

## Dr Melissa Cain SFHEA

*PhD, Grad Cert Higher Education, M. Ed, B. Mus, Grad Dip (Indonesian), Grad Dip Humanities (Ethnomusicology)*

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Research Profiles: [Orchid](#) [Google Scholar](#) [Research Gate](#)

### Biography

Dr Melissa Cain is Associate Professor in the National School of Education at Australian Catholic University, and a Senior Fellow of the Higher Education Academy. She is a member of the executive committees of the Australian Teacher Education Association (ATEA) and the South Pacific Educators of Vision Impairment (SPEVI). Melissa teaches and researches in the fields of Inclusive Education, Initial Teacher Education, and Creative Arts education and supervises Higher Degree Research students in these areas. Melissa's current research centres on facilitating full access to the Australian Curriculum for students with disability including students with blindness and low vision in mainstream schools. Melissa explores the experiences of preservice teachers studying units delivered fully asynchronously online and the associated challenges of social presence and engagement. Melissa is active in the low vision community, regularly collaborating with Next Sense and Vision Australia, and volunteers her time as a goalball referee and Secretary of Goalball Queensland. Melissa was a schoolteacher in Australia and Southeast Asia for many years before entering academia. Melissa has received several higher education teaching awards and is the recipient of the Callaway Doctoral Award and the ACU Vice-Chancellor's Staff Excellence Awards – Highly Commended Recognition.

### Education and Qualifications

Name of qualification	Institution	Year
Senior Fellowship	Advance HE	2021
Graduate Certificate in Higher Education	Griffith University	2017
Doctor of Philosophy	Griffith University	2011
Graduate Diploma Humanities	University of New England	2004
Graduate Diploma LOTE (Indonesian)	University of Southern Queensland	2003
Master of Education	University of Queensland	1998
Bachelor of Music (Music Education)	University of Queensland	1989

### Awards

<b>Name of award</b>	<b>Institution</b>	<b>Year</b>
Vice-Chancellor's Staff Excellence Awards – Highly Commended Recognition	Australian Catholic University	2024
Outstanding Reviewer Contribution Award	Australian Teacher Educator Association	2024
Most Effective Lecturer, Dean's Commendation List	HASS Faculty, University of Queensland	2016
Award for Tutoring Excellence	HASS Faculty, University of Queensland	2015
Callaway Doctoral Award	Australian Society for Music Education	2013

## **Employment History**

### **Teaching and Research**

#### **Australian Catholic University:** 2018 to present

National Head of Discipline Secondary ITE (2018-2022), Course Coordinator for Secondary Teaching Programs (QLD, NSW, ACT), National Unit Lead for large core units in inclusive education and arts education, HDR primary supervisor, developer for the inclusive and special education suite of units.

#### **Griffith University:** 2012 to 2017 (contract and sessional)

Convenor of seven large courses, team member, Graduate Teacher Performance Assessment (GTPA), lecturer in Professional experience, Childhood development, Curriculum and assessment, Arts education, Design and Technologies education, and Music education, University practicum liaison.

#### **The University of Queensland:** 2012 to 2017 (sessional)

Course coordinator, lecturer, and lead tutor (sessional) in Educational Leadership, Literacies education, Arts education, Design and Technologies education and Music education.

#### **Queensland University of Technology:** 2013 to 2014

Course coordinator and lecturer (sessional) in Music education.

### **Project management**

2016-2017: *Deep Learning through Transformative Pedagogies* MOOC.  
University of Queensland (UQx, Edx),

2015-2017: *Augmenting students' learning for employability through post-practicum educational processes*  
Griffith University, (OLT research project)

2014 to 2016: *Work Placements for International Students*  
Griffith University, (OLT research project)

2011-2014: *Assessment in Music*  
Queensland Conservatorium (OLT research project)

### **Primary and Secondary Teaching**

**Classroom Music Specialist** (grades 5-12 & IB program)  
St. Peters Lutheran College  
October 2011 (one term, long- service leave contract)

**Head of Department (Music), Music educator**  
Singapore American School  
July 1991-June 2011

**Primary and secondary music teacher**  
St. Hilda's School, Southport, Queensland  
January 1990-July 1991

### **Research grant and tender applications**

Total funding received: \$82,368.

