
CURRICULUM VITAE

Colin John Lankshear

Birthplace: Nelson, NEW ZEALAND

Languages spoken: English, Spanish

EDUCATION

B.A. Canterbury University 1971
M.A. (1st Class Hons) Canterbury University 1973
Ph.D Canterbury University 1980
M.Ed (TESOL) Queensland University of Technology 1997

PROFESSIONAL

1973 Teaching Fellow Education Department
Canterbury University

1976 - 78 Junior Lecturer Education Department
Auckland University

1978 - 82 Lecturer Education Department
Auckland University

1983 - 1991 Senior Lecturer Education Department
Auckland University

1992 Self-employed Educational Researcher and Writer,
and part time university teacher, Palmerston North

1993 - 95 Associate Professor and Director of Research,
School of Language and Literacy Education,
Queensland University of Technology.

1995 - 98 Professor and Director of Research
School of Language and Literacy Education
Queensland University of Technology

- 1999** Visiting Researcher
Center for Studies of the University
National Autonomous University of Mexico
- 1999 - present** Adjunct Professor
Faculty of Education and Creative Arts
Central Queensland University
- 1999 - 2001** Catedrático Patrimonial de Excelencia (Heritage Fellow of
Excellence) National Council for Science and Technology
(CONACyT), México.
- 2001** Visiting Senior Research Fellow
School of Education
University of Ballarat
- 2002 - 2004** Professorial Research Fellow
School of Education
University of Ballarat
- 2003 – present** Adjunct Lecturer
Seminario Posgrado en Pedagogía
Universidad Nacional Autónoma de México (UNAM)
- 2005 – 2008** Visiting Scholar
Faculty of Education
McGill University
- 2005 – 2009** Professor of Literacy and New Technologies
School of Education
James Cook University (Cairns Campus)
- 2007 – 2011** Adjunct Professor
Department of Education
Mount St Vincent University
- 2009 – 2013** Adjunct Professor
Department of Integrated Studies in Education
McGill University
- 2010 – 2014** Adjunct Professor
School of Education
James Cook University

RESEARCH AND PUBLICATIONS

• **Books and Monographs**

- Snook, I. and Lankshear, C. (1979) *Education and Rights*. Melbourne: Melbourne University Press.
- Lankshear, C. (1982) *Freedom and Education*. Auckland: Milton Brookes.
- Lankshear, C. with Lawler, M. (1987) *Literacy, Schooling and Revolution*. London, New York and Philadelphia: Falmer Press.
- Lankshear, C. with Lawler, M. (1989) *Literacy, Schooling and Revolution*, new edition. London, New York and Philadelphia: Falmer Press, 1989.
- Levett, A. and Lankshear, C. (1990) *Going for Gold: priorities for schooling in the nineties*. Wellington: Daphne Brasell Associates Press.
- Levett, A. and Lankshear, C. (1990) *Going for Gold: a handbook for educational practitioners*. Wellington: Daphne Brasell Associates Press.
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- Knobel, M. and Lankshear, C. (1995) *Learning Genres: Prospects for Empowerment*. Brisbane: NLLIA.
- Giroux, H., Lankshear, C., McLaren, P. and Peters, M. (1996) *Counternarratives: Cultural Studies and Critical Pedagogies in Postmodern Spaces*. New York: Routledge.
- Gee, J.P., Hull, G. and Lankshear, C. (1996) *The New Work Order*. Sydney and Boulder, CO: Allen and Unwin, and Westview Press.
- Seventh printing 2005.
- Morgan, W. with Gilbert, P., Lankshear, C., Werba, S. and Williams, L. (1996) *Critical Literacy*. Norwood, SA.: Australian Association for the Teaching of English.
- Lankshear, C. (1997) *Changing Literacies*. Buckingham & Philadelphia: Open University Press, 1997.

Second printing in 2002.
Third printing in 2004.

Knobel, M. and Lankshear, C. (1999). *Ways of Knowing*. Sydney, Primary English Teaching Association.

de Alba, A., González-Gaudiano, E., Lankshear, C. and Peters, M. (2000). *Curriculum in the Postmodern Condition*. New York: Peter Lang.

Lankshear, C. and Snyder, I. with Green, B. (2000). *Teachers and Technoliteracy*. Sydney: Allen and Unwin.

Second printing of *Teachers and Technoliteracy* in 2001.
Third printing of *Teachers and Technoliteracy* in 2002.
Fourth printing of *Teachers and Technoliteracy* in 2006 (South Asia edition)
Published as E-Book in 2007.
Japanese language edition published in 2007.

Gerber, R. and Lankshear, C. eds. (2000). *Training a Smart Workforce*. London: Routledge.

Lankshear, C. and Knobel, M. (2000). *El Estudio Crítico-Social del Lenguaje y la Alfabetización como Práctica Social*. Morelia, México: Instituto Michoacano de Ciencias Educativas.

Knobel, M. and Lankshear, C. (2001). *Maneras de Ver. El Análisis de Datos en Investigación Cualitativa*. Morelia, México: Instituto Michoacano de Ciencias Educativas.

Second printing of *Maneras de Ver* in 2003

Rowan, L., Knobel, M., Bigum, C. and Lankshear, C. (2001). *Boys, Literacies and Schooling: The Dangerous Territories of Gender Based Literacy Reform*. Buckingham & Philadelphia: Open University Press.

Gee, J.P., Hull, G. and Lankshear, C. (2002) *El Nuevo Orden Laboral*. Girona: Ediciones Pomares.

Goodson, I., Knobel, M., Lankshear, C., and Mangan, M. (2002). *Cyber Spaces/Social Spaces: Culture Clash in Computerized Classrooms*. New York: Palgrave Press.

Lankshear, C. and Knobel, M. (2003). *New Literacies: Changing Knowledge and Classroom Learning*. Buckingham & Philadelphia: Open University Press, UK.

Second printing of *New Literacies* 2004.

Catalan language edition published in 2007.

Lankshear, C. and Knobel, M. (2003). *Alfabetización en la Epoca de Información: Perspectivas Contemporáneas*. Zamora, México: Universidad Pedagógica Nacional.

Peters, M., Lankshear, C. and Olssen, M. eds. (2003). *Critical Theory and the Human Condition*. New York: Peter Lang Publishing.

Peters, M., Olssen, M. and Lankshear, C. eds. (2003). *Futures of Critical Theory: Dreams of Difference*. Lanham, Maryland: Rowman and Littlefield.

McLaren, P. and Lankshear, C. eds. (2003). *Politiques d'alliberament: Sendes de Freire*. Xativa, Valencia : Editions del CREC, Centre de Recursos i Educació Contínua de la Diputacio de Valencia.

Knobel, M. and Lankshear, C. (2003). *Maneras de Saber: Tres Enfoques para la Investigación Educativa*. Morelia: Universidad Pedagógica Nacional.

Lankshear, C. and Knobel, M. (2004) *A Handbook for Teacher Research*. Maidenhead & New York: Open University Press.

Reprinted 2005, 2006, 2008

Chinese language edition published in 2007

Portuguese language edition published in 2008.

Lankshear, C. and Knobel, M. (2004). *Maneras de Descubrir: La Recopilación de Datos en Investigación Cualitativa*. Morelia, México: Instituto Michoacano de Ciencias Educativas.

Fischman, G., McLaren, P. Sunker, H., and Lankshear, C. eds. (2005). *Critical Theories, Radical Pedagogies and Global Conflicts*. Lanham, Maryland: Rowman and Littlefield.

Knobel Michele y Colin Lankshear (2005). New edition. *Maneras de Ver: El análisis de los datos en investigación cualitativa*. Durango, México.: Centro Pedagógico de Durango. 338 pp.

Lankshear, C. and Knobel, M. (2006). *New Literacies: Everyday Practices and Classroom Learning*. 2nd Edition. Maidenhead and New York: Open University Press. (Spanish edition published in 2008).

Second printing of this edition in 2007

Third and fourth printings of this edition in 2008

Peters, M., Lankshear, C. and Olssen, M. (Eds.) (2006). *Teoria Crítica i Condió Humana*. Xàtiva, Valencia, España: Edicions del CREC i Denes Editorial, edició

valenciana.

