

# *C U R R I C U L U M V I T A E*

## **PERSONAL DETAILS**

**NAME:** JOSEPH SEYRAM AGBENYEGA

**CURRENT POSITION:** Associate Professor/ Director of Graduate Research –Faculty of Education, Monash University, Melbourne, Australia

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## MY TEACHING PHILOSOPHY

*“Better Teacher Education Prepares Teachers for Better Teaching; Better Teaching Leads to Better Learning and Better Learning Leads to Better Achievement”*

## MY RESEARCH FOCUS

*The focus of my research is the psychological, sociological and practical understandings of educational quality and inequality. At the micro level, this foci encompasses classroom practice, individual, family and cultural practices of how these perpetuate exclusion and violence against children or work for inclusion and equity. At the macro level, I explore how government policies and funding support or inhibit educational equity and quality.*

## FIELD OF RESEARCH AND TEACHING EXPERTISE

- Inclusive learning and school-community partnerships
- Child development and safety
- Developmental disabilities and education
- Diversity and culturally responsive pedagogy
- Safe schools
- Policy and curriculum development
- Educational leadership and management

## QUALIFICATIONS

Year	Qualification	Speciality	Institution
2005	Doctor of Education (Ed.D).	Inclusive Education and Developmental Disabilities in Early Childhood/Primary Education	Faculty of Education Monash University, Melbourne, Australia
2002	B.Ed. (Honours)	Inclusive Education in the Early Years	Faculty of Education Monash University, Melbourne, Australia
2000	B.Ed. (Honours)	Mathematics and Special Education	University of Education, Winneba, Ghana
1999	Diploma of Education	Mathematics and Special Education	University of Education, Winneba, Ghana
1990	Teachers Certificate 'A'	Basic Education	Accra Teachers Training College, Accra Ghana

## EMPLOYMENT HISTORY

Date	Position	Institution
01/01/17 to date	Associate Professor and Director of Graduate Research, Education	Faculty of Education Monash University, Melbourne, Australia
01/01/12-30/12/16	Senior Lecturer and Courses Leader (Undergraduate and Postgraduate Early Childhood Programs)	Faculty of Education Monash University, Melbourne, Australia
01/01/08-30/12/11	Lecturer in Early Childhood and Inclusive Education	Faculty of Education Monash University, Melbourne, Australia
01/07/07-30/12/07	Mathematics Teacher and Special Education Coordinator	Presentation College, Winsor, Melbourne, Australia
01/05/06-05/05/07	Lecturer in Research Methods and Population Studies	Institute of Adult and continuing Education, University of Ghana, Legon, Accra, Ghana.

<b>01/05/06-05/05/07</b>	Visiting Lecturer in Culture in Film making	Ghana National Film and Television Institute, Accra
<b>01/01/03-01/10/05</b>	Research Assistant	Monash University, Melbourne, Australia
<b>01/01/01-05/05/01</b>	Teacher Senior Superintendent	Airport Police JSS (Ghana Education Service)
<b>1999-2001</b>	Junior Secondary School Teacher	Police Depot JSS, Tesano, Accra, Ghana
<b>1990-1996</b>	Junior Secondary School Teacher	Alogboshie JSS School, Achimota, Ghana

### COURSES TAUGHT AT MONASH UNIVERSITY

Course code	Course Title	Level
<b>EDF 5616</b>	Inclusive practice	Graduate
<b>EDF6009</b>	Special topics in research in early childhood education	Graduate-Off-campus in Singapore
<b>EDF5026</b>	Early years wellbeing and workplace safety	Graduate
<b>EDF5907</b>	Contemporary child development theories	Graduate
<b>EDF5021</b>	Lenses on child development	Graduate
<b>EDF3030</b>	Diversity in early childhood	Undergraduate
<b>EDF2302</b>	Re-imagining children's learning	Undergraduate
<b>EDF4322</b>	Issues in child development	Undergraduate/Melbourne/Singapore
<b>EDF1029</b>	Learners with special education needs in the primary classroom	Undergraduate
<b>EDF1306</b>	Spaces of difference	Undergraduate
<b>EDF2205</b>	Health and safety	Undergraduate
<b>EDF2201</b>	Child development 1	Undergraduate
<b>EDF2202</b>	Child development 2	Undergraduate

## LEADERSHIP, ADMINISTRATION AND SERVICE TO UNIVERSITY AND COMMUNITY

Date	Position	Duties
1/01/18 to date	Director of Graduate Research, Education	<ul style="list-style-type: none"> <li>• Providing academic leadership at all levels of the Faculty's activities, in research, research training and research supervision</li> <li>• Responsible for PhD/ Masters by research admissions and scholarships, including checking and endorsing applications, active participation in scholarship rounds, providing course advice and support to supervisors and students as well as forecasting academic workloads and contributing to course documentation and supporting materials</li> <li>• Management, governance, including undertaking the role of Faculty Chair of Examiners, participating in the Faculty's Graduate Research Committee, providing support and advice on supervision matters, Faculty and University supervision policies and collaborating with the Associate Dean in providing advice to academic members of the Faculty on changes to Code of Practice for Supervision of Doctoral and Research Masters candidates and other University GR policies</li> <li>• Mentoring less experienced supervisors</li> <li>• Organising research training for graduate students</li> </ul>
1/01/18 to date	Monash University Chair of Examinations, Graduate Research (Faculty of Education)	<ul style="list-style-type: none"> <li>• Nominating and certifying external examiners</li> <li>• Certifying PhD/M.Ed. thesis for examination</li> <li>• Releasing examination results to students and ratifying the final thesis for award of degree and archival</li> </ul>
01/01/12-30/12/16	Course Leader (Early Childhood Education)	<ul style="list-style-type: none"> <li>• Ensuring implementation of quality and innovation in curriculum and assessment</li> <li>• Convening and Charing Course Advisory Team meetings,</li> <li>• Liaising with staff that teach in the program,</li> <li>• Facilitating course reviews and on-going course development,</li> </ul>