#### **2026 for 2027: ARC Discovery Grant.**

Current full application under assessment. EOI shortlisted for ARC Discovery Grant.  
Clarence Ng, **Melissa Cain**, Amanda Gutierrez, Jiesi Guo, Peter Renshaw, Rafaan Daliri-Ngametua.

#### **2021: ACU Teaching Development Grant. \$10,386**

Enhancing practicum performance: Positively impacting retention, self-efficacy, resilience, confidence, and competency in pre-service teachers.  
**Melissa Cain**, Kathleen McGuire & Rebecca Pagano

#### **2020: South Pacific Educators of Vision Impairment. \$5,000**

'Learning to access': Lessons for Learning in COVID-19 Times.  
**Melissa Cain**

#### **2017: Griffith University, Teacher Education Research Program. \$5,000**

Evaluating a School/University Approach to Professional Experience  
Jennifer Clifton, Mia O'Brien and **Melissa Cain**

#### **2016: Curriculum and Assessment Authority. \$50,000**

Evaluation of Endorsement Trials  
Katie Weir and **Melissa Cain**

**2014: Queensland Conservatorium Research Centre Seeding Grant. \$5,000**

Health and Wellbeing Outcomes for Brisbane Refugee and Immigrant Communities in Music Participation Programs.

**Melissa Cain**

**2013: Griffith University, AEL Collaboration Grant. \$12,000.**

Crossroads: Interdisciplinary Music-health Intersections  
Naomi Sunderland and **Melissa Cain**

**Professional Affiliations**

International Society of Music Education, Australian Society for Music Education, Cultural Diversity in Music Education Network, Asia Pacific Community Music Network, Australian Association of Educational Research.

**Research Higher Degree Supervision**

- Ms Blanche Fransiscus (2026- present). *School attendance problems and disability: Prevalence and adjustments for Tier 3 therapeutic case management.*
- Mr Peter Omiso (2025- present). *Teachers as policy actors. Examining the inclusive education policy-practice disjuncture for learners with intellectual disability in primary schools in Masaba North, Kenya.*
- Ms Aasha Rose (2024-present): *Braille literacy, life satisfaction, and quality of life.*
- Dr Meredith Kelly (2024, completed): *What is the thinking child doing and, what is the doing child thinking? Exploring teacher perspectives on schema learning to identify children's working theories within current teaching practices. An Aotearoa, New Zealand Study.* PhD
- Dr Kathleen Plastow (2022, completed): *Reframing music education: Teachers' perspectives on engaging with data.* EdD.
- Dr Jennifer Walden (2016, completed): *Culturally Diverse Music Education in North American K-12 Classrooms: The Role of Teacher, Attitudes, and Attributes in Facilitating Engaged Practices.* PhD.
- Kerrin O’Hanlon (on hold): *Teacher wellbeing through a Catholic looking glass.* EdD.

**Higher Education Teaching Summary**

In the capacity of course coordinator and lecturer-in-charge.

<b>Course Code/Name</b>	<b>Years</b>
<b>Australian Catholic University</b>	
EDES603: Inclusive practice	2024-present

