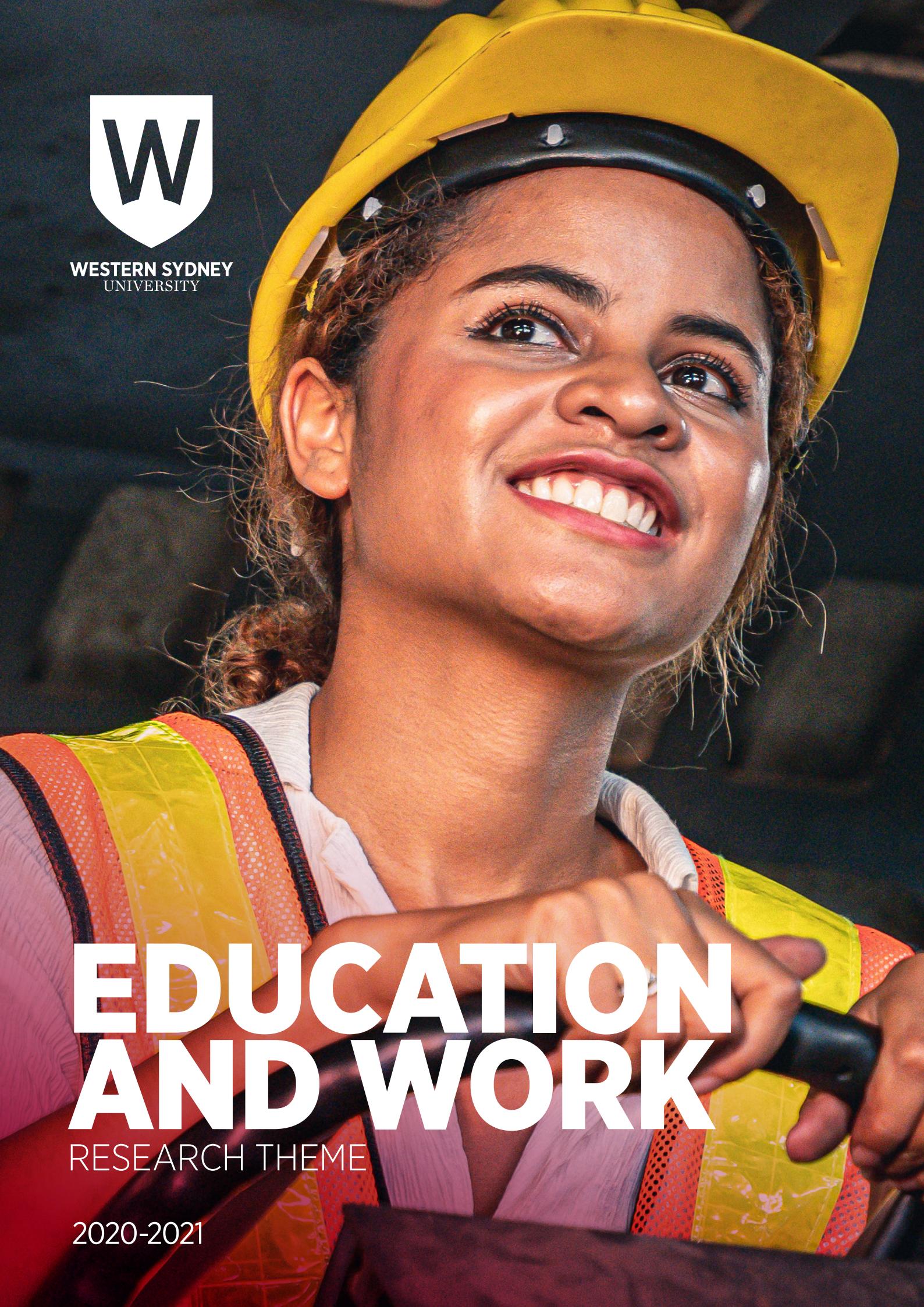




WESTERN SYDNEY
UNIVERSITY



EDUCATION AND WORK

RESEARCH THEME

2020-2021

The Education and Work Research Theme is proud to present a summary of some of the activities and achievements within the theme throughout 2020–2021. During this period, researchers and the community alike faced immense challenges as a result of the COVID-19 pandemic and natural disasters. Within this context, Western researchers continued to produce cross-disciplinary, collaborative and innovative research. Most notably, this report showcases our partnership with industry and community and our collective impact on lives and communities in the field of education and work. You are invited to connect with our Research Theme Champions to find out more.