		<ul style="list-style-type: none"> <li>• Preparing accreditation submissions in liaison with the Program Director and Manager-Education services</li> <li>• Monitoring consistency of courses with University and Faculty policy on curriculum, teaching, assessment and student workload</li> <li>• Monitoring compliance of course outcomes with relevant stake-holder requirements</li> <li>• Providing advice related to award of credit, exemptions, recognition for prior learning</li> <li>• Interacting with student advisors to ensure student experiences are consistent with expectations of the course</li> </ul>
<b>2016-to date</b>	External Member of the Boxill Institute of Tafe Early Childhood Course Management Board	<ul style="list-style-type: none"> <li>• Providing advice on course improvement initiatives</li> </ul>
<b>2012-to date</b>	Visiting Professor to Mahidol University, Thailand, Kasetsart University, Thailand, State University of Jakarta, Indonesia, University of Cape Coast, Ghana and University of Education in Winneba, Ghana	<ul style="list-style-type: none"> <li>• Research and education seminars, providing advice on courses and undertaking course reviews</li> <li>• Providing professional development for academic staff</li> </ul>
<b>2012-2016</b>	Elected Member of Graduate Research Degrees Committee	<ul style="list-style-type: none"> <li>• Chairing PhD confirmation and thesis defence panels</li> <li>• Evaluating and selecting candidates into higher degrees by research</li> <li>• Developing policy and guidelines for research practice in the faculty</li> <li>• Developing and implementing programs to support research students</li> <li>• Evaluating and approving student application for research funding</li> </ul>
<b>2012-2015</b>	Elected member of the Graduate Scholarship	<ul style="list-style-type: none"> <li>• Evaluating local and international students' application for scholarships</li> <li>• Ranking and shortlisting potential applicants for the award of scholarships</li> </ul>
<b>2012-2014</b>	Elected member of Master of Education Program Management Committee	<ul style="list-style-type: none"> <li>• Ensuring curriculum, teaching and assessment are appropriately developed, reviewed and aligned with University and Faculty policy and Strategic Plan</li> </ul>

<p><b>2011-2018</b></p>	<p>Chief examiner, Course Coordinator and Member of the Academic Progress Committee</p>	<ul style="list-style-type: none"> <li>• Ensuring overall course quality</li> <li>• Responsible for the implementation of the unit assessment regime prescribed under the university regulations; and making recommendation to the board examiners the final result for each student enrolled in the unit</li> <li>• Granting extensions and supplementary assessment and examinations</li> <li>• Ensuring the quality of the units taught</li> <li>• Supporting staff teaching course units in multi-campus sites in Singapore, City</li> <li>• Monitoring and supporting student progress</li> </ul>
	<p>Chair of the Early Childhood Course Advisory Team</p>	<ul style="list-style-type: none"> <li>• Ensuring curriculum, teaching and assessment are appropriately developed and reviewed, and aligned with University and Faculty strategic Plans (state, national and international education policy trends)</li> <li>• Preparing proposal for new courses and units, and major and minor course and unit amendments,</li> <li>• Ensuring course objectives are fit for purpose and reviewed annually</li> <li>• Ensuring that units and courses are evaluated in accordance with University and Faculty cycles</li> <li>• Convening and facilitating meetings, monitoring course demand, enrolment trends, student progression, retention and quality data, adequately and effectively communicating and reporting about the course to teaching and professional staff and relevant committees</li> </ul>
<p><b>2009-2016</b></p>	<p>Monash University Representative on the Victorian Department of Education/Victorian Curriculum and Assessment Authority Learning and Development Advisory Board</p>	<ul style="list-style-type: none"> <li>• Advising Victorian Curriculum and Assessment Authority and Department of Education and Early Childhood Development on workforce issues</li> <li>• Program and curriculum quality monitoring</li> <li>• Participating and contributing to policy in the area of early childhood education and quality teaching</li> </ul>

<b>2010-2011</b>	Master of Education Early Childhood Specialisation Course Pathway advisor	<ul style="list-style-type: none"> <li>• Advising potential local and international students about course choices, units and credit exceptions</li> <li>• Resolving student course related matters</li> <li>• Ensuring overall quality student experience in their chosen field</li> </ul>
<b>2008-2009</b>	Member of the Child Safety Commissioner of Victoria Expert Advisory Panel	<ul style="list-style-type: none"> <li>• Contributed to discussions on children's safety issues and how to embed this in a university curriculum</li> </ul>
<b>2010-2012</b>	Elected Member of the Monash University Faculty of Education Committee	<ul style="list-style-type: none"> <li>• Contributed to Coursework issues and units</li> <li>• Quality Assurance and Academic Standards, Admission, selection and credit</li> <li>• Course Reviews, monitoring and compliance to university policy and regulations</li> </ul>
<b>2010-2013</b>	Curriculum advisor to the Orthodox Greek Church University College in Sierra Leone	<ul style="list-style-type: none"> <li>• Provided advice on professional learning programs, contributed to program and curriculum development and recruitment of quality staff</li> <li>• Reviewed program activities of its college in Sierra Leone</li> </ul>
<b>2006-2007</b>	Head of the Population Education Unit at the Institute of Adult Education, University of Ghana	<ul style="list-style-type: none"> <li>• Supervised academic and research staff working within the population unit</li> <li>• Provided academic strengthening and capacity building for staff</li> <li>• Supported the development of distance learning programs</li> </ul>



# PUBLICATIONS

## BOOKS

- Agbenyega, J.S**, Fleer, M. (eds), 2010, *International Research in Early Childhood Education (IRECE) Journal*, Faculty of Education, Monash University, Australia.
- Power, K.M., **Agbenyega, J.S.** (eds), 2010, *Journal of Australian Research in Early Childhood Education - Special Mathematics Issue*, Monash University, Faculty of Education, Australia.

