

Professor Kathy A. Mills

A: Institute for Learning Sciences & Teacher Education
 Australian Catholic University, Banyo Campus, QLD 4014
 O: <https://orcid.org/0000-0003-1140-3545>

Kathy A. Mills is Research Professor and Program Lead, AI, Literacies and Digital Citizenship, ILSTE, FEA, ACU, with 26 years of experience in higher education. A three-time Australian Research Council Fellow she forged new partnerships of national and international reach, including as an international ARC Future Fellow. Professor Mills was the founding director of a Research Centre, *Literacies, Culture & Digital Media*, QUT (until 2016), and has served as Acting Director, ILSTE, ACU (2020-2025, multiple terms). She led the *American Educational Research Association's* Writing and Literacies Executive Committee for 8 years in four leadership roles. During her time as Chair, she oversaw the founding of a mentoring program for 600 academics from America, Asia, Europe, and Oceania, and also led as Program Chair, Treasurer, and Communications Chair, founding and governing 4 sub-committees. She has advised on higher education strategic directions and governance for 16 university boards and consultative committees across three universities and multiple ACU campuses in Australia and Rome, grant assessing for the Economic and Social Research Council (UK), Excellence in Research for Australia (ERA), the Australian Research Council, the Czech Science Foundation, and 8 editorial boards. Prof Mills is listed for the past four consecutive years in the World's Top 2% Scientists 2022-2025 (Stanford), publishing 121 articles (90% as lead), and 9 books to inform the policies of 17 government organisations globally, cited over 7000 times in 83 countries. Policy bodies guided by Professor Mills' research include the Organisation for Economic Co-operation and Development, the National Centre for Vocational Education Research, and the World Bank. Her public engagement has wide global reach through national TV, radio, and 52 news media outlets to 17 million people. Professor Mills has led \$3.6 million of category 1 grants and industry partnerships, forging 43 new industry collaborations with international reach as the lead investigator – government, schools, unions, tech companies, start-ups, and not-for-profits.

Work history

Position	Organisation	Years
Research Professor & Program Lead AI, Literacies & Digital Citizenship	Institute for Learning Science & Teacher Education, ACU	2016 - continuing
A/g Institute Director	Institute for Learning Science & Teacher Education, ACU	2020-2025 <i>multiple periods</i>
Research Professor, ARC Future Fellow	Institute for Learning Science & Teacher Education, ACU & Australian Research Council Future Fellow	2019-2024
Research Professor, AERA Executive Chair	ILSTE, ACU American Educational Research Association, Writing and Literacies	2016-2019
Research Centre Director	Faculty of Education, Queensland University of Technology	2015-2016
ARC DECRA Fellow	ARC DECRA Fellow, QUT	2014-2017
Associate Professor	Faculty of Education, Queensland University of Technology (QUT)	2015-2016
Senior Lecturer	QUT	2012-2015
Lecturer B	QUT	2011-2012
ARC Postdoctoral Research Fellow (named)	Australian Research Council, QUT	2009-2011
Lecturer	Christian Heritage College	2006-2009
Australian Postgraduate Scholarship	QUT	2003-2006
Lecturer	Christian Heritage College	1999-2006
School Head of Curriculum	Genesis Christian College	2000-2001
Primary Teacher	Genesis Christian College	1999-2001
Primary Teacher	Nambour Christian College	1995-1998

Education

Qualifications	Organisation	Completed
Graduate Certificate of Academic Practice	Queensland University of Technology (QUT)	2013
Doctor of Philosophy	QUT	2006
Graduate Diploma in Christian Studies	Australian College of Theology (ACT)	2003
Master of Education	Christian Heritage College	2003
Bachelor of Education	Christian Heritage College	1994