Acknowledgement of Country

Western Sydney University acknowledges the peoples of the Darug, Tharawal, Eora and Wiradjuri nations.

We acknowledge that the teaching, learning and research undertaken across our campuses continues the teaching, learning and research that has occurred on these lands for tens of thousands of years.



Danielle Tracey is a Professor in the School of Education and the Translational Health Research Institute at Western Sydney University. Professor Tracey has a strong international reputation in the fields of educational and developmental psychology, disability studies and evaluation.

Her career objective is to understand and advance the physical, psychological and social wellbeing of vulnerable people and communities, especially people with disabilities.

Professor Tracey has held national and international competitive grants from the Australian Research Council and the Social Sciences and Humanities Research Council of Canada. She works in partnership with communities to construct and complete meaningful research that fosters real-world impact. This expertise is underpinned by her substantial experience as an Educational and Developmental Psychologist and program manager in the community sector.

Her most recent project sees her partnering with scholars in Papua New Guinea to enhance the pre-service and in-service teacher training in Papua New Guinea to achieve inclusion and participation for vulnerable children and communities.

Professor Tracey can be contacted at
d.tracey@westernsydney.edu.au



Maria Estela Varua is an Associate Professor and the Associate Dean, Research in the School of Business at Western Sydney University. She is an environmental and resource economist, econometrician and social economist with over 20 years experience in international development in Australia as well as in various countries in Asia and Africa.

Associate Professor Varua has extensive experience in water management, gender, productivity, cost-benefit analysis, economic and financial modelling, sustainable business enterprise, economic development, circular economy and business education. She has membership in various trans-disciplinary research teams and has led and managed several multidisciplinary research and development projects (Australia-India Council, Department of Foreign Affairs and Trade; local councils; Ministry of Education and Training, Vietnam). She has been part of several competitive grants, including from the Australian Centre for International Agricultural Research (ACIAR), the NSW Department of Education and NSW Circular.

Associate Professor Varua can be contacted at
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2020-2021 OUTCOMES

15 Research
Events

+600
Participants



14 Seed-Funded
Projects

2 White
Papers



CONTENTS

SUMMARY	6
EQUITY, PARTICIPATION AND OPPORTUNITY	
FOCUS AREAS	8
2020 & 2021	
PARTICIPATION AND DISABILITY	8
REIMAGINING EDUCATION AND WORK IN RESPONSE TO COVID-19	10
EDUCATION AND WORK WHITE PAPERS	14
SEED FUNDING – OUTCOMES FROM FUNDED PROJECTS	16
EDUCATION AND WORK	21
RESEARCH SHOWCASES, THEME STORMS AND CAPACITY-BUILDING EVENTS	
RESEARCH WEEK	21
RESEARCH SHOWCASES	21
THEME STORMS	22
CAPACITY BUILDING	22
APPENDIX	23

SUMMARY

EQUITY, PARTICIPATION AND OPPORTUNITY

The Education and Work Research Theme brings together researchers, practitioners and policymakers to understand, evaluate and create in order to support individuals and communities in achieving their economic, social, and cultural aspirations through education and work and to achieve equitable access to and participation in education and work. These challenges are tackled on a local, national and international stage through an interdisciplinary approach to research.

Prosperous education and work can be considered as both determinants and indicators of flourishing for individuals, families, communities and societies. The importance and power of advancing knowledge in education and work cannot be understated. There are obvious links to the United Nations' 2030 Sustainable Development Goals 4 (Quality Education) and 8 (Decent Work and Economic Growth). The ubiquitous nature of education and work means, however, that the impact of research in this area actually touches upon a broad range of these goals, including No Poverty, Good Health and Well-Being, and Reduced Inequalities.

