PROFESSOR SUSAN EDWARDS

Contact information

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Work history

Position	Organisation	Years
Professor Early Childhood Education	Institute for Learning Sciences and Teacher Education (ILSTE), Australian Catholic University.	2016-present
Associate Professor Curriculum and Pedagogy	Faculty of Education and Arts; Learning Sciences Institute Australia, Australian Catholic University.	2011-2015
Senior Lecturer Early Childhood Education (PhD)	Faculty of Education. Monash University, Australia.	2009-2010
Lecturer Early Childhood Education (PhD)	Faculty of Education. Monash University, Australia.	2005-2008
Associate Lecturer Early Childhood Education (PhD)	Faculty of Education. Monash University, Australia.	2003-2004
PhD Candidate (Monash Graduate Scholarship – full fee and living allowance)	Faculty of Education. Monash University, Australia.	2000-2003

Education, fields of expertise and research supervision

Education

Qualifications	Organisation	Year
Doctor of Philosophy	Monash University	2004
Bachelor of Education (1A Hons)	Royal Melbourne Institute Technology University	1999
Associate Diploma of Arts in Dance Instruction and Management	Box Hill Institute of Technical and Further Education	1995

Fields of educational expertise

- Professor Edwards' major area of research expertise is in the field of early childhood education and care. She has published widely in curriculum issues regarding the provision of play-based learning for young children with a specific focus on the relationship between open-ended and exploratory play and intentional teaching of content knowledge with young children. She has an ancillary body of knowledge in environmental education, sustainability and young children's health and wellbeing (obesity) in early childhood. She has developed these areas of expertise in the context of two completed Australian Research Council Discovery Projects (ARCDP1092606; ARCDP1400938).
- Professor Edwards has extensive expertise in early digital learning and digital play. This includes digital learning design, integrated provision of technologies in early childhood education settings, early childhood

teacher attitudes towards digital technologies, emerging forms of digital play, young children's cyber-safety, and issues of health and wellbeing (e.g. physical activity and sedentary behaviours) in digital technology use by young children. She has developed this area of expertise through a currently funded Australian Research Council Discovery Project (ARCDP15010204), and notably through her national leadership co-chairing the reference group, going on to lead-write the Early Childhood Australia Statement on Young Children and Digital Technologies.

- Theoretically, Professor Edwards has substantial knowledge in cultural-historical theory, including major components of Vygotskian thinking regarding play, learning and development. Her interpretation of Vygotsky's periodization for human development was published in the prestigious Teachers and Teaching (Edwards, 2012) [IF 3.335].

- Professor Edwards is also well-versed in theory of play, including critical critique of developmental and constructivist interpretations of play from a post-structural perspective. Her expertise in this area is evidenced by her lead-editorship of Section Two: Play and Learning in Pedagogy, Curriculum and Assessment in the SAGE Handbook of Play and Learning in Early Childhood (Brooker, Blaise & Edwards, 2014). Professor Edwards is developing a strong body of knowledge regarding philosophy of technology, and the interpretation of philosophy of technology for early education during an era of digital change. She is one of fifteen invited 'thought leaders' to a forthcoming collection by Routledge titled 'Powerful ideas about children and technology' (Donohue, 2019) – the only Australian scholar included amongst an international field.

Expertise in qualitative, quantitative and mixed research design methodologies

- Professor Edwards has a strong suite of methodological expertise in qualitative research, including developmental work research, design intervention, and case-study. She is skilled in the conduct of video research with adults and children, interviews with children and families, child-centred research methods, and survey implementation. Her methodological expertise in these areas is evidenced by the award of ARCLP16101759. Professor Edwards has conducted and published (Morris, Edwards, Skouteris et al., 2018) a nationally funded controlled trial with young children and teachers in early childhood education settings (ARCDP1400938).