Executive Leadership of Learned Societies

Professor Mills served on a series of successive, progressive, and intensive leadership terms over 8 years on the Executive Committee of the American Educational Research Association (Washington DC), Writing and Literacies SIG: AERA SIG Chair/President (2017-2019), AERA SIG Program Chair (2015-2017), AERA SIG Treasurer (2013-2015), and AERA SIG Communications Chair (2012-2013) connecting a membership of 600 key literacy educators worldwide via a listserv, newsletter and social media, driving memberships, chairing business meetings, reviewing by-laws, convening the conference program, managing finances, governance and awards and connecting with youth literacy and social justice initiatives in annual host city (e.g. Mills hosted Cyphers for Justice a minority youth development program). Outcomes included a mentoring program with year-long cycles beginning by hand-matching scholars with mentors with similar research interests, establishing processes and structures for mentors to follow, gaining program sponsors, and evaluating the program. We expanded AERA SIG communication by integrating social media platforms (Twitter, Facebook, Twitter chats, podcasts), founding sub-committees – two Awards and Communications Committees, and ratifying two new official awards (Best Paper, Outstanding Graduate Student).

Strategic Governance, Boards and Committees

- Academic Change Plan Committee, ACU, for PVCR 2024
- VC's Strategic Research Strategy Committee for DVCR, ACU 2021-2022
- VC's Scholarship Awards Selection Panel, ACU for DVCR, 2020-current
- University Academic Board, ACU, Elected member, 2022, 2023
- Uni Super Consultative Committee, ACU, Elected, 2025
- ACU Research Study Program Committee, for DVCR 2021
- ACU 3-Minute Thesis Awards Panel, 2022
- ACU Women in Research Awards Panel, 2022
- FEA Research Performance Review and Plan Committee, ACU, 2017, 2018, 2019, 2020, 2021, 2022, 2023
- FEA ECR Grant Panel, 2025
- FEA Research Impact Grant Panel, 2024
- FEA Faculty Board, ACU, Elected member, 2020, 2021, 2022, 2023, 2024
- University Academic Board, QUT, 2015-2016
- Provost's invitation to represent QUT at an external TEQSA audit panel of academic programs
- Provost's Curriculum Standards Committee, QUT, 2016, accreditation of university programs
- Provost's Policy Review and Simplification Committee on the QUT Manual of Policies and Procedures, QUT 2016

International Boards and Assessor Roles

- Contemporary Humanism International PhD Academic Board: hosting of a multi-institutional Catholic PhD Program across France, Italy, Chile, Portugal, and Australia
- Economic and Social Research Council, UK, 2018 -
- Excellence in Research for Australia (ERA) official Peer Reviewer
- Australian Research Council Grant Assessor (Centre for Excellence, Discovery, Linkage, DECRA, Future Fellowships, Special Initiatives), 2013 -
- Czech Science Foundation Grant Assessor, 2012 -

International Journal Editor

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

Journal Editorial Boards

- Literacy, UK (UK Literacy Association)
- Written Communication, UK (Editorial Board, 2020 to present)
- Qualitative Research, UK (Editorial Board, 2020 to present, selected from 1000 applicants)
- Journal of Literacy Research, Arizona (Editorial Review Board, 2014 to present)
- The Reading Teacher, New Jersey (Review Board, 2011-2013)
- Australian Journal of Language and Literacy, (Review Board, 2014 to present)
- English Teaching: Practice and Critique, New Zealand (Review Board, 2016 to present)