KEY FOCUS AREAS

- Early childhood education
- Indigenous education
- Gender equity in the workplace
- STEM education
- Sustainable communities
- Social justice and equity
- Effective teaching practices
- Participation and disability
- Understanding the brain and learning
- Circular economy, climate mitigation and job generation
- Disruption and the future of work
- Entrepreneurship and job creation

In 2020 and 2021, the Education and Work Research Theme was led by Professor Danielle Tracey and Associate Professor Maria Estela Varua. The Education and Work Theme seeks to increase the quantity and quality of our researchers' contribution by cultivating skilled interdisciplinary teams of researchers who conduct impactful funded research programs in partnership with industry and community. We achieve this by:

- developing strong working relationships between institutes, SRIs, schools, clusters and centres
- fostering and supporting interdisciplinary research teams to engage with industry partners
- mentoring early- and mid-career researchers to progress their career goals, in particular those researchers seeking Category 2 and 3 funding
- working with other theme champions to share knowledge and develop a coherent approach to cross-theme initiatives.

In 2020 and 2021, the Education and Work Research Theme provided seed funding for 14 projects (see Appendix for full list). The breadth and reach of education and work research within the community is evident by the diversity of projects funded. From the '*Economic cost of unwanted automatic fire alarms on workers*' to '*Civic education, sovereignty and the unravelling of democracy in Myanmar*', our researchers are conducting applied and meaningful work. Most notably,

they are conducting such work in a cross-disciplinary way in collaboration with external partners. Researchers report that immediate outcomes achieved by the seed funding scheme include: greater collaboration across disciplines, opportunity for mentorship of academic researchers and Higher Degree Research candidates, the submission – and in some cases winning – of external research funding, successful publication of peer-reviewed articles and reports, the strengthening of current community partnerships and the emergence of new partnerships. The very nature of 'seed funding' means that the longer-term impacts of this initiative will be evidenced over time.

In 2021, the Education and Work Theme funded for the first time the development and dissemination of two white papers. As a new initiative for the theme, the white papers successfully showcased the depth of expertise at Western and provided an avenue to share this with our community, fostering further partnerships. In 2022, the Education and Work Theme will support the launch of these white papers to our community. The papers are entitled '*What's the bloody big deal? How Australian workplaces and educational institutions can help break the menstrual taboo*' and '*Gender equity in the workplace: Intersectional and gender and sexuality diverse approaches*'.



ACKNOWLEDGMENT OF OUTGOING THEME FELLOW

DR LYN TIEU

Dr Tieu joined Western Sydney University in 2017 as the Research Theme Fellow in the Education and Work Research Theme and departed to take up an international position at the end of 2021. Based in the School of Education, and a school-based member of MARCS, her research focuses primarily on children's acquisition of syntax, semantics and pragmatics. Many of her projects investigate children's production and comprehension of different kinds of sentence structures, their understanding of logical expressions like negation and disjunction, and their ability to make inferences beyond literal meanings. Other ongoing projects investigate the meaning contributions of gestures, as well as the interaction between language and music processing.

Publications over 2020 and 2021 include:

Tieu, L., Bill, C., Romoli, J., & Crain, S. (2020). Testing theories of plural meanings. *Cognition*.

Renans, A., Sag, Y., Ketrez, N., Tieu, L., Tsoulas, G., Folli, R., Vries, H., & Romoli, J. (2020). Plurality and crosslinguistic variation: An experimental investigation of the Turkish plural. *Natural Language Semantics*.

Shelton, N., Munro, N., Keep, M., Starling, J., & Tieu, L. (2021). Clinical practices of speech-language pathologists working with 12- to 16-year olds in Australia. *International Journal of Speech-Language Pathology*.

Over 2020–2021, Dr Tieu worked on a project entitled '*InFUSE: Increasing female uptake in STEM education*' with School of Education colleagues Professor Kathryn Holmes, Dr Erin Mackenzie and Dr Nathan Berger. We thank Lyn for her contribution to the Education and Work Research Theme and wish her well in her new adventure.



It is unconceivable to complete a 2020 or 2021 report without acknowledging the impact of COVID-19 and subsequent government responses. These years presented unprecedented challenges to individuals and communities in Western Sydney and across the globe. Our 'theme storms' and research events moved online and became even more paramount in bringing us together to discuss some of the ensuing challenges and opportunities presented for education and work. A total of 15 research events were delivered with a total of 657 participants. Research events entitled '*Researching the perils and possibilities for education in a climate of disruption*', '*Reimagining work in periods of disruptions: Building a brighter and sustainable future for everyone*' and '*Education and work reset*' provided a forum for researchers, industry and community members to come together to discuss and plan collaborative responses to the COVID-19 disruption. COVID-19 had a particular impact on teaching and learning, research, and staff work and life within universities. At the request of the Office of the Deputy Vice-Chancellor Research, Engagement and International and the Office of the Pro Vice-Chancellor Learning Futures, the Education and Work Research Theme Champions led the analysis and reporting of the MyVoice WSU staff pulse survey. The results of this report will be used to inform policies, practices and supports at Western Sydney University, and findings will be disseminated to the broader academic community.