Research supervision fields

- Curriculum
- Play and play-based learning
- Digital technologies
- Consumption
- Sustainability

Funded research

Competitive grants

Year	Grants	Funding
2017-2020	*A best practice framework for playgroups in schools.* Professor Susan Edwards, Dr Karen McLean, Ms Cath Healy, Associate Professor Maria Evangelou, Professor Andrea Nolan, Associate Professor Michael Henderson, Professor Helen Skouteris	$156,000 ARC; $150,000 Playgroup Victoria
2017-2015	*New play pedagogies for teaching and learning in the early years*). Professor Susan Edwards, Professor Joce Nuttall, Professor Sue Grieshaber and Professor Elizabeth Wood.	$191,000
2014-2016	*Promoting healthy eating, active play and sustainability awareness in early childhood curricula.* Professor Helen Skouteris, Associate Professor Susan Edwards, Associate Professor Amy Cutter-Mackenzie and Dr Leonie Rutherford.	$232,000
2010-2012	*Examining play-based approaches to teaching and learning in early childhood education and care.* Dr Susan Edwards and Dr Amy Cutter-Mackenzie.	$60,000

Research consultancies

Year	Grants	Funding
2019-2020	Office of eSafety Commissioner	$15,000
2012-2014	Education Services Australia Early Language Learning Australia	$20,000
2010-2012	Department of Education, Employment and Workforce Development	$20,000
2010-2012	Australian Council for Educational Research	$65,000
2008	Department of Education and Early Childhood Development	$71,000
2007	Department of Education and Science Training	$71,000

Other funded research

Year	Grants	Funding
2016	*Healthway.* Smart Start: a program for healthy mobile technology use by young children. Professor Leon Straker, Dr Erin Howie, Dr Donna Cross, Professor Susan Danby, Professor Susan Edwards and Dr Kate Highfield.	$70,000
2015-2016	*Victorian Government Innovative Fund.* An app to support assessment of play and learning in early childhood education. Professor Susan Edwards, Dr Daphne Cohen and Professor Joce Nuttall.	$137,000
2014-2015	*adAU Foundation.* Cybersafety education in the early years. Associate Professor Susan Edwards, Professor Andrea Nolan, Professor Helen Skouteris, Associate Professor Michael Henderson	$16,000
2010-2012	*Catholic Education Office Ballarat.* Community playgroup participation for families and children. Dr Karen McLean and Associate Professor Susan Edwards.	$70,000
2010-2012	*Telematics Trust.* Digital technologies in early childhood. Associate Professor Susan Edwards	$20,000

Publications

Books

Stephen, C., & Edwards, S. (2018). Playing and learning in a digital age: a cultural and critical perspective. European Early Childhood Research Association Book Series. N. Barbour., J. Fomosinho & C. Pascal (Eds.), *Towards an ethical praxis in early childhood: from research to practice.* New York: Routledge.

Cutter-Mackenzie, A. Edwards, S., Moore, D., & Boyd, W. (2014). *Young children's play and environmental education in early childhood education.* Springer: Dordrecht.

Edited books

Brooker, L., Blaise, M., Edwards, S. (2014). *SAGE International Handbook on play and learning.* Section Editor: Play and learning in early childhood. SAGE Publishers: London.

Brooker, L., & Edwards, S. (Eds.). (2010). *Engaging play.* Maidenhead: Open University Press.

Edwards, S., & Nuttall, J. (Eds.). (2009). *Professional Learning in Early Childhood Settings.* Netherlands: Sense Publications.

Book chapters

Edwards, S. (2019). Digital play. Chapter in C. Donohue (Ed.), *Thoughts from the thought leaders. Directions in early childhood and digital technology research and practice.* New York: Routledge.

Edwards, S., Nuttall., J., Grieshaber, S., & Wood, E. (2019). New Play: a pedagogical movement for early childhood education. Chapter in D. Whitebread and D. Pino-Pasternak (Eds.), *The Sage Handbook of Developmental Psychology and Early Childhood Education.* London: SAGE.

Wood, E., Nuttall, J., Edwards, S., Grieshaber, S., (2019). Digital play, teachers' knowledge and new pedagogies. Chapter in R. Flewitt and I. Pereire. (Eds.), *Routledge Handbook of Digital Literacies in Early Childhood.*

Edwards, S., McLean., K., & Lambert, P. (2017). Fostering young children's everyday mathematical knowledge through caregiver participation in support playgroups in schools. In S. Philipson., P. Sullivan & A. Gervasoni (Eds)., *Engaging families as the first mathematics educators of children.* Dordrecht: Springer.