- Peters, M., Lankshear, C. and Olssen, M. (Eds.) (2007). *Teoría Crítica y Condición Humana*. enero del 2007. Xàtiva, Valencia, España: Instituto Paulo Freire de España, Edicions del CREC, Denes Editorial y Diálogos.red.
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- Lankshear, C. and Knobel, M. (2007). *Les Noves Alfabetitzacions: El Coneixement canviant i l'Aprenentatge a l'Aula*. Xàtiva, Valencia, España. Edicions del CREC i Denes Editorial, edición valenciana. (Catalan translation of *New Literacies: Changing Knowledge and Classroom Practice*)
- Lankshear, C. and Knobel, M. (2007). *A Handbook for Teacher Research*. Chinese language edition. Singapore and Beijing: McGraw-Hill Education Asia. (□□□□ : □□□□□□ /Jiao shi yan jiu : cong she ji dao shi shi
- Lankshear, C. and Knobel, M. (2008). *Pesquisa Pedagógica: Do Projeto à Implantação*. (A Handbook for Teacher Research. Portuguese language edition). Porto Alegre, Brazil: Artmed Editora SA.
- Coiro, J., Knobel, M., Lankshear, C. and Leu, D. Eds. (2008). *Handbook of Research on New Literacies*. Mahwah, NJ: Lawrence Erlbaum Associates / Taylor & Francis-Routledge.
- Lankshear, C. and Knobel, M. (eds.) (2008) *Digital Literacies: Concepts, Policies and Practices*. New York: Peter Lang Publishing.
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Literacy, Schooling and Revolution won the American Educational Studies Association's Critics' Choice Award for "Outstanding Recent Book" in 1988.

Going for Gold was selected for Special Display (the only Education book in that year) at the 1990 New Zealand Book Expo, Auckland, July 1990).

Books under contract

Lankshear, C and Knobel, M. (2011). *New Literacies: Everyday Practices and Social Learning*. 3rd edition. Maidenhead and New York: Open University Press. In process.

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• Technical Research Reports

Lankshear, C. and Levett, A. *Keeping Them at School at Henderson High*. Auckland University and New Zealand Ministry of Education, September 1989.

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Gerber, R., Lankshear, C. and Svensson, L. *Self-Directed Learning in a Work Context*. Brisbane: Faculty of Education Research Committee, QUT. 1995

Atweh, B., Bleicher, B. and Lankshear, C. *Social and Pedagogical Factors Associated*

with the Successful Practice of School Subject Literacies in Contexts of Educational Disadvantage. Brisbane: Faculty of Education Research Committee, QUT. 1995

Lankshear, C., Bigum, C. et al. *Digital Rhetorics: Literacies and Technologies in Classrooms - Current Practices and Future Directions*. Canberra: Department of Employment, Education, Training and Youth Affairs, 1997.

Bigum, C., Knobel, M., Lankshear, C., Rowan, L. and Doneman, M. *Confronting disadvantage in literacy education: New technologies, classroom pedagogy, and networks of practice*. Canberra: Language Australia, 2000.

• Chapters in Books

Lankshear, C. (1985). Functional for Whom? : Models of Functional Literacy, in Australian Council for Adult Literacy, *The Ninth National Conference Papers*, Sydney: ACAL, pp. 46-53.

Lankshear, C. (1990). Illiteracy, Improper Literacy, and the Development of an Underclass, in Lauder, H. and Wylie, C. (eds.), *Towards Successful Schooling*, London, Falmer Press.

Lankshear, C. (1991). Getting it Right is Hard: redressing the politics of literacy in the 1990s, in Cormack, P. (ed.) *Selected Papers from 16th Australian Reading Association National Conference*, Adelaide: ARA, pp. 209-228.

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- Peters, M. and Lankshear, C. (1994). Education and hermeneutics: a Freirean interpretation, in *ibid.*
- Lankshear, C. (1994). Afterword: Reclaiming empowerment and rethinking the past, in M. Escobar et al with Paulo Freire, *Paulo Freire on Higher Education*, Albany, NY: State University of New York Press.
- Lankshear, C. (1994). Self-direction and empowerment: Critical language awareness and the 'new work order' , in P. O'Connor (ed) *Thinking Work*, Sydney: ALBSAC.
- Levett, A. and Lankshear, C. (1994). Literacies, workplaces and the demands of new times, in M. Brown (ed) *Literacies and the Workplace: A Collection of Original Essays*, Geelong: Deakin University Press.
- Lankshear, C. (1995). Some reflections on empowerment, in P. McLaren and J. Giarelli (eds) *Critical Theory and Educational Research*, Albany, NY.: State University of New York Press, 1995.
- Lankshear, C. (1996). Language and cultural process, in G. Bull and M. Anstey (eds) *The Literacy Lexicon*, Sydney: Prentice Hall.
- Lankshear, C. and Lawler, M. (1996). The Corresponding Societies: Working class literacy and political reform, in N. Mercer and M. Swann *Learning English*. London: Routledge.
- Lankshear, C. and Knobel, M. (1997). Critical literacy and active citizenship, in P. Freebody, S. Muspratt, and A. Luke (eds.) *Constructing Critical Literacies*, Norwood, NJ: Hampton Press.
- Knobel, M., Lankshear, C. et al. (1997). The wired world of second language learning. In I. Snyder (ed). *From Page to Screen*. Sydney: Allen & Unwin.
- Lankshear, C. (1998). Alfabetizacao funcional na perspectiva de Freire. In M. Gadotti (ed.), *Poder e Desejo: Paulo Freire e as Memorias Perigosas de Libertacao*. Porto Alegre: Artes Medicos.
- Lankshear, C. (1998). The cultural politics of classroom life. In C. Searle, *None But Our Words*. Buckingham and Philadelphia: Open University Press, vii-xv.
- Lankshear, C. and Knobel, M. (1998). New times! Old ways? In F. Christie and R.

- Misson (eds). *Literacy and Schooling*. London: Routledge.
- Reprinted in J. Soler (ed.) (2002) *Contextualizing Difficulties in Learning Development*. London: RoutledgeFalmer, 267-286.
- Lankshear, C. (1998). Introduction: Literacy and the new work order. In C. Holland, *Literacy and the New Work Order*. Leicester: National Institute of Adult Continuing Education.
- Lankshear, C. (1998) Meanings of ‘literacy’ in educational reform. In J. Marshall and M. Peters (eds), *Education Policy*. Cheltenham: Edward Elgar.
- Lankshear, C. (1998). Literacy and critical reflection. In M. Knobel and A. Healy (eds.), *Critical Literacies in the Primary Classroom*. Newtown, NSW: Primary English Teaching Association.
- Lankshear, C. (1999). Literacy studies in education: disciplined developments in a post-disciplinary age. In M. Peters (ed.), *After the Disciplines*. Westport CT: Greenwood Publishing Co.
- Lankshear, C. (2000). Meanings of “literacy” in education reform discourse. In D. Gabbard (ed.) *International Handbook of Educational Reform*. New York: Erlbaum.
- Lankshear, C., Peters, M. and Knobel, M. (2000). Information, knowledge and learning: Some issues facing epistemology and education in a digital age. In N. Blake and P. Standish (eds.) *Enquiries at the Interface: Philosophical Problems of On-Line Education*. Oxford: Blackwell.
- Gerber, R. and Lankshear, C. (2000). Introduction. In R. Gerber and C. Lankshear (eds.). *Training for a Smart Workforce*. London: Routledge.
- Lankshear, C. (2000). Getting smart around literacy: Current social practice, workplaces and the workforce. In R. Gerber and C. Lankshear (eds.). *Training for a Smart Workforce*. London: Routledge.
- Lankshear, C. (2000). Información, conocimiento y aprendizaje: repensar la epistemología para la educación en la era digital. En Consejo Mexicano de Investigación Educativa, *Conferencias Magistrales del V Congreso Nacional de Investigación Educativa*. México D. F.: Consejo Mexicano de Investigación Educativa y La Universidad de Colima, 409-431.
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- Lankshear, C. and Knobel, M. (2001). What is 'Digital Epistemologies'? In Suoranta, J., Ylä-Kotola, M. & Inkinen, S. (2001). (Eds.) *The Integrated Media Machine, Vol. 2*. Hämeenlinna: Edita & University of Lapland.
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- Lankshear, C. and Knobel, M. (2002). Do we have your attention? New literacies, digital technologies and the education of adolescents. In. Alvermann, D. (ed). *Adolescents and Literacies in a Digital World*. New York: Peter Lang.
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- Peters, M., Olssen, M. and Lankshear, C. (2003). Futures of critical literacy – dreams of difference. In M. Peters, M. Losen and C. Lankshear (eds), *Futures of Critical*

