



MACQUARIE
University
SYDNEY · AUSTRALIA

Personal Information

Name Mary Elizabeth Ryan

Nationality: Australian

Position Professor and Head, Department of Educational Studies, Macquarie University, Sydney

Contact Details

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Qualifications

2007 Doctor of Philosophy, Griffith University

2000 Master of Education (Postgraduate Prize, **GPA-7**), University of Southern Queensland

1992 Bachelor of Education, University of Central Queensland

1988 Diploma of Teaching, Darling Downs Institute of Advanced Education

Other Training

2010 Strategic Leadership 2010

2012/2013/2014 Research Leadership

Professional Affiliations

Australian Literacy Educators Association

International Reading Association International Affiliation

Australian Association for Research in Education

Primary English Teachers Association of Australia

Queensland College of Teachers Registration - Number 733415

Technical Fields of Expertise

English curriculum and pedagogy

Writing development and grammar; Writing Pedagogy

Literacy programs and leadership

Literacy across the curriculum

Teacher professionalism and reflexivity
 Reflexive learning and practice in schools, higher education and community education

Professional Experience

Current

Professor and Head, Department of Educational Studies, Macquarie University, Sydney

2015-2016

Professor and Assistant Dean (Research), Faculty of Education, Queensland University of Technology, Brisbane

2013-2015

Associate Professor in Literacy, Higher Degree Research Coordinator, Faculty of Education, Queensland University of Technology, Brisbane

2008-2013

Senior Lecturer in Literacy, Faculty of Education, Queensland University of Technology, Brisbane

2004-2008

Lecturer in Literacy, Course Coordinator, Bachelor of Education (primary and double degrees), Faculty of Education, Queensland University of Technology, Brisbane

2001-2004

Lecturer in Literacy & Children's Literature, University of Southern Queensland, Toowoomba

1990 – 2000

Classroom teacher (Primary)

Awards

2015 Principal Fellow of the United Kingdom Higher Education Academy

2014 Australian Awards for University Teaching: Citation for Outstanding Contribution to Student Learning

2014 QUT Higher Education Research Network Commendation for Best Publication

2013 QUT Vice-Chancellor's Award for Excellence for excellent and sustained performance in research, teaching and learning, and leadership

2013 Faculty of Education Research Excellence Award

2012 Asia Pacific Journal of Teacher Education Award for best paper

2012 Faculty of Education Scholarship of Teaching commendation for high quality journal publications

2011 Faculty of Education Publication Achievement Award

2011 Faculty of Education Research Excellence Award

2011 Faculty of Education HDR Supervisor Award

2009 Faculty of Education Research Impact Award as part of the Primary Literacy Team

2008 QUT Vice-Chancellor's performance award

Distinctions

2014 Invited to join international symposium on writing and diversity (Paris, France) based on my 2014 article in the international journal *Research in the Teaching of English*

2014 Invited to present Discourse Theory workshops to support early career and higher degree researchers for the Australian Association of Research in Education

2013 Invited to join the editorial board of *Research in the Teaching of English* (USA)

- 2013 Selected by QUT for the WEXDEV ATN Women in Leadership Program
- 2013 Nominated for AAUT citation for Outstanding Contributions to Student Learning
- 2013 Invited to join the newly formed College of Reviewers for the international journal *Higher Education Research & Development*.
- 2013 Invited to join the editorial board of the national literacy journal *Australian Journal of Language and Literacy*.
- 2013 Invited to join the editorial board of *The Australian Educational Researcher*
- 2013 Invited to present at University of Waikato on reflective research
- 2012 Appointment as co-leader of the Child and Youth Cultures Program in the Children and Youth Research Centre at QUT
- 2012 Nominated by QUT for Office of Learning and Teaching national secondment
- 2012 Invited workshop on reflective learning (Manchester Metropolitan University, UK)
- 2012 Invited to become an Associate Editor of the international journal *English Teaching: Practice and Critique* by Professor Terry Locke from Waikato University. **The Associate Editors are nine distinguished English and Literacy researchers from around the world.**
- 2011 Invited as plenary speaker on reflective writing at the national ePortfolio conference (Perth)
- 2011 Faculty of Education 12 month Research Fellowship
- 2007 Visiting scholar, University of British Columbia, Canada.
- 2007 Visiting Scholar, University of Victoria, Canada.