EDET300: Students with disability and inclusive education	2022-present
EDES590: Foundations of Teaching: Understanding teaching	2022-present
EDET101: Effective Teaching 2: Curriculum and Planning and Pedagogy	2025
EDIP606: Understanding Learners and Learning	2021
EDFD268: Preparation for contexts in the field	2018-2022
EDFD261: Inclusive, safe, and supportive learning environments (Primary)	2018-2022
EDFX271: Inclusive, safe, and supportive learning environments (Secondary)	2018-2022
EDAR104: Art education in the early years	2016-2022
EDAR241: Music and visual arts education	2018-2023
EDAR422: Arts education 2	2018
EDAR368: Creative arts education	2018-2022
Return to Teaching (for teachers who have been out of the profession)	2019, 2020
<b>Griffith University</b>	
3002LFC: Community Internship	2017
2611EDN: Arts education 1	2014-2017
2701EDN: Professional Experience and Learning 2	2017
3701EDN: Professional Experience and Learning 3	2017
1699EDN: Philosophy and Ethics in Education	2017
7212EDN: The Arts Prep to year 6	2017
7762EDN: Professional Experience and Practice 2	2017
7753EDN: Valuing Diversity	2017
7750EDN: Introduction to Teaching	2017
4099EDN: The Griffith Graduate Teacher	2017
7761EDN: Professional Experience and Practice 1	2017
7755EDN: Internship in the Primary School	2017
7752EDN: Safe and Supportive Learning Environments	2017
1999EDN: Teaching as a Profession	2017
7164EDN: Understanding the Child Learner	2015-16
7165EDN: Introduction to the Profession	2015-16
7117EDN: Learning and Teaching Arts and Technology Curricula	2015-16
7604EDN: Senior Phase Music Curriculum	2015-16
4321EDN: Contemporary Content for Teaching	2013-16
1252EDN: Professional Experience Foundation	2016
1701EDN: Professional Experience and Learning 1	2015-16
2601EDN: The Arts 2	2015-16
1601EDN: Arts Education 1	2015-16
3101EDN: Junior Secondary Music Curriculum	2015-16

1302EDN: Senior Secondary Music Curriculum	2014-16
1199EDN: Communication in Learning and Teaching	2015-16
4815EDN: Music Education in Action	2014-15
1303EDN: Introduction to Curriculum and Assessment	2015-16
1101QCM: Exploring Music	2014
<b>The University of Queensland</b>	
EDUC7112: Teachers as Leaders	2017
EDUC1707: Literacy in Primary and Middle Years Contexts	2017
EDUC3703: Teaching Technology and the Arts in the 21 <sup>st</sup> Century	2012-16
EDUC1704: Education and Creativity	2012-16
EDUC1049: Learning Tools for the 21 <sup>st</sup> Century	2015-16
MUSC1600: Music Techniques and Aural Skills 1	2012
MUSC2060: Music Techniques and Aural Skills 2	2012
MUSC2601: Aural Skills 3	2012
MUSC3640: Advanced Aural Skills A	2012
MUSC3650: Advanced Aural Skills B	2012
EDUC3002: Becoming a Music Educator	2012
<b>Queensland University of Technology</b>	
KKB201: Arts Education	2013-14

## Peer reviewed publications

(publications in progress in grey)

**Cain, M.**, Alexander, C., & Plastow, K. (2026, in progress). Pracademic identity, status, and value. Navigating pedagogy and andragogy in professional and academic spheres. *Higher Education*.

Plastow, K., & **Cain, M.** (2026, in progress). Changing contexts and dilemmatic spaces: Constructing pre-service teacher agency for Kodály inspired practices through online course design. *International Journal of Music Education*.

**Cain, M.**, Ng, C., & Gutierrez, A. (2026 in progress). Making sense of critical learning events in Initial Teacher Education. Negotiating professional placements as a dilemmatic space. *Teaching and teacher education*.

Ng, C., **Cain, M.**, Gutierrez, A., & Daliri-Ngametua, R. (2026). How dilemmatic spaces are made: Positioning and justification in early career teachers' literacy teaching in low SES settings.

Ng, C., **Cain, M.**, Gutierrez, A., Daliri-Ngametua, R., & Hang, H. (2026). Teacher work engagement. A systematic review.

**Cain, M.** Ruig, T., & Fanshawe, M. (2026, in progress). *Handbook on support for children & young people who are blind or have low vision*. Springer Education.

Fanshawe, M., **Cain, M.** & Rose, A. (2026, under review). The role of the advisory teacher in supporting the education of students with blindness and low vision: A systematic review. *International Journal of Inclusive Education*.

**Cain, M.**, Fanshawe, M., & Rose, A. (2026 under review). Equitable access to inclusion?: Accessing specialised support for students with blindness and low vision in Australian mainstream classrooms. *International Journal of Disability, Development and Education*

Taouk, S., **Cain, M.**, & Sheehan, H. (2026, under review). Am I a candidate for asynchronous learning? Misconceptions around asynchronous online education in ITE programs leading to a sense of disconnection. *Distance Education*.