Edwards, S. (2015). Technologies in early childhood education. Chapter in M. Henderson & G. Romeo (Eds.), *Teaching and digital technologies: Big issues and critical questions*, (pp. 282-293). Cambridge: Cambridge University Press.

McLean, K., & Edwards, S. (2015). Beginning the conversation about young children's technology use in contemporary times. Chapter in S. Garvis and N. Lemon (Eds.), *Understanding digital technologies and young children: An international perspective,* (pp.155-166). New York: Routledge.

Edwards, S., Skouteris, H. Nolan, A., & Henderson, M. (2015). Young children's internet cognition. Chapter in S. Garvis and N. Lemon (Eds.), *Understanding digital technologies and young children: An international perspective,* (pp.38-46). New York: Routledge.

Edwards, S., Nuttall, J., Lee, S., Wood, L., Mantilla, A., & Grieshaber, S. (2015). Digital play: What do teachers see? In S. Bulfin., N. Johnson & C. Bigum (Eds.), *Critical perspectives on education and technology,* (pp. 69-84). New York: Palgrave Macmillan.

Edwards, S. (2013). Post-industrial play: understanding the relationship between traditional and converged forms of play in the early years. Chapter in J. Marsh., & A. Burke (Eds.), C*hildren's Virtual Play Worlds: Culture, Learning, and Participation,* pp. 10-26. New York: Peter Lang.

Articles

Nuttall, J., Edwards, S., Grieshaber, S., Wood, E. (accepted, 28.7.2018). The role of cultural tools and motive objects in early childhood teachers' curriculum decision-making about digital and popular culture play. *Professional Development in Education.*

Edwards, S., Mantilla, A., Henderson, M., Nolan, A., Plowman, L., & Skouteris, H. (2018). Teacher practices for building young children's concepts of the internet through play-based learning. *Education Theory and Practice*, 40 (1) 2018, pp. 29-50.

Morris, H., Edwards, S., Skouteris, H., Cutter-Mackenzie, A., Rutherford, L. (2018). A health and sustainability intervention in early childhood education. *Australasian Journal of Early Childhood, 43(4), 33-42.*

Edwards, S., Nolan, A., Henderson, M., Mantilla, A., Plowman, L., & Skouteris, H. (2018). Young children's everyday concepts about the internet: implications for cyber-safety education in the early years. *British Journal of Educational Technology,* 49(1), 45-55.

Straker, L., Edwards, S., Danby, S., Thorpe, K., Zabatiero, J. (2018). Conflicting Guidelines on Young Children's Screen Time and use of Digital Technology Create Policy and Practice Dilemmas. *The Journal of Pediatrics,*202, 300-303*.*

Zabatiero, J., Mantilla, A., Straker, L., Edwards, S., & Danby, S. (2018). Young children and digital technology: Australian early childhood education and care sector adults' perspectives. *Australasian Journal of Early Childhood*, http://dx.doi.org/10.23965/AJEC.43.2.02.

Edwards, S. (2017). Play-based learning and intentional teaching: forever different? *Australasian Journal of Early Childhood*, 42(2), 4-10.

McLean, K., Edwards, S., & Heather, M. (2017). Community playgroup social media and parental learning about young children's play. *Computers and Education*, 115, 201-210.

McLean, K., Edwards, S., Evangelou, M. (2017). Supported playgroups in schools: bonding and bridging family knowledge about transition to formal schooling. *Cambridge Journal of Education, 48(2), 157-175.*

Edwards, S., Henderson, M., Gronn, D., Scott, A., Mirkhil, M. (2016). Digital disconnect or digital difference? A socio-ecological perspective on young children's technology use in the home and the early childhood centre. *Technology, Pedagogy and Education,* 26(1), 1-17.

Edwards, S., Nolan, A., Henderson, M., Skouteris, H., Mantilla, A., Lambert, P., & Bird, J. (2016). Developing a measure to understand young children's internet cognition and cyber-safety awareness: A pilot test. *Early Years: International Journal of Research and Development* 36(3), 322-335.

