford, L. <i>Digital Natives: Growing up with new and old media in Australia.</i>	\$139,321
2008-2011	Australian Research Council, Linkage Grant: Unsworth, L., Thomas, A. & Maggs, P. <i>Teaching effective 3D authoring in the middle school years: Multimedia grammatical design and multimedia authoring pedagogy.</i>	\$195,000
2008	Independent Schools Western Australia: Unsworth, L. & Macken-Horarik, M. <i>New Dimensions of group literacy tests for schools: Multimodal reading comprehension in conventional and computer formats.</i>	\$60,000
2006-2008	Australian Research Council, Linkage Grant: Unsworth, L., & NSW Department of Education and Training, <i>New Dimensions of Group Literacy Tests for Schools: Multimodal reading comprehension in conventional and computer-based formats</i>	\$192,764
2005-2007	Australian Research Council, Discovery Grant: Unsworth, L. Martin, J.R., & Painter. C., <i>Image/text relations in narrative and information texts for children in print and electronic media: Multimodal text description for multiliteracies education.</i>	\$180,000

Selected Publications

Books

- Mills, K., Unsworth, L., & Scholes, L. (in press). *Literacy for Digital Futures: Mind, Body, Text* Routledge.
- Unsworth, L., Tytler, R., Fenwick, L., Humphrey, S., Chandler, P., Herrington, M., & Pham, L. (2022). *Multimodal Literacy in School Science: Transdisciplinary Perspectives on Theory, Research and Pedagogy*. Routledge. <https://doi.org/DOI: 10.4324/9781003150718>
- Macken-Horarik, M., Love, K., Unsworth, L. & Sandiford, C. (2017). *Functional Grammatics: Re-conceptualizing knowledge about language and image for school English*. London: Routledge.
- Painter, C., Martin, J. R., & Unsworth, L. (2013). *Reading visual narratives: Image analysis of children's picture books*. London, UK: Equinox.
- Unsworth, L. (2006). *E-literature for children: Enhancing digital literacy learning*. London, UK: Routledge.
- Unsworth, L., Thomas, A., Simpson, A., & Asha, J. (2005). *Children's Literature and Computer Based Teaching* London, UK: Mc-Graw-Hill/Open University Press.
- Astorga, C., Kaul, S., & Unsworth, L. (2003). *Developing second language writing in English: Teaching the narrative of personal experience a genre-based approach*. Rio Cuarto, Argentina: University of Rio Cuarto Press.
- Unsworth, L. (2001). *Teaching multiliteracies across the curriculum: Changing contexts of text and image in classroom practice*. Buckingham, UK: Open University Press.

Edited Books

- Unsworth, L. (Ed.). (2020). *Learning from Animations in Science Education: Innovating in Semiotic and Educational Research*. Cham, Switzerland: Springer.
- Unsworth, L., & Thomas, A. (2014). *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives*. New York, NY: Peter Lang Publishing.
- Unsworth, L. (2008). *Multimodal semiotics. Functional Analysis in contexts of Education*. London, UK: Continuum.
- Unsworth, L. (2009). *New literacies and the English curriculum: Multimodal perspectives*. London, UK: Continuum.
- Unsworth, L. (2006). *Researching language in schools and communities* (2nd ed.). London, UK: Cassell
- Unsworth, L. (2000). *Researching language in schools and communities*. London, UK: Continuum.
- Unsworth, L. (1993). *Literacy, learning and teaching: Language as social practice in the primary school*.

Melbourne, VIC: Macmillan
Nicoll, V., & Unsworth, L. (1990). *Dimensions Teachers' Book II*. Melbourne, VIC: Nelson.
Nicoll, V., & Unsworth, L. (1989). *Dimensions Teachers' Book I*. Melbourne, VIC: Nelson.
Unsworth, L. (1985). *Reading: An Australian perspective*. Melbourne, VIC: Nelson