## BOOK CHAPTERS

- Agbenyega, J. S.**, Athinodorou, E. & Monk, H. (2018). Rising from the “Ashes”: Quality Early Childhood Education as a Panacea for National Development in Sierra Leone. In Fleer, M. & van Oers, B. (eds.). *International Handbook of Early Childhood Education* Vol. 1, (pp. 691-705). Springer.
- Supple, B & **Agbenyega, J. S.** (2018). Reconceptualising Inclusive Policy and Practice in Higher Education: A Bourdieuan Theorisation. In B. Boufoy-Bastick & L.D. Cook (Eds). *International Cultures of Educational Inclusion* (pp.1-27). Strasbourg, France: Analytrics.
- Agbenyega, J. S.** (2018). Examining Early Childhood Education System in Ghana: How Can Bourdieuan Theorisation Support a Transformational Approach to Pedagogy? In Fleer, M. & van Oers, B. (eds.). *International Handbook of Early Childhood Education volume 1* (pp. 673-705). Springer.
- Agbenyega, J.S.** (2015). Strengthening literacy and numeracy in early childhood. In Joanne M. Dappeler, Tim Loreman, Ron Smith, Lani Florian (Ed.), *International Perspectives on Inclusive Education* Volume 7 (pp. 25-43): Bradford, UK: Emerald Group Publishing.
- Agbenyega, J. S.**, Klibthong, S. (2015). Re-imagining inclusive research and practice: a focus on Bourdieu's concepts of habitus, capital, doxa and field. In Phyllis Jones & Scot Danforth (Ed.), *Foundations of Inclusive Education Research* vol. 6 (pp. 149-167), Bradford, UK: Emerald Group Publishing.
- Agbenyega, J.S., & Sharma, U.** (2014). Leading Inclusive education: Measuring ‘effective’ leadership for inclusive education through a Bourdieuan lens. In C. Forlin & T. Loreman (Ed.), *International Perspectives on Inclusive Education: Volume 3 Measuring Inclusive Education* (pp.115-132). Bradford, UK: Emerald Group Publishing.
- Agbenyega, J.S.** (2014). How Does Inclusive Theory Look Like in Practice? Resolving the Pedagogical Dilemmas of Preservice Teachers. In B. Boufoy-Bastick (Ed). *International Cultures of Educational Inclusion*. Strasbourg, France: Analytrics. (ISBN 979-10-90365-06-3)
- Supple, B., & **Agbenyega, J.S.** (2014). Inclusion in higher education: Perspectives and practices. In B. Boufoy-Bastick (Ed), *International Cultures of Educational Inclusion*. Strasbourg, France: Analytrics. (ISBN 979-10-90365-06-3)

- Fridani, L., & **Agbenyega, J.S.** (2014). Rethinking school readiness and transition policy and practices in early childhood education: a whole schooling framework. In B. Boufoy-Bastick (Ed). *Handbook of International Culture of Education Policy* (pp.121-154). Strasbourg, France: Analytrics. (ISBN 979-10-90365-03-2)
- Agbenyega, J. S.** (2014). Beyond alienation: unpacking the methodological issues in visual research with children. In M. Fler & A. Ridgeway (Eds.). *Visual methodologies and digital tools for researching with young children: transforming visibility* (pp. 153-168), Switzerland: Springer
- Klibthong, S. & **Agbenyega, J. S.** (2013). Thai Early Childhood Educators' Perspectives: Transforming Inclusive Teachers to Move Beyond Religiosity. In P. Jones (Ed.), *Bringing Insider Perspectives into Inclusive Teacher learning: Potentials and Challenges for Educational Professionals* (pp. 121-132). London, UK: Taylor & Francis/Routledge.
- Supple, B., **Agbenyega, J.,** (2012). Reconceptualising policy and practice in higher inclusive education: a Bourdieuan theorization. In (Eds. TBC) *Cultures of Education Policy: International issues of policy-outcome relationships*. Analytics: Strasbourg
- Deppeler, J., Moss, J., **Agbenyega, J. S.** (2008). The ethical dilemmas of working the visual and digital across space, in *Researching education: Visually digitally spatially*, (eds) J. Moss, Sense, Rotterdam, Netherlands, pp. 209-227.

## **PUBLISHED PEER-REVIEWED JOURNAL PAPERS**

- Timothy, S. & **Agbenyega, J. S.** (2018). Inclusive school leaders' perceptions on the implementation of individual education plans. *International Journal of Whole Schooling*, 14(1), 1-30.
- Klibthong, S. & **Agbenyega, J. S.** (2018). Exploring professional knowing, being and becoming through inclusive pedagogical approach in action (IPAA) framework, *Australian Journal of Teacher Education*, 43 (3), 109-123.
- Opoku, M. P., Mprah, K. W., Badu, E., Mckenzie, J., & **Agbenyega, J.** (2017). Decade of inclusive education in Ghana: perspectives of special educators. *Journal of Social Inclusion*, 8(1), 4-20.
- Agbenyega, J. S.** (2017). When belonging becomes belonging: A Bourdieuan theorisation. *International Journal of Whole Schooling*, 1, 5-16.
- Agbenyega, J. S.**, Tamakloe, D. & Klibthong, S. (2017). Folklore epistemology: How does traditional folklore contribute to children's thinking and concept development? *International Journal of Early Years Education*, 25 (2), 112-126.
- Tamakloe, D. E. & **Agbenyega, J. S.** (2017). Exploring preschool teachers' and support staff's use and experiences of assistive technology with children with disabilities. *Australasian Journal of Early Childhood*, 42 (2), 29-36.

- Agbenyega, J. S.**, & Deku, P. (2016). Children with Disabilities, Locus of Control, and Perceived Vulnerability to Physical and Sexual Assault in Three Special Schools in Ghana. *Cogent Social Services*, 2, 1-12.
- Macaulay, L. W. E., Deppeler, J. M. & **Agbenyega, J. S.** (2016). Access to quality education for students with disability. *Journal of Social Inclusion*, 7(2) 3-17.
- Agbenyega, J.S.**, Klibthong, S. (2015). Understanding the contribution of visual methods to early childhood research: a cross-cultural investigation, *MIER Journal of Educational Studies, Trends & Practices*, 5(1), 1- 13.
- Agbenyega, J. S.**, & Davis, E. (2015). Exploring the intersection of English as an instructional language and inclusive pedagogy in primary mathematics classrooms in Ghana. *International Journal of Whole Schooling*, 11(2), 45-64.
- Agbenyega, J.S.**, Klibthong, S. (2015). Transforming Thai preschool teachers' Knowledge on inclusive practice: A collaborative inquiry. *Australian Journal of Teacher Education*, 40 (7), 57-69.
- Loo, J.K.Y. **Agbenyega, J.S.** (2015). A critical analysis of the Australian ECEC policy reform: An opportunity for transforming educators into pedagogical leaders? *Australasian Journal of Early Childhood* 40 (2), 127-131.
- Supple, B., & **Agbenyega, J.S.** (2015). Reframing the Self in an International Learning Context: Experiences of International Students with a Disability. *Current Issues in Education* 18(1), 1-13.
- Klibthong, S., Ikegame, K., Fridani, L., & **Agbenyega, J. S.** (2014). The relationship between quality early childhood programs and transition services in inclusive education for young children. *Asian Journal of Inclusive Education*, 2 (1), 35-55.
- Ikegame, K., & **Agbenyega, J. S.** (2014). Exploring educator's perspectives: How does learning through happiness promote quality early childhood education? *Australian Journal of early Childhood Education*, 39(3), 46-55.
- Agbenyega, J. S** & Tamakloe, D. (2014). Where do I send my child with disability? How Australian parents negotiate their kindergarten placement dilemmas. *Asian Journal of inclusive Education*, 2 (1), 17-33.
- Agbenyega, J. S.** (2014). Theorising rural transformation through Bourdieuan lenses: trumping dominant models with sustainable Indigenous practices. *Journal of Education and Research*, 4 (2), 20-35.
- Agbenyega, J. S.**, & Klibthong, S. (2014). Assessing Thai early childhood teachers' knowledge of inclusive education. *International Journal of Inclusive Education*, 18(12), 1247-1261. DOI:10.1080/13603116.2014.886306
- Salifu, I., & **Agbenyega, J. S.** (2013). Viewing teacher motivation in Ghana through a postcolonial lens. *Current Issues in Education*, 16 (3), 1-15.
- Agbenyega, J. S.**, & Klibthong, S. (2013). A whole schooling approach: Has inclusive education gone astray? *International Journal of Whole Schooling*, 9 (1), 1-22.
- Peers, C., & **Agbenyega, J. S.** (2013). When caring 'Is'. *Educational Philosophy and Theory*, 1-15.
- O'Neil, S., Fler, M., **Agbenyega, J. S.**, Ozanne-Smith, J., & Urlichs, M. (2013). A cultural-historical construction of safety education programs for preschool children: Findings from SeeMore Safety, the Pilot Study. *Australasian Journal of early childhood Education*, 38 (1), 74-84.