Public Engagement

Professor Mills frequently engages with the public on national radio broadcasts, online news and television news. Her research insights were featured in major news articles on the social media ban and e-safety across all Newscorp (national masthead) papers (Nov 2025), OSV News, Catholic Weekly (Dec 2025). Mills was invited as a special guest on Phil Ackman's current affairs breakfast show debating social media bans and online learning for 30 minutes (11/25). During e-safety week in Feb 2025 she was hosted on 4 radio shows in 24 hours following a press release. Mills' education recommendations have been covered by Channel 9 TV news (25/10/2013) and ABC TV (05/15). She has done in-studio interviews with Katherine Feeney, ABC radio Brisbane (2018), and spoken frequently to the Courier Mail (2018), with press releases to 9 million readers across South-East Qld, including news.com.au. Her articles in The Conversation (e.g. [Open Access](#)), have reached 52 media outlets and 17 million readers ([AI is now accessible to everyone](#); and [60% of Australian teachers think video games are legitimate texts to study](#), Technology and Learning in the Classroom". These were also published by SBS, Toronto Telegraph, The Times of India, Foreign Affairs NZ, and Big News Network, with 62% of her publications having online impact, including those in the top 5% of outputs scored by Altmetrics (11/25). Professor Mills' research findings (AJLL, G7#28) about NAPLAN literacy outcomes and on emoji's in digital communication led to invited national radio broadcasts on ABC radio Brisbane x 2, Sydney, Canberra, South-East NSW, and Alice Springs (09/23, 04/23, 09/21, 02/18, 04/14, 02/20), FIVEaa Adelaide (8/14), 2SER (04/14) Hope 103.2 Sydney (10/17), 107 Move (11/23), 4BC 116 News

Talk Brisbane (05/15), 3AW and SYN Melbourne (02/16), Brisbane Times (6/13), Canberra Times (06/13), and NewsCorp papers (e.g., The Australian, Courier Mail (05/23, 08/18, 07/13), Sunday Telegraph, Herald Sun, Weekly Times, The Advertiser, The Mercury. Mills' AI and digital media research has made international news in Sweden, USA, Britain, Canada, Ireland, UAE, India, Singapore, Israel, Nigeria, Philippines, Japan, Hong Kong, China, Mexico, Argentina, Pakistan, Tajikistan, Turkmenistan, Malaysia, Laos, Bahrain, Venezuela, NZ, Indonesia, Vietnam, and Australia.

Keynotes

Professor Mills is regularly invited to present keynotes nationally and internationally for academic conferences and symposia, presenting 32 keynotes across the UK, USA, Canada, Germany, Italy, Norway, Cyprus, Japan, and Mexico.

Research supervision

Current

Candidate	Enrolment	Topic
Minnaa Ahmad	PhD 2026, commencing	Critical Algorithmic Literacy through Multimodal Practices: Empowering Students to Identify & Navigate Biases in Gen AI
Tianqi Roy Zhou	PhD 2025 - current	AI-Assisted multimodal writing development for Australian 9-year-old students
Elizabeth Pink	PhD 2025-current	Using digital texts to foster volitional proficient readers
Alexandra Heard	PhD Jan 2023 - current	"Let's Google It!": Educators intentionally teaching with web-based information retrieval systems in early childhood.
James Victor	PhD Sept 2023-current	Writing across the curriculum: Student and Teacher Perspectives of secondary school writing assessment
Clive Edmund Suren Mendis	PhD 2021-current	Teacher perspectives of digital literacy, pedagogies, and online learning.

Completed

Candidate	Completed	Topic
Jane Caughey	PhD, 2025	Children, adults and online sociodramatic play in the family home
Amal Nacher <i>International</i>	Doctor of Ed, Oct 2025	Digital game-based learning in Saudi Arabian primary schools: An investigation of teacher perspectives
Deirdre Tate	Doctor of Ed, 2023	Investigating key perspectives on oral language development at school entry
Federica Caccioppola <i>International</i>	PhD, 2020	Global citizenship education in two countries
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 <i>International</i>	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 <i>International</i>	PhD, 2012	Pragmatics, perceptions and strategies in Chinese college English learning

Funded research: Competitive Grants

Year	Grants	Funding
2025-2028	Australian Research Council, Discovery Scheme Grant ID: DP250100105: Critical Pedagogies for AI and Extended Reality (XR) Technology . Mills, K.A., Unsworth, L, Falloon, G. Scholes, L., & Cope, B.	\$ 548 626.00
2020-2024	Norway Research Council, University of South-Eastern Norway with partners UiA and ACU. Grant ID: ID 301347, Critical and Digital Literacy in a Global and Textual World. Veum, A. (USN), Maagerø, E., Skovholt, R, Songe-Møller, V (USN), Løvland, A. (UiA), Kvåle, G. (UiA), Mills, KA (ACU) International PI.	\$1 370 780.00
2019-2024	Australian Research Council, Future Fellowship. Grant ID: FT180100009: <i>Sensory Orchestration for Multimodal Literacy Learning in Primary Education</i> . Mills, KA. with van Leeuwen, T., Howes, D., and Gee, J.P.	\$ 974 635.00