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- Lankshear, C. (1994). 'Working with data from a critical literacy perspective'. Invited paper for Australian Systemic Functional Linguistics Spring School, Brisbane: University of Queensland, 26-30 September.
- Lankshear, C. and Williams, L. (1994). 'Discourse and grammar in critical literacy'. Invited workshop for Australian Association of Teachers of English National Professional Development Project Seminar, Brisbane, 22 October.
- Lankshear, C. (1994). 'Self-directed learning and empowerment in the new work order'. Invited paper for Thinking Work: National Conference on Communicative Practices in the Work Place, University of Sydney, 9-11 November.
- Lankshear, C. and Peters, M. (1994). 'Critical literacy in cyberspace: Reconfiguring the text and author-ity'. Invited paper for the Philosophy of Education Society of Australasia Annual Conference, University of Auckland, 18-20 November.
- Gerber, R., Lankshear, C and Larssen, S. (1994). 'Self-directed learning in a work context'. Paper presented at (re)Forming Post-Compulsory Education and Training, Griffith University 8 December.
- Atweh, B., Bleicher, R. and Lankshear, C. (1994). 'Social and pedagogical factors associated with successful practice of school subject literacy in contexts of educational disadvantage', Australian Association for Research in Education, Newcastle: University of Newcastle, November.
- Lankshear, C. and Knobel, M. (1995a). 'Literacies, texts and difference in the electronic age'. Invited keynote address, Australian Reading Association National Conference, Sydney, July.
- Lankshear, C. and Knobel, M. (1995b). 'Expanding horizons: technological literacies and implications for teachers and classrooms', 3rd CULI International Conference,

Bangkok, Thailand, November.

- Lankshear, C and Knobel, M. (1996). 'Different Worlds: Technological literacies in and out of school'. American Educational Research Association Annual Conference. New York: AERA, April.
- Lankshear, C. (1996). 'New times, old ways: Will we miss the literacies boat for the new millennium?' Invited Public Lecture in Literacy: New Challenges, New Possibilities series. University of Melbourne 22 May.
- Lankshear, C. (1996). 'The new work order: Implications for literacy in the global information economy'. Invited presentation. Edinburgh: Adult and Workplace Literacy Network International Seminar, Moray House Institute of Community Education, Herriot Watts University, June 19.
- Lankshear, C. and Knobel, M. (1996). 'New technologies in old classrooms'. Invited paper. Pre conference institute. Brisbane: Australian Literacy Educators Association National Conference, June 30.
- Lankshear, C. (1996). 'Technology and language and literacy learning'. Brisbane: Australian Literacy Educators Association National Conference, July 2. (Two presentations).
- Lankshear, C. (1996). 'Effective learning and teaching: Language education exemplars'. Invited keynote address. Cairns: Peninsula Effective Learning and Teaching Conference, July 8.
- Lankshear, C. (1996). 'Theoretical frameworks underlying the Queensland P - 10 English Syllabus'. Invited keynote address to Peninsula English Teachers Association of Queensland seminar, July 9.
- Lankshear, C. (1996). 'Technology-practice and the undergraduate curriculum'. 4th International Colloquium. Center for Studies of the University. Mexico City, December.
- Lankshear, C. (1997). 'Language and the new capitalism'. Invited keynote address to the Language and Social Processes special interest group. American Educational Research Association Annual Conference. Sheraton Hotel, Chicago, March 24-28.
- Lankshear, C. (1997). 'The literacy knowledge base for the next decade'. Invited keynote address. Australian Teacher Educators' Association National Conference. Rockhampton, July 5-8.
- Knobel, M. and Lankshear, C. (1997). 'Ways with Windows: What different people do with the same equipment'. Invited keynote address. First Joint National Conference of the Australian Association for the Teaching of English, the Australian Literacy

- Educators' Association, and the Australian School Library Association, Darwin, 8-11 July. (Published in Conference Proceedings)
- Bigum, C. and Lankshear, C. (1997). 'The literacy-technology interface in workplace and adult learning contexts'. Invited keynote address to the NCELTR International Seminar, Sydney, October 1997 (with Chris Bigum).
- Lankshear, C. (1997). 'A new *word* order: Towards a typology of literacy for the late 90s'. Invited keynote address. Annual National Conference, Australian Council for Adult Literacy, Sydney, October.
- Gerber, R. and Lankshear, C. (1997). 'Trainees' perceptions of learning: a report on a research project'. Annual ACPET National Conference, Gold Coast, 25-27 November.
- Lankshear, C. and Knobel, M. (1997). 'The moral consequences of what we construct through qualitative research'. Symposium paper, Annual Conference of the Australian Association for Research in Education, Brisbane, December 1-5.
- Lankshear, C. and Knobel, M. (1998). 'Critical literacy and new technologies'. Symposium paper, American Educational Research Association Annual Conference. San Diego, 13-17 April.
- Lankshear, C. (1998). 'Frameworks and workframes: Evaluating literacy policy'. Invited opening address. Australian College of Education National Seminar. Canberra, May 7-9.
- Lankshear, C. and Bigum, C. (1998). 'New technologies in classrooms'. Invited keynote address. Annual National Conference, Australian Literacy Educators' Association and Australian Association for the Teaching of English. Canberra, July.
- Lankshear, C. (1999). 'Information, knowledge and learning: Some issues facing epistemology in the digital age'. Invited keynote address. Vth National Congress of Educational Research, México. Aguascalientes, México, 31 October.
- Lankshear, C. (2000). 'New technologies in classrooms'. Invited keynote address. New South Wales Department of School Education, Training and Development Directorate. TILT Professional Development Seminar for State Technology Coordinators. Via videoconference link. 23 March.
- Lankshear, C. and Knobel, M. (2000). 'Strategies, tactics, and the politics of literacy: Genres and classroom practices in a context of change.' Plenary address. Third National Conference on Academic Texts. Puebla, 15 April.
- Lankshear, C. (2000) 'School's Out! Multiple Perspectives on Literacy in Out-of-School Contexts': American Educational Research Association Annual Meeting, New Orleans. 26 April.

- Lankshear, C. (2000). 'What They Don't Learn in School: New Literacies in the Lives of New Century Youth': American Educational Research Association Annual Meeting, New Orleans. 28 April.
- Lankshear, C. (2000). 'The future of new technologies in classrooms'. Invited keynote address. New South Wales Department of School Education, Training and Development Directorate. TILT Professional Development Seminar for State Technology Coordinators. Via videoconference link. 22 June.
- Lankshear, C. and Knobel, M. (2000). 'Epistemologías digitales: Nuevas tecnologías, modernidad, posmodernidad y educación. Invited keynote address. Jornadas de Investigación de la División Académica de Educación y Artes. Villahermosa: Universidad Juárez Autónoma de Tabasco.
- Lankshear, C. (2000). Technologies in education as cultural practices. Invited keynote address. First International Congress in Chiapas: Education, Its Times and Its Spaces. Tuxtla Gutiérrez, Chiapas, México. 8 September.
- Lankshear, C. and Knobel, M. (2000). Rasgos de investigación consistente y eficaz. Invited keynote address. XIV Encuentro Nacional de Investigación Educativa: Discursos y Sentidos de la Educación, Morelia 24 de noviembre, 2000.
- Lankshear, C. (2000). New technologies and classroom learning. Invited keynote address. Hands On Technology Conference. Sydney: Australian Technology Park, 4 December.
- Lankshear, C. and Knobel, C. (2001). Do I have your attention?: New literacies, digital technologies and the education of adolescents. Invited keynote address. New Literacies and Digital Technologies: A Focus on Adolescent Learners. Athens, Georgia: Institute for Behavioral Research. 26 January.
- Knobel, M. and Lankshear, C. (2001). Cut, paste, publish: The production and consumption of zines. Invited paper. New Literacies and Digital Technologies: A Focus on Adolescent Learners. Athens, Georgia: Institute for Behavioral Research. 26 January.
- Lankshear, C. and Knobel, M. (2001). Machines and mindsets. American Educational Research Association Annual Meeting, Seattle. 11 April.
- Lankshear, C. and Knobel, M. (2001). New technologies, social practices and the challenge of mindsets. American Educational Research Association Annual Meeting, Seattle. 13 April.
- Lankshear, C. (2001). The future of literacy research. Invited presentation to Language and Social Processes Special Interest Group. American Educational Research

Association Annual Meeting, Seattle. 13 April.