- Patel, W & **Agbenyega, J. S.** (2013). How we view Australian early childhood education practice: Indian migrant parents' perspectives. *Australian Journal of Early Childhood Education*, 38 (1), 49-54.
- Salifu, I., & **Agbenyega, J. S.** (2013). Teacher motivation and identity issues: issues affecting professional practice. *MIER Journal of Educational Studies, Trends and Practices*, 3(1), 58-74.
- Agbenyega, J. S.** (2012). *Early Childhood Education in Sub-Saharan Africa*. In *Oxford Bibliographies in Education*. Ed. Luanna Meyer. New York: Oxford University Press
- Salifu, I., & **Agbenyega, J. S.** (2012). Impact of discipline issues on school effectiveness: the views of some Ghanaian principals. *Journal of Education Studies, Trends and Practices*, 2(1), 50-65.
- Agbenyega, J. S.** (2012). How we view our theoretical competency: Early childhood pre-service teachers' self-evaluation of a professional placement experience. *Australian Journal of Early Childhood Education*, 37(2), 141-147.
- Chen, Y., & **Agbenyega, J. S.** (2012). Interpreting Chinese parents' perspectives on home-kindergarten partnership. *Australian Journal of Early Childhood Education*, 37(2), 95-104.
- Agbenyega, J. S.**, & Klibthong, S. (2012). Learning inclusively in higher education: a problem-based approach. *Journal of Educational Studies, Trends and Practices*, 2(1), 105-121.
- Davis, E., & **Agbenyega, J.S.** (2012). Language Policy and Instructional Practice Dichotomy: The case of primary schools in Ghana. *International Journal of Educational Research*, 53, 341-347.
- Agbenyega, J. S.**, & Klibthong, S. (2012). Transforming selves for Inclusive Practice: Experiences of Early Childhood Preservice Teachers. *Australian Journal of Teacher Education*, 37(4), 24-36.
- Agbenyega, J.**, (2011). Institutional practices in early childhood teachers' construction and management of learning spaces: an encounter for inclusion or exclusion? *International Journal of Equity and Innovation in Early Childhood*, 9(1), 62-76.
- Agbenyega, J. S.** (2011). Researching children's understanding of safety: an auto-driven visual approach, *Contemporary Issues in Early Childhood*, 12(2), 163-174.
- Agbenyega, J. S.**, Deku, P. (2011). Building new identities in teacher preparation for inclusive education in Ghana, *Current Issues in Education*, 14(1), 1-36. Arizona State University (Mary Lou Fulton Teachers College).
- Agbenyega, J. S.**, & Klibthong, S. (2011). Early Childhood Inclusion: A postcolonial analysis of pre-service teachers' professional development and pedagogy in Ghana, *Contemporary Issues in Early Childhood*, 12 (4), 403-414.
- Supple, B., **Agbenyega, J. S.** (2011). Developing the understanding and practice of inclusion in higher education for international students with disabilities/additional needs: A whole schooling approach, *International Journal of Whole Schooling*, 7(2), 93-108. Whole Schooling Consortium, United States.
- Agbenyega, J. S.**, & Peers, C. (2010). Early childhood inclusion: A silver lining in the dark clouds for African immigrant children? *International Journal of Whole Schooling*, 6 (2), 46-58 Whole Schooling Consortium, United States.

- Agbenyega, J.S.**, (2009). Enhancing anticipation, coordination and conflict resolution skills in children through 'ampe', *Every Child*, 15 (2), 22-23. Early Childhood Australia Inc., ACT, Australia
- Agbenyega, J.S.** (2009). The Australian Early Development Index, who does it measure: Piaget or Vygotsky's child?, *Australian Journal of Early Childhood*, 34 (2) pp. 31-37.
- Agbenyega, J. S.** (2008). Developing the understanding of the influence of school place on student's' identity, pedagogy and learning, visually, *International journal of whole schooling*, The whole school press/EBSCO Publishing, Canada, pp. 52-66.
- Deppeler, J., Moss, J., **Agbenyega, J. S.** (2008). The ethical dilemmas of working the visual and digital across space, in *Researching education: Visually digitally spatially*, (eds) J. Moss, Sense, Rotterdam, Netherlands, pp. 209-227.
- Agbenyega, J. S.** (2008). Development of early years policy and practice in Ghana: Can outcomes be improved for marginalised children? *Contemporary Issues in Early Childhood*, 9 (4), 400-404.
- Agbenyega, J. S.** (2008). Early childhood education in Ghana: The policy hiatus, *Journal of Australian research in early education*, 15 (2), 25-40.
- Agbenyega, J. S.** (2007). Examining teachers' concerns and attitudes to inclusive education in Ghana, *International Journal of Whole Schooling*, 3 (1), 41-56.
- Agbenyega, J. S.** (2006). Corporal punishment in the schools of Ghana: Does inclusive education suffer? *The Australian Educational Researcher*, 33 (3), 107-122.
- Agbenyega, J. S.**, Deppeler, J. M., Harvey, D. H. (2005). Developing an instrument to measure teachers' attitudes toward inclusive education for students with disabilities, *Journal of Research and Development in Education*, 5, 1-10.