In sum, while 2020 and 2021 presented us all with immense and unprecedented challenges, the Education and Work Research Theme continued to thrive as a result of our dedicated researchers, strong partnership with community and industry, and the support of the Office of the Deputy Vice-Chancellor Research, Engagement and International. We invite you to enjoy reading about the many achievements of 2020 and 2021 and share our excitement about what we can achieve together in 2022 and beyond.

FOCUS AREAS

2020 & 2021

FOCUS AREA 1: PARTICIPATION AND DISABILITY

People with disability experience poorer outcomes across all life domains, including education, housing, employment, social participation and health, compared to people without disability. At Western Sydney University our accomplished researchers from across a wide range of disciplines work collaboratively and partner with people with disability, community and government to address these issues.

The Education and Work Research Theme has contributed to Western's profile and success in education and work within this research field over 2020-2021 through fostering connections amongst researchers, and between researchers and the community to conceive and deliver impactful and co-designed research.

Initially, an internal theme storm was held at our Parramatta campus, which brought together over 30 researchers in the field from our Bankstown, Campbelltown, Kingswood, Liverpool, Parramatta and Hawkesbury campuses to share their work and build collaborations across disciplines and substantive focus areas. These connections seeded opportunities for joint publications, research projects and other events.

In 2020, the Education and Work Research Theme was proud to host two Research Week events for and with the community. The first was entitled '*Engaged disability research in Education and Work @ Western: Improved equality through co-design*' and featured some of our leading researchers and partners:

Building greater inclusion between mainstream and early intervention preschool: Supporting teacher action research

Associate Professor Katrina Barker (School of Education), Professor Danielle Tracey (School of Education, Translational Health Research Institute), Dace Ellerton (Punchbowl Public School), Sophie Evans (Punchbowl Public School) and Midori Jobling (Punchbowl Public School)

Navigating the transition from school to adult life: Young people with intellectual disability

Dr Lise Mogensen (School of Medicine), Dr Jennifer McDonald (School of Medicine), Associate Professor Gabrielle Drake (School of Social Sciences) and Dr Nicole Sharp (School of Health Sciences)

Transition to post school options for recent school leavers on the autism spectrum: Experiences, barriers and enablers

Dr Nicole Sharp (School of Health Sciences, Translational Health Research Institute), Dr Caroline Mills (School of Health Sciences), Professor Danielle Tracey (School of Education, Translational Health Research Institute) and Katie Orfanos (Northcott Disability Services)

Educating the educators in higher education – Collaborative practice vs rhetoric

Nola Baker (Disability Advisor, Student Services) and Dr Pheroza Daruwalla (School of Business)

The second event, involving a public discussion and expert panel, was entitled '*The COVID-19 pandemic and the education and work of people with disability: Where to now for policy, practice and research?*' The session was hosted by Associate Professor Christine Johnston, and panel members included Kerry Stubbs, Director of Northcott Innovation, former CEO

of Northcott and Deputy Chancellor of Western Sydney University; Dr Melanie Heyworth, an autistic mother of autistic children and CEO and founder of Reframing Autism, an autistic-led not-for-profit; Joshua Grashorn, a current student; and John Forster, CEO of Noah's Ark.

In 2021, the Western Sydney Disability Research Advocacy and Practice (RAP) Hub was established. This interdisciplinary initiative from the Education and Work Research Theme includes adults with disability and leaders of services in Greater Western Sydney as well as academics from Western Sydney University, who work together to build equitable, quality, inclusive education and community participation in Western Sydney.