**Cain, M.** (2026, accepted). Unravelling cultural considerations of disability. Bringing preservice teachers to the dilemmatic tapestry of inclusive education. In D. Rüsselbæk Hansen, R. Unsworth, T Carusi, & H. Kwok: *Navigating possibility in teacher education through radical, poetic, and uncertain thinking*.

Rose, A., Fanshawe, M., Barton, G. & **Cain, M.** (2025). Quality of life for braille users: A scoping review. *Review of Education*.

Sheehan, H., **Cain, M.**, & Taouk, S. (2025). Preservice teachers' experiences of relationality in asynchronous online learning. "There's not really an opportunity to have those networks". *Asia-Pacific Journal of Teacher Education*.

Alexander, C., **Cain, M.** & Plastow, K. (2025). Dilemmas in professional code-switching for teacher educators in higher education. *Studies in Higher Education*.  
<https://doi.org/10.1080/03075079.2025.2486577>

Tuinamiana, K., Daliri-Ngametua, R., Naylor, W.; **Cain, M** ... Morrison, M. (2025, in press). 'Performing' the good neoliberal academic: A collaborative autoethnography to resist, challenge, and change academia's audit culture. In N. Lemon, A. Bolzle, M. Santa Cruz, & Saunders, R. (Eds.). *Shut up and write: Cultivating wellbeing in academic communities*. Routledge.

Fanshawe, M. & **Cain, M.** (2024). Participation in mathematics for a student with blindness or low vision in Australian mainstream schools: A longitudinal case study. In J. Visnovska, E. Ross, & S. Getenet (Eds.), *Surfing the waves of mathematics education*. Proceedings of the 46th annual conference of the Mathematics Education Research Group of Australasia (pp. 7–25). Gold Coast: MERGA

**Cain, M.** (2024). Playing the game of education is playing the game of life for students with disability. In A. Walker, H. Grimmett & A. Black (Eds.). *How Games Play Us*:

*Ludic inquiries into power, pedagogy, and change*, pp. 170-184. Routledge.  
<https://doi.org/10.4324/9781003450979-17>

**Cain, M.**, Fanshawe, M., Armstrong, E., & Lieberman, L. (2024). Barriers to Physical Activity for Australian Students with Vision Impairment. *International Journal of Disability, Development, and Education*, 71(6), 908–926.  
<https://doi.org/10.1080/1034912X.2023.2232327>

Phillips, L. G., **Cain, M.**, Ritchie, J., Campbell, C., Davis, S., Brock, C., Burke, G., Coleman, K., & Joosa, E. (2024). Surveying and resonating with teacher concerns during COVID-19 pandemic. *Teachers and Teaching, Theory and Practice*, 30(7–8), 900–917. <https://doi.org/10.1080/13540602.2021.1982691>

**Cain, M.**, Sheehan, H., & Taouk, S. (2024). “It doesn’t feel like we’ve had the chance to really connect”. The crucial need for social presence in fully asynchronous teacher education. *Teaching and Teacher Education*, 152, 104789-.  
<https://doi.org/10.1016/j.tate.2024.104789>

**Cain, M.**, Campbell, C., & Fanshawe, M. (2024). What’s an innovation? Capitalising on disruptive innovation in higher education. *Teachers and Teaching, Theory and Practice* 30(5), 684–700. <https://doi.org/10.1080/13540602.2024.2365141>

**Cain, M.**, Fanshawe, M., & Goodwin, P. (2024). Shining a light on disparities to access. The impacts of COVID-19 restrictions on learning for students with blindness and low vision in Australia and the Pacific. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2024.2303106>

**Cain, M.** (2023). “Those moments are ineffable”. Illuminating how empathy and compassion experienced in the Arts empower pre-service teachers to make transformational change. *Journal of Moral Education*.  
<https://doi.org/10.1080/03057240.2023.2287397>

**Cain, M.**, Burke, K., & Nislev, E. (2023 online). When constellations align: What early childhood preservice teachers need from online learning to become confident and competent teachers of the arts. *British Educational Research Journal*. 1-17.  
<https://doi.org/10.1002/berj.3924>.