## FULL PEER REVIEWED CONFERENCE PUBLICATIONS

- Agbenyega, J. S.** (2011). How Does Theory Look Like in Practice? Resolving the Pedagogical Dilemmas of Preservice Teachers (3<sup>rd</sup> International Paris Conference on Education and Economy 20-23<sup>rd</sup> June, France)
- Fridani, L., & **Agbenyega, J. S.** (2011). School Readiness and Transition to Primary Schools: A Whole Schooling Approach *Proceedings of the 3rd International Conference on Education, Economy & Society*, 20 -23 July, 2011, Analytics, France.
- Supple, B., **Agbenyega, J.S.** (2011). Inclusion in higher education, *Proceedings of the 3rd International Conference on Education, Economy & Society*, 20 -23 July, 2011, Analytics, France, pp. 568-576.
- Swart, E., & **Agbenyega, J. S.** (2010). Developing researcher self-reflexivity and agency: a cross-cultural narrative of inclusive education research. Paper to be presented at the AARE: *Changing climates education for sustainable futures*, 30 November - 3 December 2010, AARE, Melbourne
- Agbenyega, J. S.** (2010). Using auto-driven research methods to create reflection of inclusive teaching and learning spaces. Paper presented at the 11 International Conference on Educational Research in Seoul, South Korea from 29-30, September 2010.
- Fleer, M., **Agbenyega, J.S.**, & Peers, C. (2009). Australian Early Development Index: neutral measurement or colonial relic? A paper presented at the 11 New Zealand/Australian Early Childhood Conference (22-23<sup>rd</sup> January, 2009) Wellington New Zealand.

- Agbenyega, J. S.**, Deppeler, J. M., Moss, J. (2008). Knowing schooling, identity and pedagogy visually, *AARE: Changing climates education for sustainable futures*, 30 November - 4 December 2008, AARE, Melbourne.
- Deppeler, J. M., **Agbenyega, J. S.** (2008). Ethical dilemmas of visual research in globalized education context, 30 November - 4 December 2008.
- Agbenyega, J. S.** (2005). Successful inclusive education: What matters is teacher motivation, *Scholarship and Community*, 7, University of Western Sydney, NSW, pp. 1-12.
- Agbenyega, J. S. The Power of labelling discourse in the construction of disability in Ghana, *Educational Research, Risks and Dilemmas*, 29/11/2003 to 03/12/2003, *AARE*, [www.are.org.nz/are\\_info.html](http://www.are.org.nz/are_info.html), pp. 1-12.

## NON PEER-REVIEWED CONFERENCE PRESENTATIONS

- Agbenyega, J. S. (2017). Zoos or schools? A Bourdieuan Analysis of Educational Provision for Students with Intellectual Disabilities. *London International Conference on Education (LICE - 2017) and World Congress on Special Needs Education (WCSNE-2017)* 11-14, December, 2017 Cambridge, UK
- Klibthong, S & Agbenyega, J. S. (2017). Utilising an International professional learning Immersion Program to Enhance Special Education Teachers' Professional Knowledge. *London International Conference on Education (LICE) and World Congress on Special Needs Education (WCSNE)* 11-14 December 2017, Cambridge, UK.
- Agbenyega, J. S (2016). How does traditional folklore contribute to children's holistic development? A paper presented at the 45<sup>th</sup> Annual Meeting of the Society for Cross-cultural Research from 17-20 February 2016, Portland, Oregon USA.
- Ikegame, K., & **Agbenyega, J. S.** (2014). Quality of early childhood education revisited: Voices of teachers in Soka kindergartens. A paper presented at the 24 European Early Childhood Research Association (EECERA) Conference at the University of Crete, Greece from 7<sup>th</sup>-10<sup>th</sup> September 2014.
- Ikegame, K., & **Agbenyega, J. S.** (2013). Exploring teacher-child interactions: the Soka discourse in practice. A paper presented at the 14th Pacific Early childhood Research Association Annual Conference from July 4 - 6, 2013 in Seoul, South Korea.
- Fridani, L., & **Agbenyega, J. S.** (2013). School Readiness and Transition to Primary School: Voices of Parents and Teachers in Indonesia. A paper presented at the 14th Pacific Early childhood Research Association Annual Conference from July 4 - 6, 2013 in Seoul, South Korea.
- Agbenyega, J. S.** (2013). Inclusive education at the margins: the voices of African migrant families accessing early childhood education for their children in Melbourne, Australia. A paper presented at the 29<sup>th</sup> Annual Pacific Rim International Conference on Disability and Diversity, April 29 & 30: Honolulu, Hawaii Convention Center, USA.
- Agbenyega, J. S.** & Klibthong, J. S. (2012). "One classroom two worlds": A Bourdieuan theorisation of quality early childhood inclusive education. Paper presented at the International Conference on Early Childhood Care and Development (ECCD) "Supporting Children's Holistic Learning and Development: Homes, Schools and Communities", in Jakarta, Indonesia from 5-7 November 2012 at The Sultan Hotel.

- Banu, M & **Agbenyega, J.S** (2011). Early Childhood Quality in Melbourne and Bangladesh: A critical Postcolonial Analysis *Proceedings of the 3rd International Conference on Education, Economy & Society*, 20 -23 July, 2011, Analytics, France.
- O’Sullivan, B., See, D., Zyngier, D. & **Agbenyega, J. S.** (2010). Enhanced learning through network communities Paper presented at the 17th conference of Australian research in early childhood education 19-21 January, Peninsula, Monash University.
- Peers, C. & **Agbenyega, J. S.** (2010). Perceptions of access of access to early childhood education and care: stories from African refugee parents in Melbourne. Paper presented at the 17th conference of Australian research in early childhood education 19-21 January, Peninsula, Monash University.
- Agbenyega, J. S.** (2009). Same theory, different day? Revisiting theories of teaching and learning in Early Childhood Education. A paper presented at the Australian Kindergarten Parents Victoria Conference (29-30 May 2009), Caulfield Race Course, Melbourne.
- Agbenyega, J. S.** (2009). Enhancing the contribution of visual methods to early childhood education cross-culturally. A paper presented at the 11 New Zealand/Australian Early Childhood Conference (22-23<sup>rd</sup> January, 2009) Wellington New Zealand.
- Agbenyega, J. S.** (2008). Problem based learning (PBL): A theoretical analysis of its contribution to knowledge acquisition and professional development, *Institute of Education and Basic Education conference: Enhancing man power development through quality basic education*, 17 December - 19 December 2008, University of Cape Coast, University of Cape Coast, pp. 1-19.
- Agbenyega, J. S.** (2014). A better life for all children: Framing school readiness and transition in socio-critical theory of Pierre Bourdieu. PECERA conference, Bali, Indonesia (8-10 August, 2014).
- Agbenyega, J. S.** (2013). *From theory to policy, governance and practice: Transforming the Australian early childhood education and research landscape*. Invited Keynote to a forum of 35 Vice Governors from Turkey. Monash University Council Chambers 11 December, 2013.