Lankshear, C. and Knobel, M. (2001). “[Identidades@eBay.com.](#)” [Invited keynote address to the](#) *Identidades Sociales e Identidades Discursivas Colloquium* CONACYT / ANUIES / SEP. Puebla: México, August 31.

Lankshear, C. (2001). New literacies for new technologies. Invited presentation. Ballarat: Victorian Association for the Teaching of English. November 14.

Lankshear, C. (2001). Analysis, interpretation and representation in teacher research. Invited Plenary Address. Special Conference of Spencer Foundation Grantees. Adelaide: The School of the Future. November 17.

Lankshear, C. (2001). Resago educativo: El reto de globalización, nuevas technologies y procesos de globalización. Invited keynote address. XV Encuentro Nacional de Investigación Educativa: Discursos y Sentidos de la Educación, Morelia 24 de noviembre, 2001.

Lankshear, C. and Knobel, M. (2001). Usas áulicas de nuevas tecnologías. Invited workshop. XV Encuentro Nacional de Investigación Educativa: Discursos y Sentidos de la Educación, Morelia 23 de noviembre.

Knobel, M. and Lankshear, C. (2002) Critical literacies in cyberspace. Invited Pre-conference workshop, NCTE Assembly for Research, 2002 Midwinter Conference. New York City: Sheraton Hotel and Towers, 22 February.

Knobel, M and Lankshear, C. (2002) Critical cyberliteracies: What young people can teach us about reading and writing the world. Invited Keynote Address, NCTE Assembly for Research, 2002 Midwinter Conference. New York City: Sheraton Hotel and Towers, 23 February.

Lankshear, C. and M. Knobel (2002). Toward a pedagogy of tactics: Encouraging ‘uses’ and ‘tactics’ of students in the language classroom. Invited Keynote Address, NCTE Assembly for Research, 2002 Midwinter Conference. New York City: Sheraton Hotel and Towers, 23 February.

Lankshear, C. (2002). The Challenge of Digital Epistemologies. Paper presented at the Annual Meeting of The American Educational Research Association. New Orleans, 3 April.

Lankshear, C. (2003). The UK National Grid for Learning: Bucks, bytes and baloney. Paper presented at the Annual Meeting of The American Educational Research Association. Chicago, 21 April.

Lankshear, C. and M. Knobel (2003). Implications of ‘new’ literacies for writing research. Paper presented at the Annual Meeting of The American Educational

- Research Association. Chicago, 21 April.
- Lankshear, C. and M. Knobel (2003). Do-It-Yourself Broadcasting: Writing Weblogs in a Knowledge Society. Paper presented at the Annual Meeting of The American Educational Research Association. Chicago, 23 April.
- Lankshear, C. (2003). The home-school digital divide in curriculum and pedagogy. 4th Economic and Research Council-sponsored seminar in the Children's Literacy and Popular Culture Series. University of Sheffield. At
<<http://www.shef.ac.uk/literacy/ESRC/pdf/papers/lankshear.pdf>>
- Lankshear and M. Knobel, C. (2003). Planning pedagogy for I-mode: from flogging to blogging via wi-fi. Invited keynote address. International Federation of Teachers of English Conference. Melbourne, 7 July.
- Lankshear, C. and M. Knobel (2003). La investigación cualitativa en el área de los usos pedagógicos de nuevas tecnologías. Opening Plenary Address. XVII Encuentro Nacional de Investigación Educativa. Morelia, México. 13 November.
- Lankshear, C. and M. Knobel (2003). Métodos para la investigación cualitativa de los usos de nuevas tecnologías en prácticas sociales áulicas y cotidianas. Invited workshop. XVII Encuentro Nacional de Investigación Educativa. Morelia, México. 14-15 November.
- Lankshear, C. and Knobel, M. (2004). Metodología de la Investigación Cualitativa. Instituto Superior de Ciencias de la Educación del Estado de México, Ecatepec, México (Trans: Qualitative investigation methodology. Higher Institute of Sciences in Education, Ecatepec). Invited presentation. 8 January.
- Lankshear, C. and Knobel, M. (2004). Planning pedagogy for i-mode: Some principles for pedagogical decision-making. Paper presented at the Annual Meeting of The American Educational Research Association. San Diego, 14 April.
- Knobel, M. and Lankshear, C. (2004). Dilemmas of the datasphere: Issues impacting information gathering in physical and virtual sites. Paper presented at the Annual Meeting of The American Educational Research Association. San Diego, 15 April.
- Lankshear, C. and Knobel, M. (2004). Text roles of the digitally literate. Paper presented at the Annual Meeting of The American Educational Research Association. San Diego, 15 April.
- Lankshear, C. and Knobel, M. (2004). "Kids R e-liter8, R U?". Invited keynote address to Time Warner's Literacy/Mentoring Program "Time to Read" National Leadership Conference. New York, June 11.
- Lankshear, C. and Knobel, M. (2004). Mapping the blogosphere#1: Function and power

in weblogging. Invited plenary address to the 11th International Literacy and Education Research Network Conference on Learning. 28 June. Havana, Cuba.

Knobel, M. and Lankshear, C. (2004). Mapping the blogosphere #2: Form and effect in weblogging. Invited plenary address to the 11th International Literacy and Education Research Network Conference on Learning. 28 June. Havana, Cuba.

Lankshear, C. (2004). Formas posmodernas de alfabetización. XI Seminario Internacional – Las Nuevas Alfabetizaciones: El Reto de los Educadores Contemporáneos. Xalapa, Mexico: Universidad Pedagógica Veracruzana, 9 September. Conferencia Magistral Invitado.

Lankshear, C. (2004). El reto de epistemologies digitales. XI Seminario Internacional – Las Nuevas Alfabetizaciones: El Reto de los Educadores Contemporáneos. Xalapa, Mexico: Universidad Pedagógica Veracruzana, 19 September. Conferencia Magistral Invitado.

Lankshear, C. (2004). Una Mirada a la investigación cualitativa. XI Seminario Internacional – Las Nuevas Alfabetizaciones: El Reto de los Educadores Contemporáneos. Xalapa, Mexico: Universidad Pedagógica Veracruzana, 10 September. Conferencia Magistral Invitado.

Lankshear, C. (2004). I-mode y posibilidades pedagógicas. XI Seminario Internacional – Las Nuevas Alfabetizaciones: El Reto de los Educadores Contemporáneos. Xalapa, Mexico: Universidad Pedagógica Veracruzana, 10 September. Conferencia Magistral Invitado.

Lankshear, C. (2004). Weblogs, la crítica y las políticas de información. XI Seminario Internacional – Las Nuevas Alfabetizaciones: El Reto de los Educadores Contemporáneos. Xalapa, Mexico: Universidad Pedagógica Veracruzana, 11 September. Conferencia Magistral Invitado.

Lankshear, C. (2004). El maestro como un agente de la producción de conocimiento social. Morelia, Mexico. Ministerio de Educación Pública, Estado de Michoacan.

Lankshear, C. and Knobel, M. (2004). From Pencilvania to Pixelandia: Mapping the Terrain of New Literacies Research. Plenary address to the National Reading Conference 54th Annual Meeting, San Antonio TX. December 2.

Lankshear, C. (2005). Freedom and sharing in the global network society. Keynote address. International Seminar on Policy Options and Models for Bridging Digital Divides. Tampere, Finland: University of Tampere. 14 – 15 March.

Lankshear, C. and Knobel, M. (2005). Digital literacies and changing knowledge. Invited address. Tampere, Finland: University of Tampere. 16 March.