Edwards, S. (2016). New concepts of play and the problem of technology, digital media and popular-culture integration with play-based learning in early childhood education. *Technology, Pedagogy and Education*, 25(4), 513-532.

Edwards, S., Skouteris, H., Cutter-Mackenzie, A., Rutherford, L., O'Conner, M., Mantilla, A., Morris, H., & Elliot, S. (2015). Young children learning about wellbeing and environmental education in the early years: a funds of knowledge approach. *Early Years*: *An International Research Journal*, 36(1), 33-50.

Edwards, S., & Bird, J. (2015). Observing and assessing young children's digital play: using the digital play framework. *Journal of Early Childhood Research.* DOI: 10.1177/1476718X15579746

Nuttall, J., Edwards, S., Mantilla, A., Grieshaber, S., & Wood, E. (2015). The role of motive objects in early childhood teacher development concerning children's digital play and play-based learning in early childhood curricula. *Professional Development in Education*, 41(2), 222-235.

Bird, J., & Edwards, S. (2015). Children learning to use technologies through play: A Digital Play Framework. *British Journal of Educational Technology*, 46(6), 1149-116.

Edwards, S. (2014). Towards contemporary play: sociocultural theory and the digital-consumerist context. *Journal of Early Childhood Research,* 12(3), 219-233.

Edwards, S. & Cutter-Mackenzie, A. (2013). Pedagogical play-types: what do they suggest for learning about sustainability in early childhood education? *International Journal of Early Childhood*, 43(3), 327-346.

Edwards, S. (2013). Digital play in the early years: a contextual response to the problem of integrating digital technologies and play-based learning in the early childhood curriculum. *European Early Childhood Education Research Journal*, 21(2), 199-212. (Special issue: Promoting play for a better future).

Edwards, S. (2012). Teaching through assessment: merging technology and assessment in teacher in education. *Teachers and Teaching,*18 (5), 585-599.

Edwards, S. (2011). Lessons from 'a really useful engine'™: using Thomas the Tank Engine™ to examine the relationship between play as a leading activity, imagination and reality in children's contemporary play worlds. *Cambridge Journal of Education,* 41, 2, 195-210.

Edwards, S., & Cutter-Mackenzie, A. (2011). Environmentalizing early childhood curriculum through play-based pedagogies. *Australasian Journal of Early Childhood,* 36, 1, 51-59.

Edwards, S. (2010). 'Numberjacks are on their way': A cultural historical reflection on contemporary society and the early childhood curriculum. *Pedagogy, Culture and Society,* 18 (3), 261-272.

Edwards, S., Blaise, M., & Hammer, M. (2009). Beyond developmentalism? Early childhood teachers' understandings of multiage grouping in early childhood education and care. *Australasian Journal of Early Childhood,* 34 (4), 55-63.

Edwards, S. (2007). From developmental-constructivism to sociocultural theory and practice: an expansive analysis of teachers' professional learning and development in early childhood education. *Journal of Early Childhood Research*, 5(1), 89-112.

Edwards, S. (2006). 'Stop talking about culture as geography.' Early childhood educators' conceptions of sociocultural theory as an informant to curriculum. *Contemporary Issues in Early Childhood*, 7(3), 238 - 252.

Edwards, S. & Hammer, M. (2006). Problem Based Learning in early childhood and primary teacher education. *Teaching and Teacher Education,* 22(4), 465 – 477.

Edwards, S. (2005). Higher Education in the twenty first century: interfacing Problem Based and online Learning. *Technology, Pedagogy and Education, 14(3),* 353 -371.

Edwards, S. (2005). Constructivism doesn't only happen in the individual: sociocultural theory and early childhood education. *Early Child Development and Care*, 175(1), 37 – 47.

Edwards, S. (2005). Why I hated sociocultural theory: confessions of a reformed cognitive-developmentalist. *Pedagogy, Culture and Society*, 13(2), 133 – 141.