Teaching and Teaching Development Experience

Undergraduate:

- CLB006 Teaching Reading and Writing
- CLB442 The Teaching of Writing
- CLB007 Learning by Design
- CLB004 Visual and Verbal Literacies

Postgraduate:

- CLP400 Multiliteracies in the Middle Years
- CLN653 Disciplinary Literacies
- EDR703 Advanced Disciplinary Studies: Doctoral

Teaching Development:

- Founding executive member of the QUT Academy of Learning and Teaching
- Executive member of University Higher Education Research Network (HERN) promoting scholarship of teaching
- Advised Program Coordinators across Faculties about embedding reflective learning across Programs
- Developed Resources for QUT library on reflective writing
- Developed websites providing a theorised model and resources to embed reflective learning across whole programs
- Invited to present guest lectures across QUT – in Faculties of Health, Science, Business and Education on reflective learning and reflective peer review

Research postgraduate supervision

- 2010 Briony Wainman. Loneliness and classroom participation in adolescents with learning disabilities: a social cognitive view (PhD)
- 2012 Terri Bourke, Teacher professional standards: Mirage or miracle cure. An archaeology of professionalism in education (PhD) **Faculty Outstanding Thesis Award**
- 2013 Julie Cook, Discovering how scientific literacy has been positioned in the new Australian Curriculum Science (MEd Res)
- 2014 Amanda Moffatt, Reflective practice for community arts facilitators (DCI)
- 2014 Lisa van Leent, Teachers conceptions of their pedagogical responses to students with diverse sexualities (PhD)
- 2015 Nancy Batenburg, Telling Tales and Painting Pictures: A narrative inquiry into professional learning of primary teachers (PhD)
- 2016 Naomi Tutticci, Reflective learning in nurse education (PhD) – under examination
- 2017 David Ogilvie, Personal reflexivity and the construction of adolescent vocational identity (PhD)
- Christine Poulsen, What does our school magazine have to say? : Verbs and gender representation over 50 years (PhD) – post-confirmation
- Brain Marsden, Empowering pedagogical change - promoting the teacher as researcher phenomenon (MEd Res) – under examination
- Jacqui Lynagh, Reflective practice for practitioner educators in legal practice (EdD) – post-confirmation
- Melisa Chong, Reflexive caring: A case study of health work in a semi-rural primary school (PhD) – pre-confirmation

Research Service

I have examined eight theses:

- 2007 Honours thesis (QUT)
- 2009 Research Masters (Griffith University)
- 2012 Phd (Griffith University)
- 2014 EdD (Curtin University)
- 2014 PhD (University of Witwatersrand, South Africa)
- 2015 PhD (Stellenbosch University, South Africa)
- 2015 PhD (University of Malaya)
- 2016 PhD (University of Malaya)

I review for a wide range of journals (approx. 6 per year since 2009) such as:

International Journal of Qualitative Studies in Education; Australian Journal of Language and Literacy; English Teaching: Practice & Critique; Teaching and Teacher Education; British Educational Research Journal; British Journal of Sociology of Education; Teaching in Higher Education; Studies in Continuing Education; Australian Educational Researcher; Research in the Teaching of English; Higher Education Research and Development; International Journal of Pedagogies and Learning; Literacy (UK).

Leadership roles and achievements

QUT corporate roles:

- 2015- QUT Assistant Deans (Research) and Institute Directors' Strategic Group; Research, Communication Impact and Engagement Working Party (WP); Indigenous Research Strategic Group; Research Quality WP; Research and Innovation Initiative Approval Committee,
- 2015 - QUT Curriculum Standards Committee
- 2015 - Faculty Academic Board
- 2015 – Faculty Leadership Team
- 2013- Chair, Faculty Research Innovation Committee
- 2013-2014 University Academic Board – elected as Faculty representative.
- 2013-2014 University Appeals Committee – (UAB rep) – negotiating to dismiss or uphold appeals in the best interests of QUT and all stakeholders.
- 2010-2012 Faculty Student Academic Misconduct Committee – assessing documentation and imposing appropriate penalties according to the MOPP – nominated as FAB rep.
- 2010-2011 Faculty Academic Board – elected by peers as school representative.
- 2008-2010 University Peer Programs Committee – sharing support strategies and gathering data on effectiveness of support for students - representing Primary Education programs.
- 2008-2010 Faculty Advisory Committee – representing program coordinators.
- 2007-2010 Faculty Course Leadership Committee – important contributions to **program reaccreditation and mapping professional standards** across ED91.