Fanshawe, M., Barton, G., Mandarakas, **M. Cain, M.**, & Todd, N. (2023). Enablers and barriers to equitable participation for students with blindness or low vision in Australian mainstream secondary schools. *International Journal of Inclusive Education*.

Ritchie, J., Phillips, L., Brock, C., Burke, G., **Cain, M.**, Campbell, C., Davis, S., & Joosa, E. (2023). Teaching and Learning in COVID-19: Pandemic quilt storying.

*International Review of Qualitative Research.*  
<https://doi.org/10.1177/19408447231169069>

Fanshawe, M., Mandarakas, M. **Cain, M.** et al. (2023). Building a bridge –LEGO as a kinaesthetic tool to facilitate play-based learning in early childhood and beyond. In S. Garvis & G. Barton (eds.). *Kinesthetic Learning in Early Childhood: Exploring Theory and Practice for Educators*. Routledge.

Coleman, K., **Cain, M.**, & Campbell, C. (2023). Stories found within higher education: Shifting professional identities of academics. In K. Marsh-Davies & C. Burnett (Eds.). *Teachers and Teaching Post-COVID: Seizing Opportunities for Change*. Routledge.

**Cain, M.**, Fanshawe, M., & Goodwin, P. (2022). The impacts of COVID-19 restrictions on learning for students with blindness and low vision in Australia and the Pacific. *Journal of the South Pacific Educators of Vision Impairment (SPEVI) 14(1)*, 33-49. <https://www.spevi.net/wp-content/uploads/2022/03/JSPEVI-Vol-14-2021.pdf>

**Cain, M.**, Campbell, C., & Coleman, K. (2022). ‘Kindness and empathy beyond all else’. Challenges to professional identities of Higher Education teachers during COVID-19 times. *Australian Educational Researcher*. 1-19. <https://doi.org/10.1007/s13384-022-00552-1>.

**Cain, M.**, Sukhai, M., Fanshawe, M., & Blackstock, D. (2022). The role and place of mentorship for young adults with blindness and low vision in educational contexts. *International Journal of Mentoring and Coaching in Education, 12(1)*, 33046. <https://doi.org/10.1108/IJMCE-01-2022-0004>

**Cain, M.**, Fanshawe, M., & Goodwin, P. (2021). “Come willing to learn”: Experiences of parents advocating for their children with severe vision impairments in Australian mainstream education. *International Journal of Inclusive Education, 1-19*. <https://doi.org/10.1080/13603116.2021.1983879>

**Cain, M.** & Campbell, C. (2021). Creating greater awareness and demonstration of the Australian Professional Standards for teachers in initial teacher education. *Australian Journal of Teacher Education 46(7)*, 70-85. <https://doi.org/10.14221/ajte.2021v46n7.4>

**Cain, M.** & Fanshawe, M. (2021). From emotional crisis to empowerment: The journey of two mothers. *Infants and Young Children 34(3)*, 225-240. <https://doi.org/10.1097/IYC.0000000000000194>

**Cain, M.**, & Fanshawe, M. (2021). Expectations for success: Auditing opportunities for students with print disabilities to fully engage in online learning environments in higher education. *Australasian Journal of Educational Technology, 37(3)*, 137-151. <https://doi.org/10.14742/ajet.6449>.