There is an unprecedented level of government investment in specialised disability services and support through mechanisms such as the National Disability Insurance Scheme (NDIS) and disability employment services, and aspiration for an inclusive Australia with the Australian Disability Strategy (2021–2031). The need for high-quality research to be meaningful, inclusive and impactful for policy and practice is demonstrated by the investment in the National Disability Data Asset and the National Disability Research Partnership. Our researchers and partners continue to raise the profile and reach of their work, striving towards an equitable society locally, nationally and internationally for and with people with disability.

Contact Professor Danielle Tracey
d.tracey@westernsydney.edu.au
if you would like to know more about disability research at Western.

LIVING WELL WITH GLOBAL DEVELOPMENTAL DELAY

**National Disability Insurance Agency
2020–2022 \$451,810**

Led by Associate Professor Christine Johnston and Professor Danielle Tracey partnering with Kerry Dominish, CEO EarlyEd; John Forster, CEO Noah's Ark; and Dr Tim Moore, Murdoch Children's Research Institute

ENABLING DISABILITY? AUTONOMOUS TECHNOLOGIES & CALD PERSONS WITH DISABILITY

Australian Research Council Linkage
2020–2025 \$238,210

Led by Professor Karen Soldatic with Associate Professor Liam Magee and Professor Paul James and partners at Microsoft, Your side, Casula Powerhouse, Western Sydney MRC and Gallery Lane Cove.
https://www.westernsydney.edu.au/newscentre/news_centre/more_news_stories/new_australian_research_council_grant_to_help_artificial_intelligence_break_down_barriers_for_people_with_disability

BUILDING THE CAPACITY OF NURSES TO DELIVER MAINSTREAM HOSPITAL AND COMMUNITY BASED HEALTH SERVICES TO PEOPLE WITH INTELLECTUAL DISABILITY AND AUTISM SPECTRUM DISORDER

**National Disability Insurance Agency
2020–2023 \$1,188,796.91**

Led by Professor Andrew Cashin (Southern Cross University) and Associate Professor Nathan Wilson (School of Nursing and Midwifery) in partnership with the Professional Association of Nurses in Developmental Disability Australia, the College of Emergency Nurses, the Australian College of Critical Care Nurses, the Australian Primary Nurses Association, the Australian Nurses and Midwives Federation and UNSW.



FOCUS AREA 2: REIMAGINING EDUCATION AND WORK IN RESPONSE TO COVID-19

The world we live in is filled with promise but also challenges. Workers in the future will need new sets of skills to compete. Various recent disruptions (global financial crisis, bush fire, droughts, COVID-19) and advances in technology are changing how we live, communicate and do business, challenging traditional industries and redefining the employee-employer relationship.

As communities respond to threats, challenges and opportunities, organisations are changing in significant ways — new communities of practice, new skills, new organisational designs and new forms of human capital are sought. The recent COVID-19 pandemic has turned many of our ideas about work and education upside down.

In 2020–2021, the Education and Work Research Theme bolstered research aimed at understanding and supporting responses to the impacts of COVID-19. The theme led the WSU report entitled '*MyVoice pulse survey of WSU staff: Working through the COVID-19 pandemic*' on behalf of the university, organised two theme storms, extended seed-grant funding to two COVID-19-related research projects and arranged Research Week around COVID-19. All of these initiatives were designed to encourage the Western Sydney University community to draw upon its imagination and bravery to reflect on and recast the world of the future rather than rebuild to return to what is perceived as normal.

THEME STORMS

Two theme storms were planned around disruptions. Disruptions over the last decade have interrupted the nature of education and work across Western Sydney, and across Australia and the world. The first was entitled '*Researching the perils and possibilities for education in a climate of disruption*'. Since WSU has considerable expertise in educational research, the Education and Work Research Theme invited interested researchers to an internal theme storm to discuss research capabilities and form collaborations across disciplines around understanding and addressing the educational challenges and opportunities faced in the climate of disruption. The participants discussed the barriers to and enablers of change in higher education during periods of disruption and in a post-COVID-19 world. Availability and access to university data and the possibility of multidisciplinary research collaboration were the other two major topics discussed.