Year	Grants	Funding
2019-2023	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
2021-2022	Education Horizon Grant (DoE), Future Education: Evidence-based innovations for Queensland schooling and workforces. Scholes, L., Mills, K.A., Gutierrez, A., & Friend, L.	\$ 129 000.00
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>	\$251 772.00 + \$518 437.00 in-kind
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
2009-2015	Australian Research Council, Linkage Project ID: LP0990289: Woods, A.F., Luke, A., Dooley, K.T., Chandra, V., Mills, K.A., 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 + in-kind
2009-2011	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	As above

Cat 2 and 3 Grants and Industry Partnerships

Year	Research	Funding
2022-2026	Virtual Museum: Cis: Davis, G., Cook, D., Mills, K.A., Wearne, G., Rieger, J. Nestor, D. Thomas, Z. PIs: Garfinkel, Y., Sumption, K., Gitler, H. Collins, P. British Museum, Sydney Jewish Museum, Hebrew University of Jerusalem, Israel Museum, Microsoft, and ACU.	\$363 000.00 + \$650 000.00 in kind
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

International awards

- 2018 Divergent Award for Excellence 21st Century Literacies, Oklahoma State
- Edward Fry Book Award 2016, "Literacy Theories for the Digital Age", Literacy Research Association, USA
- Springer Journal (CSSE) 2016 Best Paper Award, AERA

National awards

- ARC Future Fellowship: Developing interdisciplinary methods of sensory orchestration for multimodal literacy learning in primary education nationally and internationally (FT180100009), 2019-2024
- ARC DECRA Fellowship: Awarded 1 of 5 Discovery Early Career Research Awards nationally in education (DE140100047), 2014-2017
- ARC Post-Doctoral Fellowship: Awarded 1 of 2 ARC Australian Post-Doctoral (Industry) fellowships nationally in education in 2009 (LP150100030) 2009-2011

University awards

- FEA ACU Senior Research Excellence Award: Senior Researcher, 2024
- Vice Chancellor's Staff Excellence Award, 1st Research & Partnerships, 2020, ACU
- Vice Chancellor's Award for Excellence 2016, QUT,
- Research Excellence Award (x4), 2011, 2012, 2013, 2015, QUT
- Publication Achievement Award (x5), 2011 x 2, 2012, 2014 x 2, QUT
- Outstanding Teaching and Learning Award, 2012
- Outstanding PhD Supervision Award, 2012

- Outstanding Book Award - "The Multiliteracies Classroom", 2011, QUT
- University Outstanding Thesis Award, 2007, QUT
- Faculty Outstanding Thesis Award, 2006, QUT
- Dean's Award for Research Publications, Christian Heritage College

Publications

Books

- Mills, K.A. and Gutierrez, A. (2025). *Critical Literacy in an AI World*. Routledge: Taylor and Francis Group. [Link to Publisher](#)
- Mills, K.A., Unsworth, L. and Scholes, L. (2023). *Literacy for Digital Futures: Mind, Body, Text*. Routledge. [Open Access](#)
- Mills, K.A. (2019). *Big data for qualitative research*. Routledge. [Open Access](#)
- Mills, K.A., Stornaiuolo, A., Smith, A., & Pandya, J. (2018). *Handbook of writing, literacies, and education in digital cultures*. Routledge. [Divergent Award for Excellence 21st Century Literacies]. [Open Access Chapters](#)
- 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. [2016 LRA Book Award, USA]. [Author Full text](#) [Sample](#)
- Mills, K.A. (2011). *The multiliteracies classroom*. New Perspectives in Language and Education. Multilingual Matters. [Author Full text](#).
- Mills, K.A. (2009). *Deep End Purple Teacher Guide*. Deep End Reading Series, 5. ERA Publications.
- Mills, K.A. (Ed.) (2007). *Deep End Teacher Guide: Green*. Deep End Reading Series, 4. ERA Publications.
- Mills, K.A. (2007). *Deep End Teacher Guide: Orange*. Deep End Reading Series, 3. ERA Publications.