QUT Leadership Role Achievement:**2015- Assistant Dean (Research).** My achievements include:

- Developed and implemented a research strategy with clear goals and priorities, including specific new strategies to achieve ambitious goals
- Developed and implemented clear performance expectations for quality research (Academic levels B-E)
- Established Tier 4 (university recognised) research groups in areas of strength and priority in the Faculty for a more consolidated approach to research moving forward
- Developed and implemented a new research communication strategy including redesign of the Faculty research website
- Individual mentoring of ECRs to plan research development and support – appointed mentors where appropriate
- Development and leadership of an extensive Research Development and Training Framework in the Faculty, including theory, methodologies, impact, scholarship, employability, dissemination, granting
- Introduced regular writing groups in the Faculty
- Collated impact case studies from Faculty research
- Recontextualised Faculty research for users of our research eg teachers, principals, policy makers

- Utilised the expertise of capacity building professoriate for presentations, grant and publication capacity building; tenders; staff development levels B-E

2013-2015 Higher Degree Research Coordinator. My achievements include:

- Led the ERA review process for FOR1302. **ERA 2015 results: 1301 – 4; 1302 – 5; 1303 – 4.**
- Revision of processes around assembling supervisory teams and approving applications
- Contribution to the inaugural Office of Education Research newsletter to highlight the importance of HDR activities in the Faculty research culture.
- Led the committee to plan and convene the annual **Faculty Research and Publication Week** – to showcase quality research and provide targeted master classes in theories, methodologies, academic and grant writing - involving HDR students as mentored presenters for the first time.
- Led a full review of milestone seminar processes, evaluations, panels and forms including collection of data from Faculty staff about effective and preferred practice.
- Streamlined and improved HDR forms and communication processes with Faculty staff, including the development of a 'Quick guide to research forms'.
- Contributed new ideas to a university working party on the Higher Doctorate in relation to eligibility and guidelines.
- Developed guidelines and criteria for supervisor accreditation for the Faculty of Education aligned with university processes, to provide clarity for staff supervisors and HDR coordinators.
- Advocated Faculty HDR performance on the **University Research Degrees Committee**
- Contributions to the Research Development and Training Framework including strategies for HDR students to **reflexively map** their own training.
- Improved number of timely HDR completions (**79% in the Faculty**).
- Improved all elements on Postgraduate Research Experience Questionnaire (PREQ) data under my leadership.

2013-2015 Coordinator of the Doctor of Education (EdD). My achievements include:

- Liaising with library staff to develop library support programs tailored to current cohorts, including Skype sessions for remote students.
- Organising digital recording of seminars and workshops through Blackboard Collaborate for remote student access.
- Implementing alignment between Faculty research events and doctoral study schools to maximise training opportunities.
- Compiling an extensive database on students' status and progress, including supervisory teams, milestones and progression issues – these records have not previously been available.
- Timely resolution of several issues arising from data compilation.
- Improved communication strategies to support part-time and remote students.

Program Coordinator for the Bachelor of Education (Primary) was focused on program cohesiveness and student support through reaccreditation. My achievements include:

- Horizontal mapping (connections across units in a semester) and vertical mapping (through suites of units in specific curriculum areas over the four years) to enable more collaborative unit design and assessment.
- Negotiation with e-Learning Services for the introduction of ePortfolio assessment in WIL units.
- Rationalisation of elective units for a more streamlined course
- Staff support for redeveloping assessment practices in line with QUT assessment policies

The CEQ data for ED91 improved significantly during my leadership. The Overall Satisfaction Item increased by 33 points, the Generic Skills Scale also improved by 26 points and the Good Teaching Scale improved by 19 points.

Service to the Professional Community

Convenor of the Australian Association for Research in Education (AARE) national conference in Brisbane (2008). Achievements include:

- New online processes and more rigorous submission and reviewing procedures
- Incentives for early career researchers
- Procuring over \$25 000 in direct sponsorship monies (higher than previous committees), and reduction of conference registration fees to a rate lower than the previous two years.
- A more environmentally sustainable conference to reduce the carbon footprint, including 'green' conference bags; no printed abstract book; and BYO drink bottles/cups.
- Development of conference planning guidelines and recommendations clarifying the roles of committee members and professional conference organisers.