Edwards, S. (2005). Children's learning and developmental potential: examining the theoretical informants of early childhood curricula from the educators' perspective. *Early Years. International Journal of Research and Development,* 25(1), 67 – 80.

Edwards, S. (2005). The reasoning behind the scene. Why do early childhood educators use computers in their programs? *Australian Journal of Early Childhood*, 30(4), 25-33

Edwards, S. (2005). Talking about a revolution: Paradigmatic change in early childhood education. From developmental to sociocultural theory and beyond. *Melbourne (Critical) Studies in Education,* 46 (1), 1 – 12.

Edwards, S. (2003). New directions: charting the paths for the role of sociocultural theory in early childhood education and curriculum. *Contemporary Issues in Early Childhood*, 4(3), 251 – 266.

Romeo, G., Edwards, S., McNamara, S., Walker, I., & Ziguaras, C. (2003). Touching the screen: issues associated with the use of touch screen technology in early childhood education*. British Journal of Educational Technology*, 34(3), 329 – 341.

Refereed conference papers

Edwards, S. (2010). 'Teaching through assessment': the merging of technology and assessment in teacher education settings. Peer reviewed paper presented at the *ACEC2010: Digital Diversity Conference*, April, Melbourne, Australia.

Blaise, M., & Edwards, S. (2008). Researching with families, teachers and children: some practical approaches. Paper presented at the *American Educational Research Association Annual Conference*, March, New York, USA.

Cutter-Mackenzie, A., and Edwards, S. (2007). Deconstructing Early Childhood Content, Context and Pedagogy through Everyday Environmental Education Experiences. *American Educational Research Association Annual Conference*, April, Chicago, USA.

Edwards, S. & Cutter-Mackenzie, A. (2006). Eco-literacy and the content-pedagogy relationship in early childhood education. In S. Wooltorton, & D. Marinova (Eds.), *Sharing wisdom for our future. Environmental education in action: Proceedings of the National Conference of the Australian Association for Environmental Education.* Sydney: Australian Association for Environmental Education.

Conferences

2018   *Diamond Valley and Eltham Kindergarten Teachers Association Conference (*Keynote address)
        Digital knowledge for the future: what can we learn from Philosophy of technology?
2018   *University of Auckland Annual Early Childhood Education Address* (Invitational address)
        Digital play and Philosophy of technology
2017   *Early Childhood Australia LiveWires*. Melbourne (Keynote)
        Growing up digital: technologies and popular-culture in early childhood

2017   *Australian Council on Children and the Media National Conference.* Melbourne (Keynote)
        Digital play: what can we learn from theories of technology and development?
2017   *Australian Childcare Alliance National Conference.* Melbourne (Keynote)
        Play-based learning in the early years
2016   *Early Childhood Australia National Conference.* Darwin (Keynote)
        Play-based learning and intentional teaching: Forever different?
2016   *Community Childcare Association Victorian Conference.* Melbourne (Keynote)
        Digital play and early childhood education
2015   *Early Childhood New Zealand National Conference.* Christchurch (Keynote)
        Digital play and the early years
2011   *School of Education Research Seminar.* University of Sheffield (Invited seminar)
        Towards cultural interpretation and participation: the digital-consumerist context and young children's play in the early years
2010   *National Childcare Accreditation Council National AGM.* Sydney (Keynote)
        Quality care: a cultural historical perspective
2010   *Family Day Care National Conference.* Sydney (Keynote)
        Perspectives on quality care and education
2009   *TACTYC's Annual Conference.* Milton Keyes (Keynote)
        Twenty first century children and curriculum: a cultural historical perspective (Keynote address)

Reports

McLean, K., Edwards, S., Lambert, P., Gibson, B., & Hallowell, L. (2016). Promoting the provision of parental provided play activities in transition playgroups. A Research Report Prepared for Playgroup Victoria Melbourne. VIC, Australian Catholic University.

McLean, Edwards, S., Morris, H., Hallowell, L., & Swinkels, K. (2016). Community playgroups–connecting rural families locally. A Research Report Prepared for Playgroup Victoria. Melbourne. VIC, Australian Catholic University.