Journal Articles

- Mills, K.A., Brown, A., & Moro, C., (2025). Virtual and Augmented reality text environments support self-directed multimodal reading. *Interactive Learning Environments*, 33 (9), pp. 5460-5479. [Open](#)
- Stone, B., Mills, K.A., Sagers, B., Blundell, C. & Friend, L. (2025). Multiplayer Gaming and Autism: Social Communication through Repetitive Behaviours. *Journal of Research in Special Educational Needs*. [Open](#)
- Mills, K.A., Cope, J., Scholes, L., and Rowe, L. (2025). Coding and computational thinking across the curriculum: A Review of Educational Outcomes, *Review of Educational Research*, 95 (3).
- Mills, K.A., & Brown, A. (2025). Smart glasses for 3D multimodal composition. *Learning, Media and Technology*, 50(2), pp. 156-177. [Open Access](#)
- Mills, K.A., Doyle, K. & Friend, L. (2025). Multimodal language rights and Indigenous totemic identity. *Language, Identity and Education*, 24 (2), pp. 449-467. [Open Access](#).
- Mills, K.A., Brown, A., & Funnell, P. (2024). Virtual reality (VR) games for 3D multimodal designing and knowledge across the curriculum. *Australian Educational Researcher*, 51. [Open](#)
- Moro, C., Mills, K.A. & Phelps, C. (2024). The CRAFTS learning framework: equipping learners to create relevant, accessible, fun, tailored, scholarly activities in higher education. *Interactive Learning Environments*. [Open Access](#)
- Veum, A., Øidvin Burgess, M. & Mills, K.A. (2024). Adolescents' Critical Multimodal Analysis of Social Media Self-Representations, *Language and Education*, 38(3). [Open](#)
- Mills, K.A. (2023). Critical Literacy and social media for L1 language learners in the Second Machine Age. *Critical Literacy in Teaching L1, Danish Journal of Knowledge about Literacy*, vol 34. [Open Access](#)
- Gutierrez, A., Mills, K.A. Scholes, L., Rowe, L., and Pink, E. (2023). What do secondary teachers think about video games for learning: Stupid fixation of future of education? *Teaching & Teacher Education*. vol 133: [Open Access](#)
- Baker, B., Mills, K.A., McDonald, P., & Wang, L. AI, (2023). Concepts of Intelligence, and Chatbots: The "Figure of Man," the Rise of Emotion, and Future Visions of Education. *Teachers College Record*. Online first: [Open Access](#)
- Moro, C., Mills, K., Phelps, C., & Birt, J. (2023). The Triple-S framework: Ensuring Scalable, Sustainable, and Serviceable practices in technology. *Int Journal of Educational Technology in Higher Education*. [Open Access](#)
- Mills, K.A., Scholes, L. & Brown, A. (2022). Virtual reality and embodiment in multimodal meaning making. *Written Communication* 39(3), 1-35. [Open Access](#)
- Scholes, L., Rowe, L, Mills, Kathy A., Gutierrez A. & Pink, E. (2022). Video gaming and digital competence among elementary school students, *Learning, Media and Technology*, 1-16. [Open](#)
- Mills, K.A. (2022). Potentials and challenges of extended reality technologies for language learning. Special Issue: Video Games and English Language Education/Hybrid Learning Spaces. *Anglistik* 33(1), 147-163. [Open Access](#)
- Hagen, A. & Mills, K.A. (2022). Rhythm in literary apps. *Visual Communication*. [Open Access](#)
- Mills, K.A. & Brown, A. (2022). Immersive virtual reality for digital media making: Transmediation is key, *Learning, Media and Technology*, 47(2), 179-200. [Open Access](#)
- Friend, L., Mills, K.A., & Lingard, B. (2022). Globalisation, cultural knowledges and socio-materiality in Middle Eastern education: How the global and local influence classroom practices? *Globalisation, Societies & Education*. [Full Text](#)
- Friend, L. & Mills, K.A. (2021). Towards a typology of touch in multisensory makerspaces. *Learning, Media and Technology*, 46(4), 465-482. [Open Access](#)
- Scholes, L., Mills, K.A. and Wallace, E. (2021). Boys' gaming identities and opportunities for learning. *Learning, Media and Technology*, 47(2), 163-178. [Open Access](#)
- Mills, K.A. & Stone, B. (2020). Multimodal attitude in digital composition: Appraisal in elementary English. *Research in the Teaching of English*, 55(1), 160-186. [Full Text](#)
- Patulny, R, Mills, K.A. Bellocchi, A., Olsen, R., & McKenzie, J. (2020). The emotional tradeoff between meaningful and precarious work in new economies. Special Issue: Meaningful Work, *Journal of Sociology*. [Full Text](#)
- 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. [Open Access](#)
- 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. [Full Text](#)