## **INVITED KEYNOTES**

- Agbenyega, J.S.** (2017). Implementing high quality early childhood curriculum and deep learning. Presented at the launch of Learning Research Institute’s new early childhood curriculum at Grand Hotel (13-14 July 2017), Bangkok, Thailand.
- Agbenyega, J.S.** (2016). Reversing academic failure: Pedagogical leadership and teaching innovations in disability and inclusive education. Mahidol University, Thailand.
- Agbenyega, J.S.** (2016). The mechanisms of inclusive education. Presented at Ministry of Basic Education conference from 26- 28<sup>th</sup> July 2015. Bangkok, Thailand.
- Agbenyega, J. S.** (2013). Theorising rural transformation: trumping dominant models with sustainable Indigenous practices. Invited keynote presentation at the 4<sup>th</sup> Education for rural transformation (ERT) conference in Kasetsart University, Bangkok, Thailand (18-20<sup>th</sup> November 2003).
- Agbenyega, J. S.** (2012). Inclusion and quality teaching workshop. Invited workshop at Denla International School in Bangkok, Thailand.

- Agbenyega, J. S.** (2011). Improving early childhood education through theory, research and practice. Invited 5 day workshop delivered at the State University of Jakarta, Indonesia.
- Agbenyega, J. S.** (2012). *Transformative Inclusive Teacher Education: What can Bourdieu's Ideas of Habitus, Field and Capital Offer Us?* Invited Keynote at International Inclusive Teacher Education Researchers' Forum, University of South Florida, Tampa, USA (13-15 February, 2012).
- Agbenyega, J. S.** (2008). *Building alternative futures for minority groups.* Invited Keynote by the Child Safety Commissioner of Victoria and presented at panel for the Horn of Africa group forum, Flemington, Melbourne 17<sup>th</sup> June 2008.
- Agbenyega, J. S.** (2008). *Quality in the early years: Developing the best practice through cultural historical theory and the pedagogy of listening, Institute of Education and Basic Education conference: Enhancing man power development through quality basic education,* Invited Keynote on 17 December - 19 December 2008, University of Cape Coast, University of Cape Coast, Ghana.

### **Book Reviews**

- Agbenyega, J. S. (2015). Inclusion in Action by Phil Foreman.
- Agbenyega, J. S. (2013). Santrok, Life Span Development
- Agbenyega, J. S. (2008). *Early identification improves learning condition for children,* [www.wordsltd.com](http://www.wordsltd.com), Oxford, UK, pp. 182-183.

### **RESEARCH REPORTS TO INDUSTRY/ORGANIZATIONS**

- Agbenyega, J. S & Klibthong, S.** (2016). An Inclusive and Early Intervention Immersion program for Directors. A research report submitted to the Ministry of Education of Thailand Ministry of Education, Thailand.
- Agbenyega, J. S & Klibthong, S.** (2016) Understanding how structured teaching combined with visual strategies enhances the academic performance of children with autism: A collaborative project with Eastern Ranges School. A research report submitted to Ministry of Basic Education, Thailand.
- Agbenyega, J. S & Klibthong, S.** (2016). Participatory Action Research for School-based Managed and Teacher appraisal. A research report submitted to Council for Tertiary Education, Thailand.
- Agbenyega, J. S & Rivalland, C.** (2013). Developing Parents' and Staffs' Understanding on Disability/Additional Needs Support and Learning within the Victorian Early Years Learning Development Framework: A research report prepared for the Yooralla Children's Services.
- Agbenyega, J.S., Rivalland, C.M.P., (2013). Educator Resource for the teaching of concepts to young children in Early Childhood Programs, Educator Resource, Monash University and Yooralla Services, Australia.
- Agbenyega, J.S., Fleeer, M., Blaise, M., & Hammer, M.** (2010). Early Start Kindergarten Initiative for Children Known to Child Protection: Research report submitted to Victorian Department of Education and Early Childhood Development, Victoria, Australia



Fleer, M., **Agbenyega, J. S.**, Blaise, M., Peers, C. (2008). *Assessment practices within the early years: Assumptions, beliefs and practices*, SADECS, South Australia. Research report submitted to South Australian Department of Education and Early Childhood Development

**Agbenyega, J. S.**, Tefe, T.&, Agor, K. (2007). Youth Behavior Change in HIV Education in Ghana: A Docu-drama project: Research report submitted to United Nation Population Fund (UNFPA, Accra, Ghana).

## INVITED UNIVERSITY AND COMMUNITY-BASED PRESENTATIONS

- 24 May 2018. Monash Thesis Examination Procedures: Actions and Responsibilities. Presented at Monash University. Australia.
- Thursday, 11<sup>h</sup> January, 2018. Developing courageous and winnable research grants. Presented at the University of Cape Coast, Ghana.
- Thursday, 11<sup>h</sup> January, 2018. Implementing subject-based early childhood curriculum. Presented at the University of Cape Coast, Ghana.
- Wednesday, 10th January, 2018: University of Cape Coast. Leading Cultural and Institutional Change. Presented at the University of Cape Coast, Ghana.
- 12 April 2018. Finding your way: Critically linking your theoretical framework and literature review. Monash University, Australia.
- 20 August 2017. Respectful Relationships: A transformative approach for working with supervisors. Monash University, Australia.
- September 26-30, 2016. Research Excellence and research impact. Presented at Millersville University, Pennsylvania, USA.
- Tuesday January 3, 2017 to Friday, January 13, 2017. Early intervention processes and practices: Theories and quality. Presented at University of Cape Coast, Ghana.
- 2017. Research excellence and research impact. Presented at University of Education, Winneba, Ghana.
- 2017. Teaching students with multiple disabilities. Presented at Ratchasuda College, Mahidol University, Thailand.
- 16 October 2015 - How much do you know about data management and analysis? (Monash University Education Research Community (MERC) Workshop Peninsula Campus)
- 15 June 2013 - The Role of theory in educational Research (Queensland University of Technology, Brisbane )
- 21 May 2013 - “Research methodologies: Engaging in rigour and quality”: Monash Education Research Community (MERC) workshop on Tuesday at Struan Building, Peninsula Campus
- 2012 - Translating inclusive theory into practice University of South Florida, Tampa, USA
- 2012 - Developing research capacity for academics University of Cape Coast, Ghana 2012