Consultancies and professional development:

- 2015 Chaoyang District (Beijing) Department of Education professional development course (2 weeks) – Reflective practice and Formative assessment.
- 2015 China Scholarship Council visiting academics: *Scholarship of Teaching*
- 2015 Keynote Address: Primary English Teachers Association of Australia – National Writing Conference – *Reflexive writing to improve achievement*.
- 2014 Invited Address: RMIT Learning and Teaching Unit: Reflective Learning and Assessment: **Recontextualised as a blog on RMIT TeachingTomTom.**
- 2013/14 *30 Workshops on Reflective writing and practice – QUT, RMIT, Australian Catholic University, University of Adelaide, University of Manchester, Higher Education Association UK.*
- 2009 Independent Schools Association of Western Australia – Middle Years symposium - *Middle Years Literacy Projects*
- 2009 Independent Schools Association of Western Australia – Middle Years symposium – *Writing strategies for success*
- 2007 *The Role of Critical Literacy in a Socially Just Classroom* - National Literacy and Numeracy Week, DETA (80 teachers).
- 2006 *A Multiliteracies Approach to Writing: Teaching Text Types in the Early Years* - Ipswich Grammar (50 Early years teachers): Meanjin

- 2006 Jinibara State School – Whole day PD – *English Syllabus and English Essential Learnings into Action* (40 teachers)
- 2006 Jinibara State School – half-day PD – *Teaching Writing and Text Types Strategically* (40 teachers)
- 2005 Whole Day PD Toowoomba Preparatory School – *Challenges for Literacy Pedagogy in New Times* – whole staff (60 teachers)
- 2005 *Using Multimodal Text Clusters to Intellectualise Literacy* – Kedron/Wavill in morning (50 primary teachers); Carindale in afternoon (50 primary teachers): Meanjin
- 2005 Australian Teachers of Media (Qld branch) workshop *Intellectualising Multiliteracies Projects in the Middle Years* (30 teachers)
- 2005 Whole day PD – Toowoomba Literacy Alliance – multiple schools: *Multiliteracies Projects: Theory into Practice* (200 teachers)
- 2005 Charters Towers Alliance – multiple schools: *Multiliteracies Projects: Engaging boys* (100 teachers)

Research Grants

Competitive external grants

Year	Grant	Title	Investigators	Amount
2018-20	Australian Research Council Discovery Project (Pending)	<i>Investigating reflexive modes to improve writing achievement in schools</i>	CI Ryan , Mclean Davies (MelbUni), Barton (Griffith); Myhill (Exeter).	\$390,000
2018-2020	Australian Research Council Discovery Project (Pending)	<i>Educating preservice teachers to teach diverse learners</i>	J. Lunn, L. Rowan, M. Ryan S. Walker, T. Bourke, E. Johansson	\$465,000
2010-2011	Australian Learning and Teaching Council Priority Program Research Grant	<i>Developing a systematic approach to teaching and assessing reflective writing in higher education</i>	Prof. Mary Ryan , Mr M. Ryan, Prof. Carrington, A/Prof. Shirley, Ms Cockburn, Ms Larkin, Dr Collis, Prof. Bahr	\$215,000

External Research Tenders

Year	Tender	Title	Investigators	Amount
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2015	Victoria Department of Education and Training	<i>Research and Analytics Services Panel</i>	Mallan, Ryan , Lampert, Burnett, Dooley, Hughes	variable
2014	TAFE Qld Brisbane	<i>Investigating Language, Literacies, numeracy and inclusive teaching practices for TQB's Diploma of Nursing</i>	Ryan , Mallan, Gwinner, Livock	\$45,000

Competitive internal grants

Year	Grant	Title	Investigators	Amount
2015	QUT: Institute for Connected Societies Pilot Projects	Social media in schools	Dezuanni, Cunningham, Ryan , Mallan, Bruns	\$10,000
2014/15	Faculty of Education Research Seeding Grant	Producing Quality Teacher Graduates: Implications and uses of Professional Standards for Teachers	Bourke, Ryan , Lloyd	\$9500
2013/14	QUT Business School Learning & Teaching (L&T) grant	An Explicit and Strategic Pedagogic Intervention Approach to Embedding Reflective Practices in Peer Review Processes	Taylor, Ryan , Martin	\$10,000
2011	Faculty of Education Research Fellowship	<i>Writing In and Out of Primary School</i>	Ryan	\$5000
2011	QUT ReFrame of Teaching Evaluation Pilot	<i>Reflect to Improve Feedback (RIF) Project</i>	Ryan , Ryan, Carmichael	\$2500
2008	QUT L&T research grant	<i>Assessment by Interview/ Portfolio</i>	McArdle, Walker, Ryan , Beutel, Shield	\$6920