- Cain, M., & Phillips, L.** (2021). Found poems and imagery of physical and social dis/connections in inclusive education during a pandemic. *The kaleidoscope of lived curricula: Learning through a confluence of crises* (pp. 109-125). 13th Annual Curriculum and Pedagogy Group 2021. Edited Collection. <https://www.infoagepub.com/products/The-Kaleidoscope-of-Lived-Curricula>
- Cain M. & Fanshawe, M.** (2021). More than tolerance. A call *shiFt* the ableist Academy. In A. Black & R. Dwyer, *MAKING shiFt HAPPEN: Women creating personal and professional alchemy in the academy*. Palgrave Macmillan.
- Cain, M., Gibbs, K.** (2020). ‘Please Explain!’–public perception of students with diversity in mainstream education as voiced in Australian online news media. *International Journal of Educational Research (Open)*. <https://doi.org/10.1016/j.ijedro.2020.100006>
- Cain, M., & Fanshawe, M.** (2020). “Talk to Me!”: Empowering students with a vision impairment through audio e-assessment Feedback. In C. Dann, & S. O'Neill (Eds.), *Technology-Enhanced Formative Assessment Practices in Higher Education* (pp. 1-19). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-7998-0426-0.ch001>
- Cain, M., & Fanshawe, M.** (2020). Catering for the specialized needs of students with vision impairment in mainstream classes: Listening to student voices for academic, physical, and social inclusion. In H. van Rensburg, & S. O'Neill (Eds.), *Inclusive Theory and Practice in Special Education* (pp. 192-211). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-7998-2901-0.ch010>
- Cain, M; Istvandity, L; and Lakhani, A.** (2019). Participatory music-making and well-being within immigrant cultural practice: Exploratory case studies in Southeast Queensland, Australia. *Leisure Studies*, 2(2), 1-15. <https://doi.org/10.1080/02614367.2019.1581248>.
- Cain, M.** (2019). “But it wouldn't be me”. Exploring empathy and compassion for self and others through creative processes. In G. Barton & S. Garvis (eds). *Compassion and Empathy in Educational Contexts*. Palgrave Macmillan, pp. 39-57. <https://link.springer.com/book/10.1007/978-3-030-18925-9>
- Cain, M., Le, A. H., & Billett, S.** (2019). Sharing stories and building resilience: Student preferences and processes of post practicum interventions. In Billett, S., Newton, J., Rogers, G., & Noble, C. (Eds.). *Augmenting health and social care students' clinical learning experiences: Processes and outcomes*. Springer, pp. 27-53. <https://link.springer.com/book/10.1007/978-3-030-05560-8>

- Cain, M.** & Fanshawe, M. (2019). Opening eyes to vision impairment: Diversity is just another way of seeing. In S. Carter (ed.). *Opening eyes onto diversity and inclusion*. University of Southern Queensland Press.  
<https://usq.pressbooks.pub/openingeyes>
- Cain M.** & Walden, J. (2018). Musical diversity in the classroom: Ingenuity and integrity in sound exploration. *British Journal of Music Education*, 36(1), 5-19.  
<https://doi.org/10.1017/S0265051718000116>
- Cain, M.** & Nislev, E. (2018). Art as transformative education: Starting the conversation. *Art Education Australia*, 39(3). *Australian Art Education* 39(3), 468-491. Special theme issue- Borderless: Global narratives in art education.  
<https://doi.org/10.3316/aeipt.222987>
- Nislev, E. & **Cain, M.** (2018). Playing in the corridors of academia. In A. Black and S. Garvis (eds.) *Lived experiences of women in academia: Metaphors, manifestos and memoir*. UK: Routledge, pp. 98-108.  
<https://www.routledge.com/Lived-Experiences-of-Women-in-Academia-Metaphors-Manifestos-and-Memoir/Black-Garvis/p/book/9780367890940>
- Bartleet, B., **Cain, M.**, Tolmie, D., Power, A., & Shiobara, M. (Eds.). (2018). *Many Voices, One Horizon: Community music in Oceania*. University of Hawaii Press.  
<https://www.jstor.org/stable/j.ctvvn0j7>
- Tan, L. & **Cain, M.** (2018). A tale through two lenses. Community band music in Singapore. In B. Bartleet, **M. Cain**, D. Tolmie, A. Power, & M. Shiobara. (Eds.). *Many Voices, One Horizon: Community music in Oceania*. University of Hawaii Press, pp. 221-241.  
<https://www.jstor.org/stable/j.ctvvn0j7>
- Bartleet, B., **Cain, M.**, Tolmie, D., Power, A., & Shiobara, M. (Eds.) (2018). Community Music in the Asia Pacific: An introduction. In B. Bartleet, **M. Cain**, D. Tolmie, A. Power, & M. Shiobara, *Many Voices, One Horizon: Community music in Oceania*. University of Hawaii Press, 1-12.  
<https://www.jstor.org/stable/j.ctvvn0j7>
- Sonnenschein, K., Barker, M., Hibbins, R, & **Cain, M.** (2017). Perceptions of different stakeholders about the graduate attributes needed by graduates entering in the Chinese hotel industry. In G. Barton & K. Hartwig, (Eds.). *Professional learning in the workplace for international students: Exploring theory and practice*. UK: Springer, 259-275.
- Barton, G; Hartwig, K; Bennett, D; **Cain, M.**, et al. (2017). Work placements for international students programs: a model of effective practice. In G. Barton & K. Hartwig, (Eds.). *Professional learning in the workplace for international students:*