Book chapters

- Unsworth, L., Tytler, R., & Fenwick, L. (2021). Methodological Challenges for Collaborative Research in Senior Science Classrooms. In P. White, R. Tytler, J. Cripps Clark & J. Ferguson (Eds.), *Methodological Approaches to STEM Education Research* (Vol. 2) (pp 66-84). Cambridge: Cambridge Scholars.
- Unsworth, L. (2020). A Multidisciplinary Perspective on Animation Design and Use in Science Education. In L. Unsworth (Ed.), *Learning from Animations in Science Education: Innovating in Semiotic and Educational Research* (pp. 3-23). Cham, Switzerland: Springer.
- Yu, M., Feng, D., & Unsworth, L. (2020). Infusing pro-environmental values in science education: A multimodal analysis of attitudinal meaning in ecology animations for children. In L. Unsworth (Ed.), *Learning from Viewing and Creating Animations in School Science: Innovative Developments in Semiotic and Educational Research* (pp. 55-74). Cham, Switzerland: Springer.
- Unsworth, L. (2020). Intermodal relations, mass and presence in school science explanation genres. In Michele Zappavigna & S. Dreyfus (Eds.), *Discourses of hope and reconciliation: J. R. Martin's contributions to Systemic Functional Linguistics* (pp. 131-152). London: Bloomsbury Academic.
- 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*(pp.190-208). Routledge Studies in the Sociology of Emotions. London, UK: Routledge/ CRC Press. [LP150100030, 2015-18]
- Ge, Y., Unsworth, L. & Wang, K., Chang, H. (2018). Image design for enhancing science learning: Helping students build taxonomic meanings with salient tree structure images. In K. Tang & K. Danielsson (Eds.), *Global Developments in Literacy Research for Science Education* (pp. 237-258). Switzerland: Springer.
- 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.
- Unsworth, L. (2017). Image-language interaction in text comprehension: Reading reality and national readingtests. In Cl. Ng & B. Bartlett (Eds). *Improving Reading and Reading Engagement in the 21st Century: International Research and Innovation* (pp. 99-118). Singapore: Springer.
- Mills, K. A., & Unsworth, L. (2017). Multimodal Literacy. In G. Noblit (Ed.), *Oxford research encyclopedia of education* (online pp. 1-32). New York: Oxford University Press.
[doi:10.1093/acrefore/9780190264093.013.232](https://doi.org/10.1093/acrefore/9780190264093.013.232)
- Zhao, S., & Unsworth, L. (2017). Touch design and Narrative Interpretation: a social semiotic approach to Picture book Apps. In N. Kucirkova & G. Falloon (Eds.), *Apps, Technology and Younger Learners: International evidence for teaching* (pp. 89-102). London and New York: Routledge.
- Mills, K. A., & Unsworth, L. (2016). The literacy curriculum: A critical review. In D. Wyse, L. Hayward, & J. Pandya (Eds.), *The Sage handbook literacy, pedagogy and assessment* (pp. 621-637). Thousand Oaks, California: SAGE.
- Unsworth, L. (2015). Curriculum literacies: Accessing disciplinary discourses. In J. Turbill, G. Barton & C. Brock (Eds.), *Teaching writing in today's classrooms: Looking back to look forward* (pp. 262-280). Adelaide: Australian Literacy Educators' Association Ltd.
- Unsworth, L. (2014). The image/language interface in picture books as animated films: A focus for new narrative interpretation and composition pedagogies. In L. Unsworth, & A. Thomas (Eds.), *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives* (pp.105-122). New York, NY: Peter Lang.
- Unsworth, L. (2014). Towards a metalanguage for multimedia narrative interpretation and authoring pedagogy: A national curriculum perspective from Australia. In L. Unsworth, & A. Thomas (Ed.), *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives* (pp. 1-22). New York, NY: Peter Lang.
- Unsworth, L., & Bain, J. (2014). Empowering older adolescents as authors: Multiliteracies, metalanguage and multimodal versions of literary narratives. In L. Unsworth & A. Thomas (Eds.), *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives* (pp. 191-212).New York, NY: Peter Lang.
- Unsworth, L. (2014). Interfacing visual and verbal narrative art in paper and digital media: Recontextualising literature and literacies. In G. Barton (Ed.), *Literacy in the Arts: Retheorising Learning and Teaching* (pp. 55-76). New York, NY: Springer.
- Unsworth, L. (2013). Point of view in picture books and animated film adaptations: Informing critical multimodal comprehension and composition pedagogy. In E. Djonov, & S. Zhao (Eds.), *Critical multimodal studies of popular culture* (pp. 202-216). London, UK: Routledge.
- Unsworth, L. (2013). Interfacing comprehension of image-language interaction in state-wide reading textsand semiotic accounts of image-language relations. In C. Gouveia, & M. Alexandre (Eds.), *Languages, Metalanguages, modalities, cultures: functional and socio-discursive perspectives* (pp. 177-198). Lisbon: Instituto de Linguística Teórica e Computacional (ILTEC).
- Ngo, T., & Unsworth, L. (2011). Vietnamese person reference system as an appraisal resource. In T. Le, & Q.Le (Eds.), *Linguistic diversity and cultural identity: A global perspective* (pp. 169-188). Hauppauge, NY: Nova Science Publishers.
- Painter, C., Martin, J. R., & Unsworth, L. (2011). Organizing visual meaning: Framing and balance in picture-book images. In S. Dreyfus, S. Hood, & M. Steglin (Eds.), *Semiotic margins: Meaning in*