2007	QUT L&T research grant	<i>Authentic Partnerships with Community and Industry</i>	Carrington, Campbell, Ryan , Fox, Healy, Saggars	\$39,244
2006-2007	QUT Early Career Research grant	<i>The civic participation of youth in new economic, environmental and social conditions</i>	Ryan , Luke	\$8103

Publications and Presentations

In addition to those listed, I have a further 6 publications under review.

Edited Book

1. Ryan, M. E. (Ed). (2015). *Teaching reflective learning in higher education: A systematic approach using pedagogic patterns*. Sydney: Springer.

Scholarly Book Chapters:

1. Crosswell, L., Willis, J., Morrison, C., Gibson, A & **Ryan, M.** (in press, 2017). Early career teachers in rural schools: plotlines of resilience. In Wosnitza, M., Peixoto, F., Beltman, S. & Mansfield, C. (Eds), *Resilience in Education: Concepts, Contexts and Connections*. London: Springer.
2. Ryan, M. & Barton, G. (in press, 2017). Reflection and reflective practice for international students and their supervisors in context. In Barton, G. & Hartwig, K. (Eds), *Professional learning in the work place for international students: Exploring theory and practice*. Basel: Springer.
3. Kettle, M & **Ryan, M.** (2017). Understanding transitions in second language writing through reflexivity: Implications for international postgraduate students' academic success In yan Spelman Miller, K., Lindgren, E. & Stevenson, M. (Eds), *Transitions in Writing*. Leiden: Brill.
4. Ryan, M. (2016). Writing reflexively: Students and teachers shaping texts and identities. In Locke, T. & Cremin, T. (Eds), *Why Writing Identity Matters for Teachers and Students: I Write Therefore I Am*. London: Routledge.
5. Lunn Brownlee, J., Schraw, G., Walker, S. & **Ryan, M.** (2016). Changes in preservice teachers' epistemic beliefs. In Greene, J., Sandoval, W. & Bråten, I. (Eds), *Handbook of Epistemic Cognition*. New York: Routledge.
6. Ryan, M. E. (2015). Reflective and reflexive approaches in higher education: A warrant for lifelong learning? In Ryan, M. E. (Ed), *Teaching reflective learning in higher education: A systematic approach using pedagogic patterns*. Sydney: Springer.
7. Ryan, M. E. & Ryan, M. C. (2015). A model for reflection in the pedagogic field of higher education. In Ryan, M. E. (Ed), *Teaching reflective learning in higher education: A systematic approach using pedagogic patterns*. Sydney: Springer.
8. Jones, E. & **Ryan, M. E.** (2015). The dancer as reflective practitioner. In Ryan, M. E. (Ed), *Teaching reflective learning in higher education: A systematic approach using pedagogic patterns*. Sydney: Springer.

9. Cockburn, T. & **Ryan, M. E.** (2015). Teaching and assessing reflective writing in Law. In Ryan, M. E. (Ed), Teaching reflective learning in higher education: A systematic approach using pedagogic patterns. Sydney: Springer.
10. Taylor, S. & **Ryan, M. E.** (2015). Teaching reflective peer review processes in Accountancy. In Ryan, M. E. (Ed), Teaching reflective learning in higher education: A systematic approach using pedagogic patterns. Sydney: Springer.
11. Ryan, M. C. & Ryan, M.E. (2015). Sustainable pedagogical change for embedding reflective learning across higher education programs. In Ryan, M. E. (Ed), Teaching reflective learning in higher education: A systematic approach using pedagogic patterns. Sydney: Springer.
12. Ryan, M. E. (2014). Reflective practice in the arts. In Barton, G. (Ed), Literacy in the Arts: Rethorising learning and teaching. Sydney: Springer, 77-90.
13. **Ryan, M. E.**, & Ryan, M. (2013). Learning and teaching reflection: Developing capacities for lifelong learning. In P. Hudson (ed.). Learning to teach in the primary school. Melbourne, Vic: Cambridge University Press, 292-310.
14. Ryan, M. and Rossi, T. (2008). The transdisciplinary potential of multiliteracies: Bodily performances and meaning-making in Health and Physical Education. In A. Healy (Ed), *Multiliteracies and Diversity in Education: New pedagogies for expanding landscapes*. Oxford, Oxford University Press, 30-57.
15. Ryan, M. and Healy, A. (2008). 'Art'efacts of knowing: Multiliteracies and the arts. In A. Healy (Ed), *Multiliteracies and Diversity in Education: New pedagogies for expanding landscapes*. Oxford, Oxford University Press, 82-101.
16. Rossi, T. and **Ryan, M.** (2006). *Health and Physical Education Within a Multiliteracies Framework*. In Tinning, Richard, McCuaig, Louise and Iisahunter, (Eds), *Teaching Health and Physical Education in Australian Schools*. Sydney, Pearson Press, 70-77.