- Knobel, M and Lankshear, C. (2005). Digital literacies, classroom pedagogy, and teacher education. Invited address. Joensuu, Finland: University of Joensuu. 17 March.
- Lankshear, C. and Knobel, M. (2005). Freedom and Learning in the Network Society. Plenary address to the 12th International Learning Conference, Granada, Spain. 14 July.
- Lankshear, C. and Knobel, M. (2005). Digital Literacies; Policy, pedagogy and research considerations for Education. Opening plenary address. ITU 'Creative Dialogues' Conference, Oslo, Norway: University of Oslo.
- Lankshear, C. and Knobel, M. (2006). Blogging as participation: The active sociality of a new literacy. Paper presented at the Annual Meeting of The American Educational Research Association. San Francisco, 11 April.
- Lankshear, C. and Knobel, M. (2006). Using wikis for collaborative transfer of research into policy for writing in the knowledge society. Invited presentation. Canadian Association of Teachers of Technical Writing Annual Conference, Toronto, ON, Canada May 30, 2006.
- Lankshear, C. and Knobel, M. (2006). Researching new literacies: Web 2.0 practices and insider perspectives. Invited Keynote Address. *Researching New Literacies: Consolidating Knowledge and Defining New Directions*. Working Conference funded by Canadian Social Sciences and Humanities Research Council and the Canadian Society for the Study of Education. St John's, Newfoundland: Memorial University 16-18 October 2006.
- Lankshear, C. (2006). When is 'new', what is 'new', and when is what is new significant so far as learning and education are concerned? Opening Plenary Address. International e-Learning Symposium. Melbourne: RMIT University, 3 December.
- Lankshear, C. and Knobel, M. (2007). Virtual Machinations: Popular Media and Taking Risks in Education. Invited public lecture for the opening of the new student Media Center, University of Delaware. Newark, Delaware, Thursday, March 15.
- Lankshear, C. (2007). The stuff of new literacies. Invited symposium address in the Mary Lou Fulton Endowment Program. Arizona State University, Tempe, Arizona, 24 April 2007.
- Lankshear, C. and Knobel, M. (2007). Digital remix: The art and craft of endless hybridization. Invited keynote presentation to the International Reading Association Pre-Conference Institute "Using Technology to Develop and Extend the Boundaries of Literacy", Toronto, ON, Canada.

Lankshear, C. and Knobel, M. (2007). Researching new literacies: Web 2.0 practices and insider perspectives. Canadian Society for the Study of Education Annual Conference. Saskatoon, May 26-June 3.

Lankshear, C. and Knobel, M. (2007). The new textpertise: Writing in the age of Web 2.0. Invited keynote address to the Canadian Association of teachers of Technical Writing Annual Conference, Saskatoon, SK, Canada, May 29.

Lankshear, C. and Knobel, M. (2007). The “stuff” of new literacies. Keynote Address. The “Hey, we are blogging” Seminar. Tampere: University of Tampere, Finland, 14 October 2007.

Knobel, M. and Lankshear, C. (2007). New literacies in everyday life. Keynote Address. The “Hey, we are blogging” Seminar. Tampere: University of Tampere, Finland, 14 October 2007.

Lankshear, C. and Knobel, M. (2008). The “twoness” of Learn 2.0: Challenges and prospects of a would-be new paradigm. Closing keynote address. “Learn 2.0: From PreSchool and Beyond” Conference. Montclair State University. 17 May.

Lankshear, C. (2008). "The virtual children's zone: Collaborative imaging and plausible futures." Symposium discussant. National Council of Teachers of English annual conference. San Antonio, Nov. 19-22. Discussant.

Lankshear, C. (2008). Learning 2.0 as an Educational Ideal. Opening keynote address. Learning Matters Conference. Melbourne: Victoria University, 8 December.

• **Competitive Research Grants**

Lankshear, C. and Jones, A. (1988). Curriculum and management in a secondary school. Auckland University Research Committee. \$6,000

Lankshear, C. and Jones, A. (1988). Curriculum and management in a secondary school: Phase 2. Research and Statistics Department, Ministry of Education. \$7,900.

Lankshear, C. and Jones, A. (1989). Curriculum and management in a secondary school: Phase 2. Auckland University Research Committee. \$6,000.

Lankshear, C. and Levett, A. (1990). *Going for Gold: Priorities for Schooling in the Nineties*. Research and Statistics Division, Ministry of Education. \$25,000

Levett, A. and Lankshear, C. (1990). Curriculum development in secondary schools. Research Division, Ministry of Education. \$2,000.

Levett, A. and Lankshear, C. (1990). Expectations of secondary schooling in a school zone/catchment area. Research Division, Ministry of Education. \$20,000.

- Lankshear, C. (1991). A framework for lifelong education. New Zealand Qualifications Authority. \$65,000.
- Sandiford, P. and Lankshear, C. (1991). Maternal literacy and children's health in a rural Nicaraguan setting. British Overseas Development Administration, to study Co-investigator, and co-author of project proposal and subsequent publications. \$230,000.
- Lankshear, C. and Levett, A. (1992). Reframing Life-long Education. New Zealand Qualifications Authority. \$28,000.
- Lankshear, C., Knobel, M and Gerot, L. (1993). Framing the report. National Languages and Literacy Institute of Australia. \$2,100.
- Lankshear, C. (with QUT Team) (1993-4). Developing a Management Training Framework. Sizzler Australia. \$22,000.
- Gerber, R. and Lankshear, C. (1994). Self-directed Learning in Workplace Settings. QUT Education Faculty Research Committee Grant. \$6,100.
- Atweh, B and Lankshear, C. (1994). Successful Practice of School Subject Literacies within Contexts of Disadvantage. QUT Education Faculty Research Committee Grant. \$4,300.
- Lankshear, C. and Castleton, G. (1994). Design and Delivery of a Workplace Language and Literacy Program for Production Workers in the Food Industry. Australian National Food Industry Training Council. \$24,200.
- Morgan, W. and Lankshear, C. (1995). Technological literacies in school and out of school contexts. QUT Education Faculty Research Committee Grant. \$4,200.
- Hansford, B., Gerber, R and Lankshear, C. (1995). Best practice in workplace training. National Council for Vocational Education Research. \$42,000.
- Lankshear, C. and Bigum, C. (1995-97). Technology and Language and Literacy Learning. Department of Employment, Education and Training/Australian Language and Literacy Policy. Child Literacy National Project. \$150,000.
- Gerber, R. and Lankshear, C. (1996-98). Self-directed learning in a workplace. Australian Research Council Collaborative Grant. \$110,000.
- Richards, C. and Lankshear, C. (1996). Computer Mediated Communications Technologies in classrooms. QUT Education Faculty Research Committee Grant. \$5,500.
- Crawford, J, Knobel, M. and Lankshear, C. (1996). Computer learning networks and

- LOTE teacher education: An empirical analysis of claims, learning processes and student outcomes. QUT Education Faculty Research Committee Grant. \$4,500.
- Bigum, C., Lankshear, C., Knobel, M. and Rowan, L. (1998). *Confronting disadvantage in literacy education: New technologies, classroom pedagogy and networks of practice*. Language Australia. \$40,000.
- Bigum, C., Rowan, L. Knobel, M. and Lankshear, C., (1999). *Investigating on-line learning in higher education settings: an actor-network approach*. Australian Research Council Large Grant, 2000-2001. \$60,500.
- Pillay, H., Lankshear C., and Boulton-Lewis, G. (1999). *Workers' conceptions of learning and work*. Australian Research Council Large Grant, 2000-2002. \$97,000.
- Lankshear, C. (1999-2000). Cátedra Patrimonial. Mexican Council for Science and Technology (CONACyT). 549,000 pesos (\$93,000).
- Lankshear, C. (2000-2001). Cátedra Patrimonial. Mexican Council for Science and Technology (CONACyT). 549,000 pesos per annum (\$93,000 + \$93,000).
- Anderson, N., Lankshear, C. and Klein, M. (2004-2006). *Developing informed and integrated strategies to address low female participation rates in professional Information Communications Technologies careers and pathways*. Australian Research Council Linkage Project 2004-2006. (\$74,696).
- Alloway, N., Anderson, N., Boman P., Dalley, L., Gilbert, R., Herbert J., and Lankshear, C. (2005). *Success for Boys: Stage 1*. Department of Education, Science and Technology, Australia. \$987,000. (With Curriculum Corporation).
- Shariff, S. et al (Colin Lankshear, International Partner Collaborator) (2006-2008). *Cyberbullying: International Perspectives*. Social Sciences and Humanities Research Council, Canada. \$143,471
- Anderson, N., Lankshear, C. and Bernhardt, S. (2008-2010). *Girls and Information Communication Technologies (ICT) Careers Pathways: Tackling the Upper Middle School "Turn Off"*. Australian Research Council Linkage Grant. \$90,000.