McLean, K., Edwards, S., Lambert, P., Wickham, D., & Schaper, C. (2015). Supported playgroups in schools: Stakeholder perspectives on belonging, home learning and young children's play. Final Report. Australian Catholic University: Melbourne, Australia

Edwards, S., Bone, J., & Bird, J. (2012). Integrating early childhood contexts and services: towards a handbook for understanding and implementing the EYLF. *Final report to DEEWR.* 19th March, 2012. Australian Catholic University: Melbourne

Blaise, M,. & Edwards, S. (2009). *Generating multiage pedagogies with the City of Melbourne's early childhood teachers.* Monash University: Melbourne, Australia.

Edwards, S., Fleer, M., & Nuttall, J. (2008). *A research paper to inform the development of an Early Years Learning Framework for Australia.* Office for Children and Early Childhood Development. Department of Education and Early Childhood Development. Melbourne, Victoria.

Blaise, M., Edwards, S., Hammer, M. (2007). *An initial investigation of the experiences amongst stakeholders involved in family grouping models in the City of Melbourne.* Monash University: Melbourne, Australia.

Theses

Edwards, S. (2003). The Curriculum is … A case study investigation into early childhood 'conceptions of early childhood curriculum. Monash University: Melbourne

Other

Edwards S., (2018). Digital Play. *Encyclopaedia on Early Childhood Development.* Centre of Excellence for Early Childhood Development. Montreal: Quebec.

Edwards, S., Cutter-Mackenzie, A., Moore, D., & Boyd, D. (2017). Finding the balance: A Play-framework for play-based learning and intentional teaching in early childhood education. *Every Child*, 23(1).

Edwards, S., & Nuttall, J. (2015). Beginning teachers: issues and experiences. *Asia Pacific Journal of Teacher Education*, 43(1), 1-3.

Nuttall, J., & Edwards, S. (2014). Researching teacher education in a context of reform. *Asia Pacific Journal of Teacher Education*, 42(3), 209-211.

Nuttall, J., & Edwards, S. (2014). Teacher education research and the role of place. *Asia Pacific Journal of Teacher Education*, 42(2), 103-104.

Edwards, S., & Nuttall, J. (2014). Professionalism, identity and theory-practice in teacher education. Asia Pacific Journal of Teacher Education, 42(1), 1-3

Edwards, S. (2013). *ICT in play-based contexts.* In R. Gunstone (Ed.), *International Encyclopaedia Science Education.* Springer: Dordrecht.

Edwards, S. (2013). By-passing the debate: beyond the 'technology question' in early childhood education. *TACTYC Reflections.* Available: www.tactyc.org.uk/reflection-Edwards.

Edwards, S., Moore, D. & Cutter-Mackenzie, A. (2012). 'It will be a wasteland if we don't recycle – sustainability and intentional teaching in early childhood. *Every Child,* 18(3), 12-13.

Edwards, S., Henderson, M., & Mirkhil, M. (2010). Young children and screen time. *Everyday Learning Series.* Canberra, Australia: Early Childhood Australia (peer reviewed).

Scholarly contributions and service

Scholarly contributions

Editorial roles

2016-2019 Australasian Journal of Early Childhood. Editorial board – Invited membership. Role: to increase quality of peer-reviews and consequent publications; to inform strategic plan moving journal to an established publisher.

2012-2015 Asia-Pacific Journal of Teacher Education. Co-editor – Competitive application. Role: assessing manuscripts, assigning reviewers, communicating with authors, checking proofs, writing editorials, managing budget and liaising with host organisation (Australian Teacher Education Association). Increased IF from from 0.667 to 0.964

2011-ongoing   Journal of Early Childhood Research. Editorial board – Invited membership. Role: peer-reviewing manuscripts, promotion of journal in Australasia.

2011-ongoing   Early Years: International Journal of Research and Development. Editorial board – Invited membership: Role: peer-reviewing manuscripts, promotion of journal in Australasia.