- 2009-2012 - Monash Institute of Graduate Research Expert Seminar Series on “relating to your supervisor series” Presentations were at Monash Institute of Graduate Research Centre, Clayton.
- 20-21 June, 2012 - Workshop for Osaka Kunei Women’s College, Japan (*Culture and Education: Making connections for knowledge innovation*) at Monash University.
- May 2011 “Developing research track record: my directions and epistemologies”: Monash University Academic Board in 2011 in Monash University Chambers, Clayton
- 20 June 2010 - “Visual Research in Education: methodologies and strategies” Monash Education Research Community (MERC) workshop presented on at Struan Building, Peninsula Campus
- 4 June 2008 - Breakdown of the student-supervisor relationship during doctoral study: Causes and remediation procedures (Monash University Graduate School)
- 2 -9, January 2007- Facilitator- Institute of Continuing and Distance Education 58<sup>th</sup> Annual New Year School (*Ghana at 50: Achievements, Challenges and Future*) at University of Ghana, Legon.
- 10-15 April 2006 Facilitator- Institute of Continuing and Distance Education, Northern Ghana Easter School, Tamale

## EXTERNAL RESEARCH GRANTS

- 2017: Respective relationships and gender equality. Department of Education and Training, Victoria, Melbourne : Cis Joseph Agbenyega, Marilyn Fler, Hilary Monk, Corine Rivalland (DET - \$980,000.00)
- 2013-2014: Review and Evaluation of the Victorian Curriculum and Assessment Authority, Inquiry into Implementation Project, Melbourne: CIs.-Duhn I, Fler, M., Harrison, L., **Agbenyega, J.S.** (DEECD - \$197, 000.00)
- 2013-2015: An Inclusive and Early Intervention Immersion program for Directors of the Ministry of Education of Thailand Ministry of Education, Thailand: CIs.- **Agbenyega, J. S.**, & Klibthong, S. (MOE, Thailand - \$136,800.00)
- 2012: Developing Parents' & Teachers' Understanding of Disability/Additional Needs Support & Learning within the Victorian Early Years Learning Framework: CIs. **Agbenyega, J.S.**, & Rivalland C. (Yooralla Disability Services - \$19, 971.00)
- 2011: Early Year Learning Framework Baseline Study: CIs. Fler, M, **Agbenyega, J.S.**, Bone, J, Hammer, M, Power, K, Ridgway, A, Shah, C. (Australian Department of Education and Workplace Relations - \$372,136.00)
- 2011: Building a collective leadership and professional capacity for early childhood educators, **Agbenyega, J. S.**, Fler, M, Peers, C. (Australian Leaders Fellowship - \$32,366.00)
- 2010: Contemporary Child Development Theory for Early Childhood Educators, CIs Fler, M, Blaise, M, **Agbenyega, J. S.**, Peers, C, Ridgway, A, Monk, H, Rivalland, C. (Victorian Department of Education and Early Childhood Development, Melbourne (DEECD) - \$272,244.00)

- 2010: Evaluation: Early Start Kindergarten Partnerships - CIs Fler, M, Blaise, M, **Agbenyega, J. S.**, Hammer, M. (Victorian Department of Education and Early Childhood Development, Melbourne (DEECD) - \$145,959.00)
- 2009 - Early Childhood Education for Master Trainers and project managers CIs: Rivalland, C. & **Agbenyega, J.S.** (Government of Indonesia, Jakarta International College - \$103,000)
- Assessment practices for diverse children: Assumptions, beliefs and practices: CIs. **Agbenyega, J.S**, Fler, M., Blaise, M., & Peers C.(The South Australian Department of Education and Early Childhood Education -\$10,000.00)
- 2007-Youth Behavior Change in HIV Education in Ghana: A Docu-drama project: Research report submitted to United Nation Population Fund CIs. **Agbenyega, J. S.**, Tefe, T. &, Agor, K. (UNFPA, Accra, Ghana).

## INTERNAL RESEARCH GRANTS

- 2009 - Schools First: Networking Communities to improve Learning and Social Opportunities: Faculty of Education Monash University: CIs: **Agbenyega, J.S** & Zyngier, D. (Monash University -\$7, 810.50)
- 2009 - Inclusive Early childhood Education: accessibility issues faced by children of African families. Faculty of Education, Monash University: CIs. **Agbenyega, J.S.**, & Peers, C (Monash University - \$7,640.80)
- 2009 - International strategic initiative fund CIs Fler, M., Peers, C., & **Agbenyega, J.S** (Monash University - \$14,701.00)
- 2008 - Teacher and child construction of learning spaces: A cross-cultural visual knowing of child development and learning. Faculty of Education, Monash University, Australia. CIs: **Agbenyega, J. S.** (Monash University- \$ 5,051.16)

## GRADUATE RESEARCH SUPERVISION AND COMPLETIONS

Student Name	Year Completed	Research Topic	Degree Type
<b>Susan Jackman</b>	2018	Literacy through love: A multi-case study of the role of playgroups in supporting vulnerable families to engage in developing their young children's early literacies	PhD
<b>Rucelle Claire Hughes</b>	2018	Equity and Quality Education: Lived experiences of Teachers and Students	PhD
<b>Wahyu Nahayarti</b>	2017	School readiness and transition to school in Indonesia	PhD
<b>Mohamed Kairul</b>	2017	Problem based learning in Brunei Secondary Schools	PhD