TEACHING AND SUPERVISION

• University teaching experience

- 1973 Awarded Teaching Fellowship, University of Canterbury, in recognition of undergraduate teaching in my capacity as a graduate student.

1976-91 University of Auckland, Department of Education

Teaching at all four year levels within BA and MA, including: Introduction to Educational Thought (Year 1); Philosophy of Education (Years 2, 3 and MA); Education Policy Studies (Year 3); Education and National Development (Year 3 and MA); Education and Development Policy (MA).

Supervised and co-supervised/advised numerous students (> 20) to successful completion of Postgraduate Dip. Ed., MA, M.Phil, and PhD degrees. No failing students. Two PhD thesis subsequently published as successful commercial books. A second student had produced 10 national and international publications in refereed journals prior to examination. At least 8 former graduate students with whom I worked closely are now in successful academic careers in New Zealand, several of these in positions of academic leadership.

Identified in published student evaluations as an outstanding teacher (1978, 1980).

1992 Massey University, Contract Teacher and Unit Developer

On the basis of my reputation as scholar and teacher, Massey University employed me as a consultant and contractor to teach undergraduate and graduate, internal and external (Block) courses, to rewrite the study guide, and to produce readings for its Year 3 Curriculum Theory unit.

1993-98 QUT, School of Language and Literacy Education

Involvement in units within BEd, Grad.Cert.Ed, Grad.Dip.Ed, MEd, and EdD. Courses taught include: Language, Technology and Education; Studies in Language; Understanding (Adult) Literacy; Research Methods; Literacy and Schooling; Adult Education in Context; Adult Literacy and Numeracy; Advanced Seminars in Inter-disciplinary Studies in Education.

1993 - 98. Co-ordinator and leader of PhD colloquia in School of Language and Literacy Education.

Organiser of regular visiting teacher-scholars to address colloquia. Leading international visitors include James Gee, Harvey Graff, Judith Green, Joel Taxel, Sheryl Gowen, Myron Tuman, Catherine Wallace, Kathleen Weiler, Marcia Moraes, Jay Lemke, Alicia de Alba, Edgar González Gaudiano, Rosa-Maria Torres, José Luis Coraggio, Joe Kincheloe, and Shirley Steinberg.

Supervised successful candidates to PhD and Masters by Research thesis degrees.

Anne Hudson's PhD on Adult Literacy in Grenada, which I supervised - and advised on the theoretical and conceptual frameworks - was awarded the Gail Kelly prize for Dissertation of the Year, by the Comparative and International Education Society (USA)

in 1995. Awarded Thesis of the Year prize in 1996 by Australian Association for Research in Education.

1999 Consultant Teacher and Material Developer, Graduate School of Education, Central Queensland University

Employed to provide long distance supervision to Masters and Doctoral students involved in thesis research projects (using electronic mail, online discussion lists, and the World Wide Web), and to develop specialised materials on the conduct of educational research for postgraduate students.

1999-2001 Teacher and Researcher in Faculty of Philosophy and Letters and the Center for Studies of the University at the National Autonomous University of México.

As a Heritage Fellow of Excellence for the National Council of Science and Technology (México), I play an active teaching and research role in the life of the research center (CESU) which sponsored me for the award. This involves teaching courses in qualitative research methodology and the philosophy and history of ideas, as well as undertaking a research project investigating policies for higher education concerned with promoting technological development.

2002 Teacher of Research Methodology, Seminario Posgrado en Pedagogía, UNAM, Mexico City

40 hour semester course, based on *Maneras de Ver*.

2003 Doctoral Research Intensive Course Teacher, Mount St Vincent University and University of South Australia, Halifax, Nova Scotia, Canada

Taught research methods in qualitative and document-based research component to a cohort of 25 postgraduate students, July.

2003 Teacher of Research Methodology, Seminario Posgrado en Pedagogía, UNAM, Mexico City

40 hour semester courses, based on *Maneras de Ver*

2004 Teacher of Research Methodology, Seminario Posgrado en Pedagogía, UNAM, Mexico City

40 hour semester courses, based on *Maneras de Ver* and *Maneras de Saber*.

2004 Teacher of 3 week Summer School Course Read600-32: Contemporary Issues in Reading, Montclair State University, School of Early Childhood, Elementary and Literacy Education

40 hour course focusing on new literacies for 25 Masters students.

- 2004 Teacher of intensive Summer School for Masters of Education: Boys, Literacy and Schooling. Mount St Vincent University, Department of Education (Nova Scotia, Canada).

72 hour course for 42 students conducted at Corner Brook, Newfoundland, July 5 – 21.

- 2004 Teacher of 3 week Summer School Course Read600-32: Contemporary Issues in Reading, Montclair State University, School of Early Childhood, Elementary and Literacy Education, May 16 – June 3.

40 hour course focusing on new literacies for 15 Masters students.

- 2005 Teacher of intensive Summer School for Masters of Education: New Literacies and Teacher Research. Mount St Vincent University, Department of Education (Nova Scotia, Canada).

72 hour course for 42 students conducted at Corner Brook, Newfoundland, July 18 – August 5.

- 2006 Teacher of intensive Summer School for Masters of Education: New Literacies and Teacher Research. Mount St Vincent University, Department of Education (Nova Scotia, Canada).

72 hour course for 40 students conducted at Corner Brook, Newfoundland, July 23 – August 10.

- 2007 Teacher of intensive special Summer Institute for Masters of Education. New literacies and learning: Principles and practices. With James Gee, Rebecca Black and Michele Knobel. Toronto, Canada. 94 students. Keynote lectures and practical workshops format. July 2-6

Teacher of intensive Summer School for Masters of Education: New Literacies and Teacher Research. Mount St Vincent University, Department of Education (Nova Scotia, Canada). Two courses conducted in Corner Brook, Newfoundland, July:

GLIT 6756: Language, Literacy and Learning. Participants worked in small groups (of no more than 6 people) and engaged in actually *learning* a “new literacy”. Options from which the groups could choose included: music video clip making, machinima, strategy card games, computer games, and live action video making. Each group worked collaboratively and drew on local and online

resources to master the technical dimensions of creating their final product. At the same time, the groups collected data during the process of completing the task. These data related to the processes of their own learning, as individuals and as a group. The course served as an introduction to teacher research, with a particular focus on data collection methods and self-study, as well as an introduction to the theme of new literacies and learning. Corner Brook – 35 students.

GLIT 6757: Literacy and Inquiry (pre-requisite course: GLIT 6756). Each group analysed the data they collected during GLIT 6756 as they worked on learning a new literacy practice in the manner of researchers. Analysis and discussion were informed by set readings for this course, and for previous courses. Each group wrote an academic report on the outcomes of their self-study, and presented their findings as a group to the other participants on the last day of the course. The course served as an introduction to teacher research, with a particular focus on analysis and reporting, as well as an introduction to the theme of new literacies and learning. Corner Brook – 35 students.

2008 Teacher of intensive special summer institute for Masters of Education. New literacies and learning: Principles and practices. With Julia Davies, Guy Merchant and Michele Knobel. Toronto, Canada. 95 students. Keynote lectures and practical workshops format. July 14 -18

Teacher of intensive Summer School in Newfoundland for Masters of Education: New Literacies and Teacher Research. Mount St Vincent University, Department of Education (Nova Scotia, Canada). Two courses:

GLIT 6756: Language, Literacy and Learning. Participants worked in small groups (of no more than 6 people) and engaged in actually *learning* a “new literacy”. This took the form of active participation in an online social networking site. Each group worked collaboratively and drew on local and online resources to become proficient online social networkers. At the same time, the groups collected data during the process of completing the task. These data related to identity and the presentation of self online. The course served as an introduction to teacher research, with a particular focus on data collection methods and self-study, as well as an introduction to the theme of new literacies and learning. Corner Brook – 35 students.