Fellowships, awards and memberships

Fellowships

- 2019 November University of Edinburgh, Institute of Education, Community and Society
  Visiting Research Scholar –fully-funded by ACU University and awarded by University of Edinburgh via external application (one seminar on ECA Statement on Young Children and Digital Technologies; one workshop with HDR candidates)
- 2018 June *Institute of Education, Hong Kong* (HKIED)
  Invited Visiting Scholar – fully-funded and awarded via internationally competitive application (one seminar on the pedagogical play-framework; one recorded webinar on using the pedagogical play-framework in early childhood STEM education to be used with 300 pre-service teachers in Hong Kong).
- 2014 March *Institute of Education, Hong Kong* (HKIED)
  Invited Visiting Scholar - fully-funded and awarded by HKIED via invited application (two seminars on the scholarship of teaching and integrating online learning with problem-based learning. Mentoring of academic staff in the writing for publication from the scholarship of teaching).
- 2009 August –November 2009 *The University of Oxford. Department of Educational Studies*
  Visiting Research Fellowship - fully-funded by Monash University and awarded by University of Oxford via external application (two seminars on play-based learning and digital play to Departmental research groups, participated in all Department research activities and completed a detailed program of reading in the completed works of Vygotsky with the Oxford Centre for Socio-cultural and Activity Theory Research).
- 2008 April *University of New England, Faculty of Education*
  Invited Visiting Scholar – fully-funded and awarded by Faculty of Education, University of New England via invited application (three seminars on the concept of 'teaching-through-assessment' and course redesign of units of study in the Bachelor of Education, Early Childhood for the integration of online and problem-based learning).

Awards

2010 Monash University:
Teaching and Learning Lead Fellowship
Leading 3 University Fellows to advance the scholarship of teaching across the university including the discipline areas of nursing, health sciences and arts. Culminating in Scholarship of Teaching Symposium featuring the Deputy Vice Chancellor Education and all three Fellows.
Internally competitive awards $35,000

2009 Australian Council for Learning and Teaching:
Australian Award for University Teaching (Early Career Teacher)
Nationally competitive awards $25,000

2007 Monash University:
Vice Chancellor's Award for Teaching Excellence
Internally competitive awards $5,000

2006 Australian Council for Learning and Teaching:
Citation for the design of innovative and reflective teaching practices
Nationally competitive awards $10,000

2004 Monash University:
Vice Chancellor's Award for Excellence in Online Learning
Awarded one year after commencing fulltime tertiary teaching
Internally competitive awards $5,000

Memberships
- Early Childhood Australia
- Australian Association for Education Researcher
- Australian Research Alliance for Children and Youth
- Australian Teacher Educators Association
- European Early Childhood Research Association

Committee Memberships
2017 *EOI Panel for ARC applications* Faculty of Education and Arts, Australian Catholic University (assessed and provided feedback on EOI for DECRA, ARCDP and Future Fellowship applications). Nominated by Faculty Dean Research.
2017 *HDR Scholarship Panel* Faculty of Education and Arts, Australian Catholic University (assessed and ranked applications for HDR scholarships for FEA at ACU). Nominated by Faculty Dean Research.
2015 *Excellence in Australia (ERA) committee* Faculty of Education and Arts, Australian Catholic University (led the submission of research outputs for the ERA code 1301 [Early childhood education]. Based on outputs prior to the 2013-2016 ACU research intensification strategy). Achieved a ranking of '3 – At world standard'). Nominated by Faculty Dean Research.
2014 *Academic Research Performance Review Committee*, Faculty of Education and Arts, Australian Catholic University (contributed to assessment of research quality by all academic staff for research load). Nominated by Dean of Faculty of Education and Arts.
2014 *Teaching Awards Committee*, Faculty of Education and Arts, Australian Catholic University (assessed and provided recommendations on applications for teaching excellences). Nominated by Faculty Dean Teaching.
2012-2013 *Research Committee,* Faculty of Education, Australian Catholic University (led the development and implementation of a new annual research symposium – noted by Professorial Chair in unsolicited feedback as 'instrumental to developing the aims and focus of the committee' and evidencing 'a leader who possesses great insight and responsibility for capacity building'). Elected member.
2006-2009 *Academic Progress Committee*, Faculty of Education, Monash University (informed decision-making regarding continued or discontinued progress of students enrolled in Bachelor of Education and Graduate Diploma of Education degrees, including Early Childhood, Primary and Sport and Recreation. As course coordinator of the Bachelor of Education and Graduate Diploma of Education degrees in 2006, 2007 and 2008 I led recommendations for students enrolled in these degrees). Nominated by the Associate Dean Teaching.
2004-2005 *Research Committee and Resources Sub-Committee*, Faculty of Education, Monash University (contributed to decision-making regarding research groups and resourcing of research groups). Elected member.