Refereed Journal Articles:

17. Kienhues, D., Feucht, F., **Ryan, M.** & Weinstock, M. (in press, accepted 2017). Informed reflexivity: Enacting epistemic virtue. *Educational Psychologist*.
18. Lunn, J. Ferguson, L. & **Ryan, M.** (in press, accepted 15 March 2017). Changing epistemic cognition in the context of teaching and teacher education: A new conceptual framework for reflection and reflexivity. *Educational Psychologist*.
19. Tuttici, N., Lewis, P., Coyer, F. & **Ryan, M.** (in press, accepted 12 November, 2016). Validation of a reflective thinking instrument for third year undergraduate nursing students' participating in high fidelity simulation. *Reflective Practice*.
20. Willis, J., Crosswell, L., Morrison, C., **Ryan, M.** & Gibson, A. (in press, accepted, 10 January, 2016). Looking for leadership: The potential of dialogic reflexivity with rural early career teachers. *Teachers and Teaching: Theory and Practice*.
<http://dx.doi.org/10.1080/13540602.2017.1287695>
21. Ryan, M., Gwinner, K., Mallan, K. & Livock, C. (2017). Preparing work-ready nurses: Reflexive learning for diverse students in the VET sector. *Studies in continuing Education*.
<http://dx.doi.org/10.1080/0158037X.2017.1279136>
22. Tutticci, N., **Ryan, M.**, Coyer, F., & Lewis, P. (2017). Collaborative Facilitation Of Debrief After High Fidelity Simulation And Its Implications For Reflective Thinking: Student Experiences. *Studies in Higher Education*. <http://dx.doi.org/10.1080/03075079.2017.1281238>
23. Tutticci, N., Coyer, F., Lewis, P. & **Ryan, M.** (in press, accepted 23 June 2016). High fidelity simulation for third year undergraduate nursing students: A descriptive analysis of student satisfaction and educational design. *Clinical Simulation in Nursing*.