GLIT 6757: Literacy and Inquiry (pre-requisite course: GLIT 6756). Each group analysed the data they collected during GLIT 6756 as they worked on learning a new literacy practice in the manner of researchers. Analysis and discussion were informed by set readings for this course, and for previous courses. Each group wrote an academic report on the outcomes of their investigation, and presented their findings as a group to the other participants on the last day of the course. The course served as an introduction to teacher research, with a particular focus on analysis and reporting, as well as an introduction to the theme of new literacies

and learning. Corner Brook – 60 students.

These courses were also taught in Fall and Winter during 2007-2008 in Mississauga.

2009 Continuing teaching of literacy and research courses for Mount St Vincent University, as above.

• **1988-1998 Occasional Visiting Teacher in Overseas Universities**

I have made teaching presentations for undergraduate and graduate students in numerous universities in several countries other than in institutions by which I have been employed.

Britain

University of London Institute of Education; University of Sheffield, Division of Education; Lancaster University, Schools of Linguistics and Educational Research, Herriott Watts University Department of Adult Education, University of East Anglia Department of Education, Goldsmiths College University of London, University of Glasgow.

USA

University of Wisconsin, Madison; Miami University of Ohio; University of Indiana Faculty of Education; Harvard University Graduate School of Education; New School of Social Research, New York; University of Colorado School of Education; University of California at Los Angeles, Graduate School of Education and Center for Latin American Studies; University of California at Berkeley, Graduate School of Education; Biola University, Los Angeles; Kansas State University, Faculty of Education; Warner Graduate School, University of Rochester; School of Education, Clark University; Graduate School of Education, University of California at Santa Barbara, University of Delaware, Arizona State University.

Australia

University of Wollongong, University of Southern Queensland, James Cook University, University of Melbourne, University of Queensland, University of Ballarat, Monash University, University of South Australia, Central Queensland University.

New Zealand

Massey University, Victoria University, University of Waikato, Canterbury University.

Mexico

Facultad de Educación, Universidad Nacional Autonomia de Mexico, Instituto

Michoacano de Ciencias de la Educación, Universidad Pedagógica Nacional de Michoacan, Universidad Autónoma de Ciudad Juárez, Universidad Pedagógica Veracruzana.

- **Teaching Materials**

The Curriculum: theory, policy and practice (with John Codd), Education Department, Massey University, 1992, 200p.

Discourse and grammar in critical literacy (with Lindsay Williams), Adelaide: AATE National Professional Development Project package on critical literacy 1995.

Critical literacy in the classroom (with Michele Knobel), Professional Development Project package for English teachers. Literacy in the National Curriculum, 1996.

OTHER RELEVANT MATTERS

- **Editor of Journal**

E-Learning.

- **Associate Editor of Journal**

Associate Editor of *The Australian Journal of Language and Literacy* 1994-98.

Associate Editor, *International Journal of Learning*, volume 11, 2005.

Associate Editor, *International Journal of Technology, Knowledge and Society*, volume 11, 2005.

- **Editorial Committee of Journal**

Member of Editorial Committee *Critical Forum* 1992-1999.

Member of Editorial Advisory Board *The Journal of Workplace Learning* 2000—2007

Member of Editorial Board *Re-Open: Research in Open and Distance Learning* 1999—2001

Member of Editorial Board *SIMILE* 2000—present

Member of Editorial Board *Educational Philosophy and Theory* 1998—2002

Member of Editorial Review Board *Reading Research Quarterly* 2001-2006

Member of Editorial Board *Taboo: The Journal of Culture and Education* 1997—present

Member of Editorial Board *Review of Research in Education* 2002-ongoing.

Member of Editorial Board *Ethos Educativo* 2003-ongoing. (Mexico)

Member of Editorial Board *Forum Crítico da Educação* 2003-2005. (Brazil)

Member of Editorial Board *Critical Discourse Studies* 2004 – ongoing.

Member of Editorial Board *International Journal of Learning* 2004 – ongoing.

Member of Editorial Board *Australian Educational Researcher* 2004—ongoing

Member of Editorial Board *International Journal of Inclusive Education* 2006 – ongoing

Member of Editorial Board, *Canadian Journal of Education* 2006 – 2008.

Member of Editorial Board, *Revista Intercontinental de Psicología y Educación* (Mexico)

Member of Editorial Review Board, *Journal of Adolescent and Adult Literacy* (USA),
2008 year.

• **Invited Referee to Academic Journals**

I am asked regularly to referee articles for various journals. These include:

The New Zealand Journal of Educational Studies

Access

Sociological Review

Discourse

Educational Philosophy and Theory

The Australian Journal of Education

Educational Theory

The Australian Journal of Language and Literacy

Australian Educational Researcher

Critical Forum

Journal of Educational Computing Research

Journal of Education Policy

Perfiles Educativos

Written Communication

Language and Education

I am also a prospectus and manuscript review reader for the State University of New York Press, RoutledgeFalmer, Prentice-Hall (Australia), Sage, Australian Council for

Educational Research, Erlbaum, Peter Lang Publishing, Kluwer, and Harper Books (Australia).

- **Academic Award**

‘Outstanding Recent Book Award’, American Educational Studies Association, for *Literacy, Schooling and Revolution*.

- **Consultant/Advisor to International Organizations/Projects**

Consultant to Co-ordinadora Regional de Investigaciones Economicas y Sociales (The Regional Office for Economic and Social Research), Managua, Central America. To investigate the relationship between literacy practices, co-operative enterprise, educational participation, and economic performance in a rural area (Monte Fresco) in Nicaragua. 1989-90. This involved participant observation in the community over one year. The research was requested in part to inform economic and social policy (short-lived, because the government changed 2 months after I completed the initial research!), but also to feed into a community development initiative (with which I maintain contact and annual involvement). During the period of the research, the cooperative moved into new forms of production, with major success. Permanent dwellings were constructed and completed, and non formal educational activities -focusing on health, literacy, and administrative education - were undertaken. (Aspects are reported in ‘Literacy and running your life’, and ‘Reclaiming empowerment and rethinking the past’, both *op. cit.*).

South Pacific Literacy Project, University of the South Pacific, Suva, Fiji, 1993-95.

Autonomous National University of Nicaragua, advisor and consultant to education and health projects located within the Faculty of Medicine. 1989-90.

Liverpool School of Tropical Medicine, Maternal Literacy and Children's Health, Masaya, Nicaragua.

Central American Institute of Health, Managua, Nicaragua. Literacy consultant and adviser 1993-96.

University of New England, Faculty of Education, Health and Professional Studies. Consultant for International Education developments with Mexico. 1999.

- 1 • **Executive of Professional Societies**

Philosophy of Education Society of Australasia Secretary 1983

Philosophy of Education Society of Australasia President 1984

Philosophy of Education Society of Australasia President 1985

Adult Learning and Basic Skills Action Coalition Queensland State Executive 1994 - 98

National Language and Literacy Institute of Australia. Executive Member, Queensland 1994-98.

- **Invited Elected Member**

The New York Academy of Sciences

- **School and Community Involvement**

I have been involved in a wide range of community activities - local, regional, and international - since 1980. These range from organizing fund-raising for Aid and Development groups to involvement in support groups for local schools and holding office in a branch of a New Zealand political party.

In this period I have had more than 150 public speaking engagements to a wide range of educational and service organizations: professional and lay alike. On an international level, I have been responsible for raising and delivering some \$150,000 for small scale development projects abroad: e.g., hand pumps for wells, well construction and water storage, light machinery for brush and broom production, books for libraries, materials for classrooms, equipment for blood banks and hospitals, etc.

I have run courses for adult education organizations, and spoken extensively at seminars and other forums organized by such groups.

A wide range of Associations - of teachers, librarians, workers, etc. - have used me as a resource person as well as a public speaker.

Between 1980 and 1992 I worked with schools and teacher educators in New Zealand in numerous professional development initiatives in Auckland, Wellington (with the Ministry of Education's Curriculum Unit), and Palmerston North (with Teacher Educators).

Between 1993 and 1998 I worked with schools and teacher educators in a range of schools and systems within Queensland, Australia - especially in encouraging development of teacher research into literacy and in teacher in-servicing related to Queensland's newly implemented P-10 English syllabus.