The second theme storm was advertised as '*Reimagining work in periods of disruptions: Building a brighter and sustainable future for everyone*'. While the implications of current disruptions to business models for jobs are far-reaching, even daunting, adjustments to the new reality are possible by reimagining the future of work. Expert and interested researchers were then invited to explore how researchers and higher education institutions could improve current stock knowledge around anticipated skills needs as well as identifying ways to incentivise and enhance partnership between governments, educators, training providers, non-government organisations, workers and employers to better manage the transformative impact of disruptions on employment, skills and education. Summaries from the session show that participants agreed that disruptive changes to business models will have a profound impact on the employment landscape over the coming years. Further, they also concurred that many of the major drivers of transformation currently affecting global industries are expected to have a significant impact on jobs, ranging from significant job creations to job displacements, and from heightened labour productivity to widening skills gaps.

RESEARCH WEEK: EDUCATION AND WORK RESET

The 2021 Research Week symposium was conducted for two hours via Zoom. The first hour was aptly labelled '*Education reset*'. The session's aim was to address how new skills can be delivered to the current global workforce while transforming education content and delivery for the workforce of the future. This part of the symposium looked at the re-thinking of historical consciousness in a pandemic and how art education is delivered, along with how to help students and the community to cope during this critical time.

Coping with crises: Arts education research in critical times

by Dr Rachael Jacobs (School of Education)

Research is emerging about losses in learning and the effects on young people's mental health. The long COVID-19 pandemic continues to prompt rethinking of where and how learning takes place, and of what matters most. This research employed art education and community arts to improve the youth participants' wellbeing. The overall aim was to provide for the participants those magnificent moments of joy, illumination and beauty; of collective renewal and agentive change. The researcher further emphasised the arts as spaces of possibility, agents of change and bringers of hope.

Re-thinking historical consciousness in a pandemic: Shifting epistemological frameworks

by Dr Kay Carroll (School of Education)

National and transnational discourses about identity, culture, gender, race and class influence the development of historical consciousness in Australian classrooms. Currently, in an era of uncertainty and global trauma, we are experiencing significant shifts in children's concepts of social justice, equity and global inclusivity. This WSU research uses survey data from Australian schoolchildren and teachers to examine what are the key narratives about resilience, adversity, global migration and national identity at this unique time of educational change and resetting.

The second part of the symposium considered some of the wicked problems (parental leave and migrants and refugees) and emerging trends (social enterprises and digital financial inclusion) in work. The session was appropriately called '*Work reset*'.

An analysis of Australian universities' parental leave provisions: Parental leave in name, but not in practice

by Dr Sarah Duffy (School of Business), Dr Michelle O'Shea (School of Business), Dr Dorothea Bowyer (School of Business) and Dr Patrick van Esch (Auckland University of Technology)

Parental leave policies of Australian universities continue to place the burden of care squarely on the mother, diminishing or absenting the father. WSU researchers examined how the gendered nature of the existing policies is constructed in ways that amplify inequities and discourage their uptake.

Digital financial inclusion at the bottom of the pyramid in India

by Dr Neeru Sharma (School of Business) and Professor Purva Kansal (Panjab University, India)

The Indian government looks at financial inclusion as the means to a more comprehensive growth, wherein each citizen of the country is able to use their earnings as a financial resource that they can put to work to improve their future financial status. The present study intends to show how digital financial inclusion at the bottom of the pyramid in India works, and the impact it will have on the lives of the people.

Social entrepreneurship as a solution: The allure of self-employment and social change

by Associate Professor Maria Estela Varua, Associate Professor Felicitas Evangelista, Dr Heath Spong and Dr Rina Datt (all from the School of Business) and Professor Meena Sharma and Professor Purva Kansal (Panjab University, India)

The research team reported that social enterprises are being used specifically to support women's empowerment, namely: (i) to deliver training or employment opportunities for women; (ii) to create economic empowerment for women through micro-entrepreneurship; and (iii) to provide affordable products and services. The findings were based on the responses of participants who joined the program '*Connecting women social entrepreneurs in India and Australia*', funded by the Australia-India Council.

Facilitating migrant and refugee settlement in Australia: A socio-economic model for regional development

by Dr Ataus Samad (School of Business), Dr Melissa Phillips (School of Social Science) and Dr Devaki Monani (Charles Darwin University)

Communities in many towns and cities across regional Australia know that they must change to survive. They need to attract new industries to their areas and, with this, they need people. A group of researchers at WSU reported their initial findings on how to facilitate migrant and refugee settlement in Australia for regional development.