24. Ryan, M., Gwinner, K., Mallan, K. & Livock, C. (2016). Juggling Priorities: balancing economic and social drivers to address the language, literacy and numeracy needs of students in the VET sector. *International Journal of Training Research*. 14(2): 145-160.
25. Moffatt, A., Barton, G. & **Ryan, M.** (2016). Multimodal reflection for creative facilitators: An approach to improving self-care. *Reflective Practice: International and Multidisciplinary Perspectives*. <http://dx.doi.org/10.1080/14623943.2016.1220935>
26. Ryan, M. & Bourke, T. (2016). Spatialised metaphors of practice: How teacher educators engage with professional standards for teachers. *Critical Studies in Education*. <http://dx.doi.org/10.1080/17508487.2016.1185641>
27. Bourke, T., **Ryan, M.** & Lloyd, M. (2016). The Discursive Positioning Of Graduating Teachers In Accreditation Of Teacher Education Programs. *Teaching And Teacher Education*. 53 (1), 1-9.
28. Ryan, M. (2015). Framing student evaluations of university learning and teaching: Discursive strategies and textual outcomes. *Assessment and Evaluation in Higher Education*. 40(8), 1142-1158.
29. van Leent, L. & **Ryan, M.** (2015). The Changing Experiences Of Primary Teachers: Responding To Scenarios Involving Diverse Sexualities. *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2015.1111443
30. Ryan, M. & Carmichael, M. A. (2015). Shaping (reflexive) professional identities across an undergraduate degree program: A longitudinal case study. *Teaching in Higher Education*. DOI: 10.1080/13562517.2015.1122586
31. Janks, H., Myhill, D & Ryan, M. (2015). English language arts: Past and future. *English Teaching: Practice and Critique*. 14(3), 1-4.
32. Moffatt, A., **Ryan, M.** & Barton, G. (2015). Reflexivity and self-care for creative facilitators: Stepping outside the circle. *Studies in Continuing Education*. DOI: 10.1080/0158037X.2015.1005067
33. Taylor, S. & **Ryan, M.** & Pearce, J. (2015). Enhanced student learning in accounting utilising web-based technology, peer-review feedback and reflective practices: a learning community approach to assessment. *Higher Education Research & Development*. DOI: 10.1080/07294360.2015.1024625.
34. Bourke, T., Lidstone, J. & **Ryan, M.** (2015). Schooling Teachers: Professionalism or disciplinary power? *Educational Philosophy and Theory*. 41(7), 84-100.
35. Ryan, M., Cremin, T. & Ferreira, A. (2014). English as identity formation. *English Teaching: Practice and Critique*. 13(3), 1-4.
36. Ryan, M. (2014). Writers as performers: Developing reflexive and creative writing identities. *English Teaching: Practice and Critique*. 13(3), 130-148.
37. Ryan, M. (2014). Reflexivity and aesthetic inquiry: Building dialogues between the arts and literacy. *English Teaching: Practice and Critique*. 13(2), 5-18.
38. Ryan, M. (2014). Reflexive Writers: Rethinking writing development and assessment in schools. *Assessing Writing*, 22, 60-74.
39. Barton, G., Garvis, S. & Ryan, M. (2014). Curriculum to the Classroom: Investigating the Spatial Practices of Curriculum Implementation in Queensland Schools and its Implications for Teacher Education. *Australian Journal of Teacher Education*. 39(3), 166-177.
40. Ryan, M. & Barton, G. (2014). The spatialized practices of teaching writing in elementary schools: Diverse students shaping discursual selves. *Research in the Teaching of English*. 48(3), 303-328.

41. Barton, G. & **Ryan, M.** (2014). Multimodal approaches to reflective teaching and assessment in higher education. *Higher Education Research & Development*. 33(3), 409-424.
42. Bourke, T., Lidstone, J. & **Ryan, M.** (2014). Teachers performing professionalism. A Foucauldian Archaeology. *SAGE Open*. 3, 1-14.
43. Bourke, T., **Ryan, M.** & Lidstone, J. (2013). Reflexive professionalism: Reclaiming the voice of authority in shaping the discourses of education policy. *Asia Pacific Journal of Teacher Education*. 41(4), 398-413.
44. Ryan, M. & Barton, G. (2013). Working Towards a 'thirdspace' in the Teaching of Writing to Middle Years Students. *Literacy Learning: The Middle Years*. 21(3), 71-81.
45. Ryan, Mary & Ryan, Michael (2013). Theorising a Model for Teaching and Assessing Reflective Learning in Higher Education. *Higher Education Research & Development*. 32(2), 244-257.
46. Ryan, M. (2013), The Pedagogical balancing act: Teaching reflection in higher education. *Teaching in Higher Education*. 18 (2), 144-155.
47. Ryan, M. & Bourke, T. (2013), The teacher as reflexive professional: Making visible the excluded discourse in teacher standards. *Discourse: Studies in the Cultural Politics of Education*. 34 (3), 411-423.
48. Bourke, T., **Ryan, M.** & Lidstone, J. (2012). Reclaiming professionalism for Geography education: defending our own territory. *Teaching and Teacher Education*. 28(7), 990-998.
49. Ryan, M. & Kettle, M. (2012). Re-thinking context and reflexive mediation in the teaching of writing. *Australian Journal of Language and Literacy*, 35(3), 287-300.
50. Ryan, Mary, Rossi, A., Iisahunter, Macdonald, D. & McCuaig, L. (2012). Theorising a Framework for Contemporary Health Literacies in Schools. *Curriculum Perspectives*. 32 (3), 1-10.
51. Ryan, Mary (2012). Conceptualising and teaching discursive and performative reflection in higher education. *Studies in Continuing Education*. 34 (2), 207-223.
52. Ryan, Mary (2011). Spaces of possibility in pre-service teacher education. *British Journal of Sociology of Education*. 32 (6), 881-900.
53. Ryan, M. (2011). Improving reflective writing in higher education: A social semiotic perspective. *Teaching in Higher Education*, 16 (1), 99-111.
54. Ryan, M. (2011). Productions of space: Civic participation of young people at university. *British Educational Research Journal*. 37(6), 1015-1031.
55. Ryan, M. (2010). Multi-linear Strategies for (Re)presenting the Complexity of Young People in Research. *International Journal of Qualitative Studies in Education*, 23(2), 217-236.
56. Ryan, M. & Johnson, G. (2009). Students' performance and negotiation of multiple identities: A critical discourse analysis approach. *Critical Studies in Education*, 50 (3), 247-260.
57. Ryan, M. (2009). Making visible the coding process: Using qualitative data software in a poststructural study. *Issues in Educational Research* 19 (2), 142-161.
58. Ryan, M. & Healy, A. (2009). It's not all about school: Ways of disrupting pre-service teachers' perceptions of pedagogy. *Teaching and Teacher Education* 25, 424-429.
59. Ryan, M., Carrington, S., Rafflesbauer, G. & Healy, A. (2009). Taking a 'reality' check: Expanding pre-service teachers' views on pedagogy and diversity. *Asia Pacific Journal of Teacher Education* 37 (2), 155-173.
60. Ryan M. (2008). Engaging middle years students: Literacy projects that matter. *Journal of Adolescent and Adult Literacy* 52 (3), 190-202.