Significant details include:

- Invited submission to New Zealand Royal Commission on Social Policy, 1988, on social disadvantage and illiteracy. This has subsequently been written up and published in proceedings of the seminar sponsored by the Royal Commission 'Toward Successful Schooling', and in 'Literacy, improper literacy, and the

development of an underclass', *op. cit.*

- Branch president and elected conference delegate, New Zealand Labour Party, 1984-90. Close involvement with education interest groups within the party, and regular submissions and addresses provided as input to education policy development.
- As an international educationist I have initiated and supported several aid and development projects involving collaboration between community organisations, private citizens, professional associations, and universities in Australia, New Zealand, the US and Nicaragua. These include small scale local efforts, such as adding classrooms to a school in a peasant community in northern Nicaragua (at Las Lomas), providing a water supply for a school, supplying funds for book purchases by the Children's Library in Managua (the library featured on the dust cover to *Literacy, Schooling and Revolution*). They include also an ongoing job creation and maintenance scheme on a peasant cooperative in rural Nicaragua, at Monte Fresco - where peasant producers have been assisted financially to purchase appropriate technologies and raw materials over a six year period, to engage in commodity production for sale.
- On a larger scale, I have played key roles in the highly successful rope pump project, as well as in conceiving the need for a water supply in the Nindiri municipality, south of Managua. In collaboration with personnel from the Central American Health Institute I produced a project proposal which was acted on by the Nindiri administration. Two deep bores have been sunk, with holding tanks constructed on high ground. A 'gravity feed' mains supply now serves five peasant communities previously without any viable water source. Funds raised privately in New Zealand and through the Central American Health Institute are being used to connect homes directly to the feeder 'mains'. This work is ongoing.

The 'Rope Pump Project' is now a self-sustaining development initiative, run by rural Nicaraguans, and is impacting on communities throughout Nicaragua as well as in Honduras and El Salvador, with growing influence in Guatemala.

- Since 1999 I have worked with numerous university and teacher education institutions throughout México in workshops, block courses and seminars to help develop educational research expertise. This has involved running courses of up to 50 hours in the states of Tabasco, México, Chiapas, Chihuahua, Michoacan, Puebla, Veracruz, and in the Federal District.

• **Small Consultancies and Presentations to User Groups since 1993**

Literacy and Pedagogy - Teacher Inservicing at Villanova College, Brisbane: 1 February 1993.

Literacy and Classroom Research - ELA Key Teacher Workshop for Catholic Education North Brisbane, Brisbane, 22 February 1993.

Classroom Teachers as Literacy Researchers - ELA Key Teacher Workshop for Catholic Education, South Brisbane, Brisbane, 24 February 1993.

Building an Agenda. DEET Conference on Improving Teacher Education, Brisbane: Queensland University of Technology, 16 April 1993.

Can we Break the Cycle?: Linking Educational Disadvantage and Poverty. School and Community Seminar for Logan West Schools, Beenleigh, 26 May 1993.

Making a Difference to Difference. Staff Development Seminar, Roma School Support Centre District Schools, St George, 6 August 1993.

Adult Literacy, Citizenship, and the Politics of Change. Western Suburbs Adult Literacy Centre AGM Keynote Address, Oxley, 16 September 1993.

Researching Literacy in School and in Homes. Woodridge Schools, Mabel Park, 8 October 1993.

Addressing Educational Disadvantage: an agenda for literacy. Rockhampton School Support Centre, 6 December 1993.

Teacher Inservicing on English Language Arts Syllabus. Dirranbandi P-10 Campus, Dirranbandi, 6 August 1993 (with Linda Gerot and Michele Knobel).

Community Literacy Studies at Harris Fields School, 30 October - 1 November 1993 (with Michele Knobel).

Incorporating community assistance into classrooms experiencing disruptive behaviour. Kingston State Primary School, Logan West School Support Centre.

Organisational Culture and Empowerment through Workplace Education. Adult and Workplace Education Orientation Seminar, QUT, 22 April 1994

Classroom-based literacy research and the Years 1-10 English syllabus in Queensland. A series of four teacher inservice sessions for Catholic Education, Queensland, May 1994 (with Michele Knobel).

Critical literacy and genre. Unit component for National Professional Development Project module on Critical Literacy, Harristown State High School, Toowoomba, 3 November 1994 (with Michele Knobel).

Adult Literacy Training (ALT), taught on continuing education courses offered by QUT, 1994.

Department of Employment, Education and Training/Literacy in the National Curriculum. LINC Facilitators' training conference, May 1995 (with Michele Knobel).

New South Wales Department of School Education, Training and Development Division professional development workshop. Sydney: July 1995 (with Michele Knobel).

Australian Capital Territory Department of Education. Uses of new technologies in language and literacy education. Professional development workshop. Canberra, April 1997 (with Michele Knobel).

Critical literacy in English classrooms. Professional Development Seminar, Dubbo, May 1997 (with Michele Knobel).

New technologies in primary school education. Professional development workshops and seminars program. Melbourne, Hobart and Launceston. April 3-7 1998 (with Michele Knobel).

Multimediating disadvantage: New technologies and pedagogical community. Language Australia and Literacy Research South Australia Node & The Council of Education Associations of South Australia. Adelaide, Maghey House. 23 September 1998.

Resource videographic material production. Faculty of Education and Creative Arts, Central Queensland University, October-November 1998.

Curso de actualización profesional. 'Metodología de investigación cualitativa'. Tuxtla Gutiérrez, Facultad de Humanidades. Universidad Autónoma de Chiapas. 5-7 de junio 2000 (25 horas).

Curso de actualización profesional. 'Investigación cualitativa y documental'. Villahermosa, División Académica de Educación y Artes, Universidad Juárez Autónoma de Tabasco, 21-25 agosto 2000 (50 horas).

Curso de actualización profesional. 'Introducción a la investigación cualitativa y documental'. Ciudad Juárez, 14-16 octubre 2000.

Curso de actualización profesional. 'La Investigación cualitativa'. Morelia, Instituto Michoacano de Ciencias de la Educación "José Ma. Morelos", 13-14 marzo, 2001.

Curso de actualización profesional. 'Recolección y análisis de datos en Investigación cualitativa'. Villahermosa, División Académica de Educación y Artes, Universidad Juárez Autónoma de Tabasco, 11-14 de junio 2000 (30 horas).

Curso de actualización profesional. 'Introducción a la investigación cualitativa'. Morelia, Universidad Pedagógica Nacional de Michoacan, 12-14 de agosto 2001.

Curso de actualización profesional. 'La investigación cualitativa'. Zamora, Universidad Pedagógica Nacional 16-B, Michoacan 27-28 de noviembre 2001.

Curso de actualización profesional. 'Preguntas de investigación de buena calidad y la recolección de datos en la investigación cualitativa'. Morelia, Universidad Pedagógica Nacional de Michoacan, 16-18 de abril 2002.

Curso de actualización profesional. 'Preguntas de investigación de buena calidad y la recolección de datos en la investigación cualitativa'. Zamora, Universidad Pedagógica Nacional 16-B, 19-20 de abril 2002.

Curso de actualización profesional. Metodología cualitativa en Estudios Sociolingüísticos. Instituto de Ciencias Sociales y Humanidades. Puebla, Universidad Autónoma de Puebla, 22-26 July, 2003.

Curso de actualización profesional. Metodología cualitativa: Recopilación de Datos. Morelia: UPN, IMCED y Secretaria de Educación (Estado de Michoacan), 8 May 2004.

Curso de actualización profesional, 2 días. Investigación educativa: Recopilación y análisis de datos -- Trabajando con *Maneras de Descubrir*. Morelia: UPN, IMCED y Secretaria de Educación (Estado de Michoacan). 7 - 8 June 2005.

Boys and Literacy: From Research to Curriculum. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 8 hour presentation and workshop for 25 students enrolled in the Masters of Education Program. Charlottetown, Prince Edward Island, Canada, 3 June 2006.

Boys and Literacy: Curriculum possibilities. Mount St Vincent University, Department of Education (Nova Scotia, Canada). 8 hour presentation and workshop for 45 students enrolled in the Masters of Education Program. Mississauga, Ontario, Canada, 10 June 2006.