**Expression of Interest in Higher Degree Research**For potential Higher Degree Research applicants to the [Doctor of Education](https://www.unsw.edu.au/arts-design-architecture/study-with-us/postgraduate-research/professional-doctorate/doctor-of-education) (EdD) Program 2025  **All forms and documentation should be sent to** [education@unsw.edu.au](mailto:education@unsw.edu.au) by **COB Thursday 24th October, 2024.  
  
See last page for an up-to-date list of supervisors & teaching staff and their research areas/interests**

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| 1. Personal Details | | | | | | |
| Family Name |  | | | Given Name |  | |
| Email Address | |  | | | | |
| Address | |  | | | | |
| Telephone Number | |  | | | | |
| Citizenship | | ☐ Australian or New Zealand Permanent Resident | | | | |
| ☐ International Please specify country of citizenship | | | |  |
| 2. Proposed Enrolment | | | | | | |
| This form is only for the EdD Program in the School of Education | | | | | | |
| Field of proposed study | | |  | | | |
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| Commencing | | | ☐ T1, 2025 | | | |
| Proposed title of project | | |  | | | |
| Related past research experience and track record (150 words) | | | | | | |
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| 3. Academic Qualifications | | | | | | | | | | | | | | | | | |
| Degree  e.g. BA | Institution (include country name)  e.g. Fudan University, China | | | | Years of enrolment | | | | Year/Month graduated or expected to graduate e.g.July 2008 | GPA or overall average grade  e.g. GPA 3.4/4,  average 85% | | | | List research components (research thesis/ project and methodology) course? | | Mark for research thesis or project  e.g. 85% HD | Normal full- time length of degree  e.g. 3 yrs |
| From  e.g.2014 | | | To  e.g.2016 |
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| 4. Research Record | | | | | | | | | | | | | | | | | |
| Publications \*If you have more than two publications, please attach a list of publications separately  Do you have published or working papers? Yes ☐ No ☐ If no, go to Section 5 | | | | | | | | | | | | | | | | | |
| Publication 1 | | | | | | | | | | | | | | | | | |
| Title | | | | | |  | | | | | | | | | | | |
| Status | | | | | |  | | | | | | | | | | | |
| Journal/Book Name | | | | | |  | | | | | | | | | | | |
| Co-Authors Name(s) | | | | | |  | | | | | | | | | | | |
| Publication Date | | | | | |  | | | | | | | | | | | |
| Publication 2 | | | | | | | | | | | | | | | | | |
| Title | | | | | |  | | | | | | | | | | | |
| Status | | | | | |  | | | | | | | | | | | |
| Journal/Book Name | | | | | |  | | | | | | | | | | | |
| Co-Authors Name(s) | | | | | |  | | | | | | | | | | | |
| Publication Date | | | | | |  | | | | | | | | | | | |
| 5. Referee Details | | | | | | | | | | | | | | | | | |
| Referee 1 | | | | | | | | | | | | Title | | |  | | |
| Family Name | |  | | | | | | | | | | First Name | | |  | | |
| Institution Name | | |  | | | | | | | | | | | | | | |
| Position held | | |  | | | | | | | | | | | | | | |
| Telephone | | |  | | | | | | | | Email | |  | | | | |
| Relationship to applicant | | | | | | |  | | | | | | | | | | |
| Referee 2 | | | | | | | | | | | | Title | | |  | | |
| Family Name | |  | | | | | | | | | | First Name | | |  | | |
| Institution Name | | |  | | | | | | | | | | | | | | |
| Position held | | |  | | | | | | | | | | | | | | |
| Telephone | | |  | | | | | | | | Email | |  | | | | |
| Relationship to applicant | | | | | | |  | | | | | | | | | | |
| 6. Proposal Description | | | | | | | | | | | | | | | | | |
| To give the Faculty an idea of the proposed research, please complete the following proposal | | | | | | | | | | | | | | | | | |
| Tentative Title of research | | | |  | | | | | | | | | | | | | |
| Key words (up to 5) | | | |  | | | | | | | | | | | | | |
| Overview of what you want to work on (200 words) | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Explain why you want to work on this project and explain why you are the most suitable applicant  (200 words) | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| How will working on this project allow you to achieve your career goals? (200 words) | | | | | | | | | | | | | | | | | |
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| Proposed supervisor / supervisory team (e.g. check research profiles of academics listed at the end of this document) and how your proposal fits with their research area Please attach proof of contingent acceptance by proposed supervisor | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Feasibility statement Outline how you will manage your candidature and other commitments over the course of the degree (200 words) Please attach in separate document if necessary | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Other important content you want to include Please attach in separate document if necessary | | | | | | | | | | | | | | | | | |
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| 7. Relevant Professional Experience |
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| 8. Checklist | | |
| The following checklist is designed to assist you to ensure that all documentation is attached for us to process your expression of interest. Please complete the checklist. | | |
|  | | Additional Comments |
| Yes ☐ No ☐ | I have fully completed the expression of interest form |  |
| I have attached the following: | | |
| Yes ☐ No ☐ | Research proposal (1200 words exclude references) | The proposal covers the following key aspects of your research  What is the scholarly context or theoretical background of the problem you are studying?  Where are the knowledge gaps? and WHY IS it important to address these gaps?  How will your work extend and add to the work that has been published already?  What are your research questions/ hypotheses?  how do you answer your research question(s)? |
| Yes ☐ No ☐ | CV/RESUME |  |
| Yes ☐ No ☐ | EVIDENCE OF APPROVAL FROM THE SUPERVISOR |  |
| Yes ☐ No ☐ | ACADEMIC TRANSCRIPTS INCLUDING GRADING SYSTEMS |  |
| Yes ☐ No ☐ | ADDITIONAL SUPPORTING DOCUMENTS  e.g. outline of your honours thesis, Degree certificate etc. |  |

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The maximum overall message size for the email account is 10 MB. An EOI larger than 10 MB should be sent through multiple messages to the email address. The title of your email message should be: EOI from (your name): (program). e.g. EOI from John Smith: EdD

Part 1 of 3.