SEED-FUNDED PROJECTS

Student mothers and COVID 19: Sustaining gender equity and student wellbeing

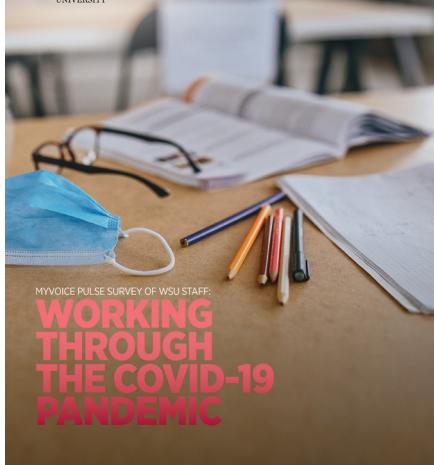
Led by Dr Dorothea Bowyer (School of Business) in partnership with Dr Anne Jamison (School of Humanities and Communication Arts, Writing and Society Research Centre), Dr Chloe Taylor (School of Health Sciences), Dr Milissa Deitz (School of Humanities and Communication Arts, Writing and Society Research Centre) and Dr Tinashe Dune (School of Health Sciences).

This research is part of the '*Bearing down: The experiences of student mothers – from policy into practice*' project. Specifically, the research seeks to explore student-parent experiences in Australia, considering the impact of COVID-19 on gender equity and student wellbeing, and to make recommendations on existing support measures and institutional policies relating to gender equity. All members of the project team are academic mothers who lost valuable research time during the second lockdown due to the rapid transition to online teaching and the burden of home schooling and loss of childcare support during COVID-19. A competitive application for an external grant scheme was submitted in April 2022. At present, the team is finalising a journal publication that focused on student-motherhood in the higher education sector in Australia.

COVID-19, adequate internet and schooling: Reconceptualising the human right to education in the 21st century

The research team is composed of Associate Professor Azadeh Dastyari (School of Law), Professor Catherine Renshaw (School of Law), Professor Anna Cody (School of Law), Dr Jennifer Whelan (School of Law) and Associate Professor Tanya Notley (Institute for Culture and Society, Communication, Creative Industries and Screen Media) in partnership with Dr Michael Stevenson (NSW Department of Education) and Wester'ly, a grassroots network of community organisations in Western Sydney.

The research project is interdisciplinary and aims to ascertain the impact of digital exclusion on education in Western Sydney. Although ethics approval has been secured from the NSW Department of Education, the progress of the research has been affected by the lockdowns. A survey designed by the team will be distributed this year to all school leaders through the NSW Department of Education. This project is still ongoing.



MYVOICE PULSE SURVEY OF WSU STAFF: Working through the COVID-19 pandemic

The COVID-19 pandemic profoundly affected both staff and students in higher education institutions globally, with teaching and learning moving online, and research being suspended or adapted via videotelephony. WSU surveyed its staff to develop a comprehensive understanding of the reported impacts of COVID-19 on both their work and life, and the strengths and challenges of utilising videotelephony for teaching and research.

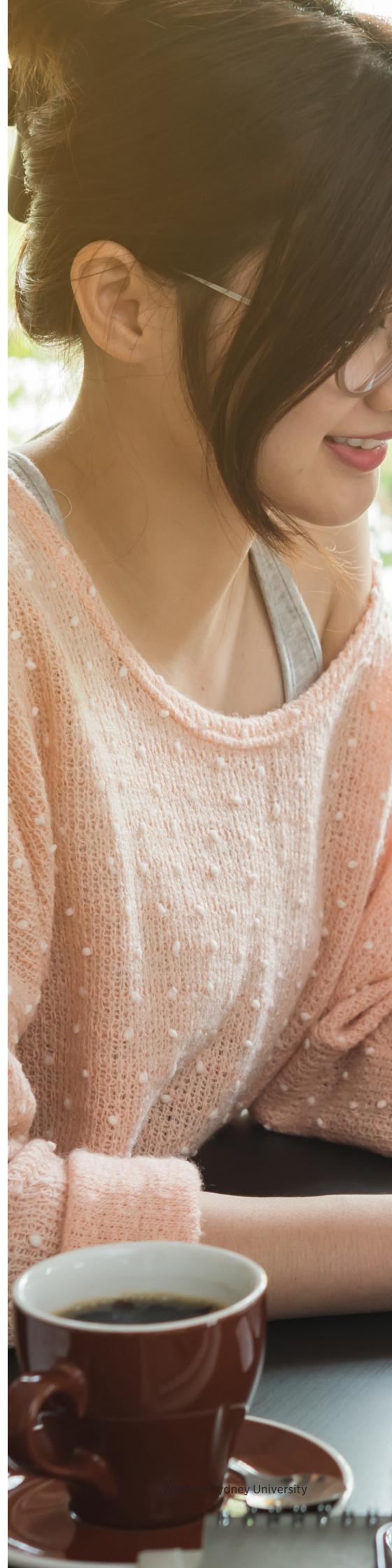
The initial development of the project and the survey was undertaken by a team led by Professor Kevin Dunn (Pro Vice-Chancellor Research) and Professor Simon Bedford (Pro Vice-Chancellor Learning Futures) in collaboration with a number of executive staff.