- multimodalities* (pp. 125-143). London/ New York: Continuum.
- Unsworth, L. (2010). Resourcing multimodal literacy pedagogy: Towards a description of the meaning- making resources of language-image interaction. In T. Locke (Ed.), *Beyond the grammar wars: A resource for teachers and students on developing language knowledge in English/ literacy classroom*(pp. 276-293). London, UK: Routledge/Taylor & Francis.
- Unsworth, L., & Bush, R. (2010). Introducing multimodal literacy to young children learning English as a second language. In D. Cole, & D. Pullen (Eds.), *Multiliteracies in motion: Current theory and practice*(pp. 59-84). London/New York: Routledge.
- Unsworth, L., & Cleirigh, C. (2009). Multimodality and reading: The construction of meaning through image–text interaction. In C. Jewitt (Ed.), *The Routledge handbook of multimodal analysis* (pp. 151-163). London, UK: Routledge.
- Unsworth, L. (2008). Negotiating new literacies in English teaching. In L. Unsworth (Ed.), *New literacies and the English curriculum* (pp. 3-20). London/New York: Continuum.
- Unsworth, L. (2008). Comparing and composing digital re-presentations of literature: Multimedia authoring and meta-communicative knowledge. In L. Unsworth (Ed.), *New literacies and the English curriculum* (pp. 186-212). London/New York: Continuum.

Articles

- Unsworth, L. (2021). "High School Science Infographics: Multimodal Meaning Complexes in Composite Image-Language Ensembles." *Pensamiento Educativo, Revista de Investigación Educativa Latinoamericana (PEL)* **58**(2): 1-18. DOI: <https://doi.org/10.7764/PEL.58.2.2021.9>
- Ngo, T., Unsworth, L. & Herrington, M. (2021). "Teacher Orchestration of Language and Gesture in Explaining Science Concepts in Images." *Research in Science Education*. <https://doi.org/10.1007/s11165-021-10011-z>
- Mills, K. A., Stone, B. G., Unsworth, L., & Friend, L. (2020). Multimodal Language of Attitude in Digital Composition. *Written Communication*, *37*(2), 135-166
- Unsworth, L., & Mills, K. A. (2020). English language teaching of attitude and emotion in digital multimodal composition. *Journal of Second Language Writing*, *47*, 100712. [doi: 10.1016/j.jslw.2020.100712](https://doi.org/10.1016/j.jslw.2020.100712)
- Unsworth, L., Cope, J., & Nicholls, L. (2019). Multimodal literacy and large-scale literacy tests: Curriculum relevance and responsibility, *Australian Journal of Language and Literacy*, *42*(2), 128-139.
- Mills, K.A. & Unsworth, L. (2018). iPad animations: Powerful multimodal practices for adolescent literacy and emotional language. *Journal of Adolescent and Adult Literacy*, *61*(6), 609-62.
- 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.
- Ge, Y., Unsworth, L. & Wang, K., Chang, H. (2018). What images reveal: a Comparative study of science images between Australian and Taiwanese junior high school textbooks. *Research in Science Education*, *48*, 1409-1431.
- Ge, Y., Unsworth, L. & Wang, K. (2017). The effects of explicit visual cues in reading biological diagrams. *International Journal of Science Education*, *39*(5), 605-626.
- Cheng, F.-W., Unsworth, L. (2016). Stance-taking as negotiating academic conflict in applied linguistics research article discussion sections. *Journal of English for Academic Purposes*, *24*, 43-57.
- Ngo, T., & Unsworth, L. (2015). Reworking the appraisal framework in ESL research: Refining attitude resources. *Functional Linguistics*, *2*(1), 1-24.
- Unsworth, L. (2015). Persuasive narratives: Evaluative images in picture books and animated movies. *Visual Communication*, *14*(1), 73-96.
- Unsworth, L., & Ngo, T. (2015). The role of images in Vietnamese textbooks for the teaching of English as a foreign language. *Language and Life*, *23*(1), 93-100.
- Unsworth, L., & Macken-Horarik, M. (2015). Interpretive responses to images in picture books by primary and secondary school students: Exploring curriculum expectations of a 'visual grammatics'. *English in Education*, *49*(1), 56-79.
- Macken-Horarik, M., Sandiford, C., Love, K., & Unsworth, L. (2015). New ways of working 'with grammar in mind' in school English: Insights from systemic functional grammatics. *Linguistics and Education*, *31*, 145-158.
- Macken-Horarik, M., & Unsworth, L. (2014). New challenges for literature study in primary school English: Building teacher knowledge and know-how through systemic functional theory. *Onomazein: Revista de linguística, filología y traducción*, (Special issue), *30*(2), 230-251.
- Unsworth, L., Meneses, A., Ow, M., & Castillo, G. (2014). Analysing the semiotic potential of typographic resources in picture books in English and in translation. *International Research in Children's Literature*, *7*(2), 117-135.
- Love, K., Sandiford, C., Macken-Horarik, M., & Unsworth, L. (2014). From 'bored witless' to 'rhetorical nous': Teacher orientation to knowledge about language and strengthening student persuasive writing. *English in Australia*, *49*(3), 43-56.
- Mills, K., 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*(2), 171-181.
- Unsworth, L. (2014). The persuasive narratives: Evaluative images in picture books and animated movies. *Visual Communications*, *14*(1) 73-96.
- Klein, P., & Unsworth, L. (2014). The logogenesis of writing to learn: A systemic functional perspective. *Linguistics and Education*, *26*(1), 1-17.
- Unsworth, L. (2014). Multimodal reading comprehension: Curriculum expectations and large-scale literacy testing practices. *Pedagogies: An International Journal*, *9*(1), 26-44.