For further information, please contact [A/PROF HOA NGUYEN](https://research.unsw.edu.au/people/associate-professor-hoa-nguyen) at hoa.nguyen@unsw.edu.au

**Supervisors and Teaching Staff - Research Areas and Interests**

[DR ROSE AMAZAN](https://research.unsw.edu.au/people/dr-rose-amazan)  
Education/Higher Education; Aboriginal Education (e.g. Learning from Country/On Country Immersion, Community Engagement), Social Justice Education (i.e. Critical Consciousness of Teachers)

[PROFESSOR KIM BESWICK](https://research.unsw.edu.au/people/professor-kim-caroline-beswick)

Mathematics Education, Educational Equity. In both cases especially related to: Teacher Beliefs and Expectations; Teacher Knowledge; Inclusion and Differentiation

[DR JOANNE DANKER](https://research.unsw.edu.au/people/dr-joanne-cherie-danker)

Enabling the Voices of Students with Disabilities

[DR TRACY DURKSEN](https://research.unsw.edu.au/people/dr-tracy-lyn-durksen)

Preservice and Practicing Teacher Beliefs and Motivations (Early Years, Primary, Secondary)

School-Based and Scenario-Based Professional Learning, Teacher Workforce (Attraction to Retention)

Culturally Responsive Teaching (Aboriginal Education)

[PROFESSOR SCOTT EACOTT](https://research.unsw.edu.au/people/associate-professor-scott-eacott)  
Housing Affordability and the Teacher Shortage; Teacher Housing Policy and Reforms; Education Workers’ Experiences of Housing Stress

[A/PROF PAUL EVANS](https://research.unsw.edu.au/people/associate-professor-paul-evans)

Explicit Instruction; Motivation; Engagement; Wellbeing; Professional Learning

[DR HELENA GRANZIERA](https://research.unsw.edu.au/people/dr-helena-granziera)  
Teacher Wellbeing; Teacher Motivation; Student Wellbeing; Motivation and Engagement; Primary Education

[PROFESSOR JAE JUNG](https://research.unsw.edu.au/people/associate-professor-jae-yup-jung)

Career/Educational Decision-Making; Teacher Attitudes Toward Gifted Education

[DR ELLEN (HEE MIN) LEE](https://research.unsw.edu.au/people/dr-ellen-lee)  
Cognitive Load Theory and Particularly Focused on Applying Cognitive Load Effects to Support Students with Disabilities in a Learning Environment

[PROFESSOR JIHYUN LEE](https://research.unsw.edu.au/people/professor-jihyun-lee)

Artificial Intelligence (AI) in Education; Student Wellbeing in an AI Era

Teacher Wellbeing in an AI Era; Digital Competencies; Learning Analytics; Chatbot Development

[A/PROF KEVIN LOWE](https://research.unsw.edu.au/people/associate-professor-kevin-lowe)  
Aboriginal Education; Curriculum; Whole-School Change; Pedagogy

[A/PROF TONY LOUGHLAND](https://research.unsw.edu.au/people/associate-professor-tony-loughland)

Mentoring; Teacher Retention and Recruitment; Sustainable Development Goals in Education

[A/PROF KAREN MARAS](https://research.unsw.edu.au/people/dr-karen-elizabeth-maras)

Curriculum Issues and Practice; Visual Arts and Arts Education

[DR TROY MCCONACHY](https://research.unsw.edu.au/people/mr-troy-mcconachy)

Intercultural issues in TESOL/Language

DR [MARIE MCGREGOR](https://research.unsw.edu.au/people/dr-marie-mcgregor)

Motivation, engagement, classroom context. Curriculum differentiation in education, including dual differentiation approaches. Gifted and twice-exceptionality.

[DR THU NGO](https://research.unsw.edu.au/people/dr-thu-ngo)  
Primary Literacy Education; Multimodal Literacy (Primary), Literature/Stylistics (Secondary), Film Study (Secondary)

[DR KEAN POON](https://research.unsw.edu.au/people/dr-kean-poon)

Supporting Students with Special Needs

[DR MEGHAN STACEY](https://research.unsw.edu.au/people/dr-meghan-stacey)

Education Policy; Teachers’ Work/Workload/Working Conditions; School Choice

[PROFESSOR IVA STRNADOVÁ](https://research.unsw.edu.au/people/professor-iva-strnadova)

Rights, Relationships and Sex Education for Students with Intellectual Disability and/or on the Autism Spectrum; Health and Genetic Health Literacy Education for Students with Intellectual Disability; Supporting School-Aged Students with Intellectual Disability in Achieving their Academic, Social and Self-Determination Outcomes

[DR GERALDINE TOWNEND](https://research.unsw.edu.au/people/dr-geraldine-townend)  
Gifted and Twice-Exceptionality; Optimising Support and School Outcomes; Self-Concept

[DR LAURA TUOHILAMPI](https://research.unsw.edu.au/people/dr-laura-tuohilampi)  
Mathematics Education: Task Design; Teachers’ Professional Development; Student Engagement; Interest Development; Future and Sustainability Oriented Mathematics Education; Popularisation of Mathematics