61. Ryan M. (2008). Small stories, big issues: Tracing complex subjectivities of high school students. *Critical Discourse Studies* 5 (3), 217-230.
62. Ryan M. (2008). Youth and the Critical Agenda: Degrees of proximity and distance. *Australian Educational Researcher* 35 (2), 71-88.
63. Ryan M. (2007). Critical Pedagogy and Youth: Negotiating complex discourse worlds. *Pedagogy, Culture and Society* 15 (2), pp. 245-262.
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2. Ryan, M. E., Weinstock, M., Lunn, J. Feucht, F. (2015). Reflexivity and personal epistemologies: a new theoretical approach to learning. *European Association for Research in Learning and Instruction Advance Colloquium and Conference*, August 21-28, Cyprus.
3. Ryan, M. E. (2014). A theorized approach to teaching and assessing reflective learning in higher education. *The Learner Conference*, July 14-17, New York, USA.
4. Ryan, M. E. (2014). The spatialized practices of teaching writing. *Writing Across Borders International Conference*, Feb 19-22, Paris, France.
5. Ryan, M. E. & Barton, G. (2013). A brave new approach to teaching writing. *Australian Literacy Educators Association/Australian Association for the Teaching of English Joint National Conference*, July 5-7, Brisbane, Australia.

6. Ryan, M. E. (2012). The teacher as reflexive professional: Making visible the excluded discourse in teacher standards. *Australian Association for Research in Education National Conference*, Dec 2-5, Sydney, Australia.
7. Ryan, M. C., Ryan, M. E., Carmichael, M.A. & Ryan, J.D. (2012) A case study on reflective student feedback of university teaching. *International Conference in Higher Education*, Paris, 26-29th June
8. Ryan, Mary. (2012) The teacher as reflexive professional: Making visible the excluded discourse in teacher standards. *Critical Approaches to Discourse Analysis across Disciplines international conference*, Braga, Portugal, 4-6th July.
9. Ryan, M. E., Ryan, M., Barton, G., Bahr, N. (2011) Symposium: Developing a systematic, cross-faculty approach to teaching and assessing reflective learning in higher education. *Australian Association for Research in Education National Conference*, Nov 27- Dec 1, Hobart, Australia. Chair and Discussant: Nan Bahr
10. Ryan, Mary (2010) Developing a systematic approach to teaching and assessing reflective writing in higher education. *2nd Paris International Conference on Education, Economy and Society*, July 21-24, Paris, France.
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12. Ryan, Mary (2010) Improving reflective writing in higher education: A social semiotic perspective. *Australian Association for Research in Education National Conference*, Nov 28- Dec 2, Melbourne Australia.
13. Ryan, Mary (2010) Spaces of possibility in pre-service teacher education. *British Educational Research Association (BERA) National Conference*, Sept 6-8, London, UK.