- 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. [Full Text](#)
- Mills, K., & Doyle, K. (2019). Visual arts: A multimodal language for Indigenous education. *Language & Ed*, 33(6), 521-543. [Full Text](#)
- Stone, B., Mills, K.A. & Siggers, B. (2019) Multiplayer games: Multimodal features that support friendships of students with autism spectrum disorder. *Australasian Journal of Special & Inclusive Education*, 43(2), pp. 69-82. [Full Text](#)
- 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. [Full Text](#)
- 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. [Full Text](#)
- Olson, R. E., McKenzie, J., Mills, K. A., Patulny, R., Bellocchi, A. & Caristo, F. (2019). Gendered emotion management & teacher outcomes in secondary school teaching: A review. *Teaching & Teacher Education*, 80, April, 128–144. [Open Access](#)
- Stone, B., Mills, K. A., and Siggers, B. (2019). Online multiplayer games for the social interactions of children with autism spectrum disorder: A resource for inclusive ed. *Int. Journal of Inclusive Ed*. 23(2), 209–228. [Full Text](#)
- 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.
- Mills, K. (2018). What are the threats & potentials of big data for qual research? *Qualitative Research*, 18(6).
- 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.
- 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.
- 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.
- 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. [Full Text](#)
- 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. [Full Text](#)
- Rowse, J., Burke, A., Flewitt, R., Liao, H., Lin, A., Marsh, J., Mills, K. Prinsloo, M., Rowe, D. & Wohlwend, K. (2016) Humanizing digital literacies *The Reading Teacher*, 70(1), 121–129. [Full Text](#)
- Mills, K.A. (2016). Review: Powerful practices for reading improvement, K. Glaswell, W. Mostert, L. Judd, & L. Mayn. *Curriculum Perspectives*, 37(1), 106. [Open Access](#)
- Yuan, Y., Tangen, D., Mills, K. A., & Lidstone, J. (2015). Learning English pragmatics in China: An investigation into Chinese EFL learners' perceptions of pragmatics. *Electronic Journal for ESL*, 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. [Full Text](#)
- 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. [Full Text](#)
- 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. [Full Text](#)
- 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. [Full Text](#)
- Mills, K. A. & Exley, B. (2014). Time, space, and text in the elementary school digital writing classroom. *Written Communication*, 31(4), 434–469. [Full Text](#)
- 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. [Full Text](#)
- 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. [Full Text](#)
- Mills, K. A., Sunderland, N., et al. (2013). Yarning circles in the literacy classroom. *The Reading Teacher*, 67(4), 285–289. [Full Text](#)
- Mills, K. A. (2013). CUOL – "See You Online": Teaching strategies for digital literacy practices in the English curriculum. *Screen Education*, 70(Winter), 52–57. [Full Text](#)
- 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.
- 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.
- 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.
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