<b>Ann Rebecca France</b>	2017	Investigating the Use of Dialogue in the Construction of Scientific Understanding in the Junior Primary Classroom	M.Ed.
<b>Eleni Athinodorou</b>	2016	Early childhood transformation in Sierra Leone	PhD
<b>Susie O'Neill</b>	2016	Safety risk intelligence: a cultural historical approach	PhD
<b>Alhasan Habib</b>	2015	Exploring young Bangladeshi students' sense of belonging to school: A phenomenological study	PhD
<b>Kiiko Ikegame</b>	2015	Exploration of quality EC education: The Soka kindergarten model	PhD
<b>Moska Mirkhil</b>	2015	The use of digital technology in EC settings	PhD
<b>Lara Fridani</b>	2015	School readiness and transition in Indonesia	PhD
<b>Ayumi Burrow</b>	2015	Emotional intelligence in children	Honours
<b>Sunanta Klibthong</b>	2014	Inclusive early childhood education in Thailand, teachers and policy makers' beliefs, knowledge and practices	PhD
<b>Mr Inusah Salifu</b>	2014	Teacher motivation in the Ghana Education Service-A postcolonial analysis	PhD
<b>Miss Shuhuan Pang</b>	2014	Play-based early childhood curriculum in China: A document analysis of conceptualisations	Honours
<b>Miss Rachel Molenaar</b>	2013	Understanding Children's Construction of Gender through Play: A Vygotskian Perspective	Honours
<b>Brioni Supple</b>	2013	Inclusion in higher education: an analysis of policy, good practice and attitudes at one Melbourne University	PhD
<b>Alshahrani, Khalid Saeed</b>	2013	eLearning in Context: Teaching practises and conceptions Mediated by eLearning within the Sociocultural context of a Saudi Arabian University	PhD
<b>Banu Mahmuda Shaila</b>	2012	Exploring the quality of classroom teaching practices in preschools in Bangladesh	PhD

<b>Miss Wills Andrea Jane</b>	2012	Improving Children’s Reading through the Fleming Effective Teaching Model	M.Ed.
<b>Adamopoulos, Themistocles Anthony</b>	2011	The historical development and paradigmatic transformation of early childhood education in Kenya	PhD
<b>Christodoulou, Kelly</b>	2010	Engaging students at risk: identifying the barriers and facilitators	M.Ed.
<b>Feiyan Chen</b>	2010	A Study into Home-Kindergarten Partnerships in China	M.Ed.
<b>Arpana Asrani</b>	2010	Child Rearing Practices of Working Parents: A Cross Cultural Analysis	M.Ed.
<b>Phua Cheng Yee</b>	2010	Exploring everyday teacher-child interaction in Singapore preschools	M.Ed.
<b>Sowmya Karthikeyan</b>	2009	From childhood to consumerhood: exploring the implications	M.Ed.
<b>Megan Adams</b>	2009	Early Childhood Education in Malaysian International Schools: Exploring the cultural experiences of expatriates	M.Ed.
<b>Resham Vishamkar Adnani</b>	2009	Early childhood workforce and male under-representation: Are there implications for child development, learning and practice	M.Ed.
<b>Sweta Patel</b>	2009	Early Childhood Education in Australia: Exploring the intercultural experiences of Indian migrant Parents	M.Ed.

## **HONOURS AND AWARDS**

Vice Provost’s purple letter for recognition of Better teaching	2016
Dean’s distinguished service award	2015
Australian Leadership Fellowship Award	2011
Golden Key Award for Academic Excellence	2003
Monash International Postgraduate Research Scholarship	2002
Monash Postgraduate Awards Scholarships	2002
Sir John Monash Award	2001

## **SPECIAL INVITATIONS**

Invited to be on the Victorian Early Childhood Workforce Advisory panel of the Victorian Curriculum and Assessment Authority, Australia	2009-2016
Invited to be on the Victorian Early Years Literacy and Numeracy Advisory Panel of the Department of Education and Early childhood Development, Australia.	2010-2012
Invited visiting scholar to the State University of Jakarta, Indonesia.	2010-2013
Invited by the Child Safety Commissioner of Victoria to be on the Expert Advisory Panel for the Horn of Africa group.	2010-2011
Invited consultant to the Special Education Department of the Ministry of Education, Bangkok, Thailand.	2012-2013
Invited research trainer, Institute of Education/Basic Education, University of Cape Coast, Ghana	2010-2017

### **PROFESSIONAL ASSOCIATIONS**

- International Inclusive Teacher Education Researcher's Expert Forum (IITREF)
- Australian Association for Research in Education (AARE)
- Australian Teachers' Association
- Centre For Research Networks, Australia (CRN)
- Australian-Africa Universities Network (AAUN)

### **SERVICE TO PROFESSION**

Reviewer for 15 International Journals and Editorial board member of six International Journals

- Journal of Educational Development and Practices (Editorial Board member/reviewer)
- International Research in Early Childhood Education (IRECE), Journal (Editorial Board member/reviewer)
- International Journal of Early childhood Development (Editorial Board member/reviewer)
- Contemporary Issues in Child Development (Reviewer)
- The Australian Educational Researcher (Reviewer)
- Australian Journal of Early Childhood Education (Reviewer)
- Current Issues in Education (Reviewer)
- MIER Journal of Educational Studies, Trends and Practices (Member of Editorial Board)
- International Journal of Whole Schooling (Member of Editorial Board/reviewer)
- International Journal of Inclusive Education (Reviewer)

- International Journal of Equity and Innovation in Early childhood (Reviewer)
- NICE Education Research Journal (Reviewer)
- Psychological Reports, Published by Ammons Scientific (Reviewer)
- Asian Journal of Inclusive Education (AJIE) (Editorial Board member/reviewer)
- Journal of Teacher Education (reviewer)

**PROFESSIONAL DEVELOPMENT WORKSHOPS UNDERTAKEN IN RESEARCH SUPERVISION**

- Senior leadership practices (Monash University-12-15 March 2018).
- Leading difficult conversations in the workplace (Monash University, 15 June, 2018)
- External supervision and supervision in teams (Monash University, 4/06/08)
- Power relationships/students from other cultures (Monash University, 4/06/08)
- Intellectual property and authorship (Monash University, 5/06/08)
- How to examine a thesis (Monash University, 5/06/08)
- Case studies in building research teams (Monash University, 5/06/08)
- Project design in the Humanities (Monash University 19/03/09)
- Research Ethics (Monash University, 5/06/09)
- Publication and co-publication (Monash University, 23/04/09)
- Challenges of mid candidature (Monash University, 3/10/08)

**REFEREES**

<p>1 2. Associate Professor Nikolai Veresov Monash University, Peninsula Campus, Building A Level 3 McMahons Road, Vic. 3199 Frankston Melbourne <a href="mailto:Nikolai.veresov@monash.edu">Nikolai.veresov@monash.edu</a> <a href="#">u</a> Relationship - Academic Performance Supervisor</p>	<p>2. Dr Corine Rivalland Monash University, Peninsula Campus, Building A Level 3 McMahons Road, Vic. 3199 Frankston Melbourne <a href="mailto:Rivalland.corine@monash.edu">Rivalland.corine@monash.edu</a>  Relationship – Colleague</p>	<p>3. Professor Phyllis Jones University of South Florida, Tampa USA. 813-974-6588 <a href="mailto:PJones7@usf.edu">PJones7@usf.edu</a>  External research - collaborator</p>
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