- Barton, G., & Unsworth, L. (2014). Music, multiliteracies and multimodality: Exploring the book and movie versions of Shaun Tan's *The Lost Thing*. *Australian Journal of Language and Literacy*, 37(1), 3-20.
- Unsworth, L. (2013). Re-configuring image-language relations and interpretive possibilities in picture books as animated movies: A site for developing multi-modal literacy pedagogy. *Ilha do Desterro: a journal of English language, literatures in English, and cultural studies*, (64), 15-47.
- Unsworth, L. (2013). Point of view in picture books and animated movie adaptations. *Scan*, 32(1), 28-37.
- Bittman, M., Rutherford, L., Brown, J., & Unsworth, L. (2012). 'Digital natives?': New and old media and children's language acquisition. *Family Matters*. 91, 18-26.
- Ngo, T., Unsworth, L., & Feez, S. (2012). Enhancing expressions of attitudes: achieving equity for international students in everyday communication. *Tesol in Context: Tesol as a Global trade, Ethics, Equity and Ecology*, Online (<http://www.tesol.org.au/Publications/Special-Editions>).
- Chandler, P., Unsworth, L., & O'Brien, A. (2012). Evaluation of students' digital animated multimodal narratives and identification of high performing classrooms. *Journal of Literacy and Technology*, 13(3), 80-128.
- Rutherford, L., Bittman, M., Brown, J., & Unsworth, L. (2011). 'Digital Natives?': New and old media and children's outcomes. *Australian Journal of Education*, 55(2), 161-175.
- Chan, E., & Unsworth, L. (2011). Image-language interaction in online reading environments: Challenges for students' reading comprehension. *Australian Educational Researcher*, 38(2), 181-202.
- Daly, A., & Unsworth, L. (2011). Analysis and comprehension of multimodal texts. *Australian Journal of Language and Literacy*, 34(1), 61-80.
- Macken-Horarik, M., Love, K., & Unsworth, L. (2011). A grammatics 'good enough' for school English: in the 21st century: Four challenges in realizing the potential. *Australian Journal of Language and Literacy*, 34(1) 9-23.
- Chandler, P., O'Brien, A., & Unsworth, L. (2010). Towards a 3D digital multimodal curriculum for the upper primary school. *Australian Educational Computing*, 25(1), 34-40.
- Unsworth, L., & Chan, E. (2009). Bridging multimodal literacies and national assessment programs in literacy. *Australian Journal of Language and Literacy*, 32(2), 245-257.

Scholarly contributions

Editorial board memberships

- Journal of Adolescent and Adult Literacy
- Australian Journal of Language and Literacy

Assessor of Research Grant Applications:

- The Australian Research Council
- The Singapore Ministry of Education: National Research Foundation
- The National University of Singapore
- The Social Sciences and Humanities Research Council of Canada
- Invited Reviewer for Excellence in Research for Australia (ERA) 2018

Other

- 2019 appointed as consultant to the Singapore Ministry of Education core project: Integrating Multiliteracies into the English Language Classroom: Developing an Instructional Approach to Teach Multimodal Literacy (Critical Viewing and Effective Representing of Multimodal Texts) led by Dr Victor Lim, Nanyang Technological University of Singapore.
- 2017 appointed as consultant to a large research project at Nanyang Technological University in Singapore: 'Toward effective multimodal meaning-making with multimodal data in Geography through productive classroom talk'.
- 2016 (March) appointed as Visiting Research Fellow to the Singapore Ministry of Education on subject-specific literacy in school curriculum areas.
- 2016 appointed for a three-year term as consultant to the Academic Advisory Board of the English Language Institute at Kanda University of International Studies, Japan.
- 2008 invited "Distinguished National Scholar" as plenary presenter at the Australian Government Summer School for Teachers conducted in Sydney and in Perth.

Awards

- 2006 National Award by the Australian Government Minister for Education, Science and training for 'Outstanding Contribution to Improving Literacy'.
- 2004 'Citation of Merit Award' Australian Literacy Educators' Association.
- 2017 appointed Principal Fellow of the Australian Literacy Educators Association in recognition of significant contribution to the association and to the literacy community.