*Exploring theory and practice*. UK: Springer, pp. 13-34.  
<https://link.springer.com/book/10.1007/978-3-319-60058-1>

Billett, S., **Cain, M.**, & Le, A. H. (2016). Augmenting higher education students' work experiences: Preferred purposes and processes. *Studies in Higher Education* 3(7), 1279–1294. <https://doi.org/10.1080/03075079.2016.125007>

Henderson, S; **Cain, M**; Istvandy, L. & Lakhani (2016). The role of music participation in positive health and wellbeing outcomes for migrant populations: A systematic review. *Psychology of Music* 45(4), 459-478.  
<https://doi.org/10.1177/030573561666591>

**Cain, M.**, Lakhani, A. & Istvandy, L. (2015). Short and long term outcomes for CALD and at risk communities in participatory music programs. *Arts and Health: An International Journal for Research, Policy and Practice*, 8(2), 1-16.  
<https://doi.org/10.1080/17533015.2015.102793>

**Cain, M.** Celebrating diversity: Music education in multiracial Singapore (2015). *International Journal of Music Education* 33(4), 463-475.  
<https://doi.org/10.1177/0255761415584295>

**Cain, M.** (2015). Music of 'The Other': Overcoming cultural boundaries in music education. *British Journal of Music Education*, 32(1), 1-16.  
<https://doi.org/10.1017/S0265051714000394>

Barton, G; Hartwig, K; and **Cain, M.** (2015). International students' experience of practicum in teacher education: An exploration through internationalization and professional socialization. *Australian Journal of Teacher Education* 40(8),149-163. <https://doi.org/10.14221/ajte.2015v40n8.9>

Lebler, D., Harrison, S., Carey, G., & **Cain, M.** (2014). Assessment in Music in the Australian Context: The AiM Project. In D. Lebler, S. Harrison, & G. Carey (Eds.), *Assessment in music: From Policy to Practice*. Springer, pp. 39-54.  
<https://link.springer.com/book/10.1007/978-3-319-10274-0>

**Cain, M.** (2014). Participants' perceptions of fair and valid assessment practices in higher music education. In D. Lebler, S. Harrison, & G. Carey (Eds.), *Assessment in music: From Policy to Practice*. UK: Springer, 87-106.  
<https://link.springer.com/book/10.1007/978-3-319-10274-0>

**Cain, M.**, Walden, J. & Lindblom, S. (2013). Initiate, create, activate. Practical solutions for making culturally diverse music education a reality. *Australian Journal of Music Education*, 2, 79-97.  
<https://doi.org/10.3316/aeipt.204750>

**Cain, M.** (2011). Philosophy, policy, practice visions and realities of cultural diversity in selected primary music classrooms in Brisbane and Singapore. PhD thesis. Griffith University. <https://research-repository.griffith.edu.au/server/api/core/bitstreams/59e5fa16-2964-5121-b44f-614335e15aa4/content>

**Cain, M.** (2010). Singapore International Schools: Best practice in culturally diverse music education. *British Journal of Music Education*, 27(2), 111-125. <https://doi.org/10.1017/S0265051710000033>

**Cain, M.** (2010). *The origins and foundations of music education* [Review]. *Research Studies in Music Education*. 32(2), 1-4.

Schippers, H. & **Cain, M.** (2010). A tale of three cities. Dreams and realities of cultural diversity in music education. In J. Ballantyne, & B-L. Bartleet (Eds.), *Navigating music and sound education*. Newcastle: Cambridge Scholars, 161-174. <https://doi.org/10.1177/1321103X10386650>

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### **Media publications**

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