Invited reviewer
Journals
- ~ Computers and Education
- ~ Contemporary Issues in Early Childhood
- ~ Teaching and Teacher Educator
- ~ Australian Journal of Early Childhood
- ~ Early Years Journal of International Research and Development
- ~ Cambridge Journal of Education
- ~ International Journal of Play
- ~ He Kupu

	~	Journal of Early Childhood Research
	~	Teaching and Teachers
	~	International Journal of Early Childhood
Books	~	Oxford University Press
	~	Routledge
	~	Cambridge University Press
Grants	~	Australian Research Council (DECRA; Discovery Projects; Linkage Projects)
	~	Office for Learning and Teaching
	~	Ontario Early Career Research awards
Research quality	~	Nominated Excellence in Research Australia Peer Assessor (2015; 2018)

Scholarly contribution

A conceptually innovative researcher, Professor Edwards consistently pushes the boundaries of historical thinking in early childhood education. Her publications are characterized by new insight into matters of pedagogy pertaining to play-based and early digital learning. Despite four periods of career interruption for childbirth, her publications are now cited by leading scholars in the field (e.g. Jackie Marsh, Lydia Plowman, Marilyn Fleer, and Natalia Kucirkova); and used by others to frame the conceptual and/or empirical basis of their own work (e.g. Lorna Arnott, Debra Harwood, Ioanna Palaoiologou, and Maria Hatzigianni). Edwards has a track-record of success publishing in the top education journals, such as *British Journal of Education Technology* (IF 2.729), and *Teachers and Teaching* (IF 3.335), - most recently publishing in the highly respected *Computers and Education* (IF 4.53; SCIMAGO rank 22/1262 for Education and 2/120 for E-Learning). A remarkable 78% of Professor Edwards' publications in the Web of Science area 'Education and Educational Research' (2003-2018) are cited by others - almost double that of the global benchmark of 40%. Her outputs are referenced by scholars from 150 institutions (e.g. University College London, Cambridge University, National Institute of Education Singapore), in 160 different journals from over forty countries, including the United States of America (USA), United Kingdom (UK), China, Israel, Greece, New Zealand and South Korea. Her research outputs indicate exceptional inter-disciplinary utility, recording citations beyond the field of early childhood education into the arts/humanities, computing science, engineering, environmental science, psychology, family studies, medicine and nursing (Web of Science). Field specifically, Edwards currently ranks first out of one hundred most published authors internationally for 'early childhood education technologies' (Scopus). In Australia, she records three papers in the top 15 most cited early childhood education publications of the last five years. Her work continues to impact the field, shaping the research trajectory of others. Books by Professor Edwards are held within an impressive 3,091 libraries worldwide, including top-ranked university libraries: Cambridge, Harvard, Oxford, Princeton, MIT and Yale.

Service internal

2018 *Bachelor Education (Early Childhood and Primary) Course* Review Faculty of Education and Arts, Australian Catholic University (expert member in early childhood education, play and pedagogy and digital technologies). Nominated by Faculty Dean of Faculty of Education and Arts.

2013-2016 *University Promotions Committee (Level B-C)*, Faculty of Education and Arts, Australian Catholic University (assessed and made recommendations on academic applications for promotion). Elected member.

2005-2006 *Executive Committee and Faculty Board*, Faculty of Education, Monash University (contributed to decision-making pertaining to degrees awarded by the Faculty of Education). Elected member.

Service external

2019 Expert Advisor, Office of eSafety Commission $1.5 million Early Years Online Safety Program
2018 Co-chair Early Childhood Australia National Digital Policy Group
Producing Australia's first national Statement on Young Children and Digital Technologies.