The Education and Work Research Theme Champions (Professor Danielle Tracey and Associate Professor Maria Estela Varua) were then requested to lead the subsequent stages of the project. WSU researchers obtained ethical clearance from the WSU Human Research Ethics Committee (H13948) to receive the de-identified raw data, where participants had provided consent to use the data for research purposes.

WSU staff were surveyed via the MyVoice platform and data was collected by the Voice Project, with the survey open from 27 July to 7 August 2020. The survey included a mix of qualitative (descriptive answers) and quantitative (responses using Likert scales) data. The quantitative data has been analysed and findings reported in the final report. Informed consent was obtained from 1,695 WSU staff who completed the survey (response rate = 62.4%).

Responses were generally positive, but significant differences were evident across key staffing groups. Key research findings include the following:

- Staff responses revealed that almost half agreed with the success of remote teaching.
- The negative impacts of COVID-19 on research were substantial and impacts were pervasive, with minimal variation across groups.
- Staff responses indicated less than one in four agreed with the success of remote Higher Degree Research supervision.
- Approximately two-thirds of respondents agreed that videotelephony was valid and facilitated benefits and access; however, nearly half also agreed that videotelephony had limitations.







FOCUS AREA 3: EDUCATION AND WORK WHITE PAPERS

In 2021, the Education and Work Research Theme held a competitive application scheme to publish two white papers. The white papers serve as a vehicle to highlight the capabilities of our research teams in specific areas to external organisations and bring Western researchers together from across disciplines to tackle a shared problem.

In 2022, the white papers will be supported by the Education and Work Research Theme through an external launch and promotion of the white papers to external audiences. The focus of the two white papers is described below.

PROJECT TITLE

What's the bloody big deal? How Australian workplaces and educational institutions can help break the menstrual taboo

Authorship team: Dr Sarah Duffy, Dr Michelle O'Shea, Dr Mike Armour, Associate Professor Emilee Gilbert, Dr Alex Hawkey, Ms Hollie Hammond, Associate Professor Meg Smith, Dr Chloe Taylor, Professor Jane Ussher

This white paper was led by Dr Sarah Duffy and Dr Michelle O'Shea and featured a cross-disciplinary research team. The paper details the disadvantage faced in both educational and workplace settings by people who menstruate. Research evidence is presented that highlights the stark outcomes of being educated or working in an environment where menstruation is taboo. The authors champion the importance of giving voice to women and girls and the natural experience of menstruation to address this widespread problem. Without appropriate support, they argue, women and girls' wellbeing and success in education and work will continue to be limited.

To address this challenge, the authors present a vision for future policy, practice and research that is needed within educational and workplace settings. Exemplar practices in a number of workplace settings are described to demonstrate what is possible when organisations set out to address this problem and support women and girls.



“ We are really thankful to have had the opportunity to write the white paper about menstrual equity in educational settings and workplaces. This process has led us to form relationships with cross-disciplinary colleagues at the university. The experience has been so positive that we are now working with colleagues on a number of other projects, including working with Endometriosis Australia to establish a set of workplace guidelines for employers who wish to better support employees with endometriosis and contributing to an evidenced-based website that strives to educate school students about menstruation. Further, the white paper has led to preliminary discussions with a number of local councils. We anticipate this trajectory will continue to grow. ”

DR SARAH DUFFY

GENDER EQUITY IN THE WORKPLACE:

INTERSECTIONAL AND GENDER & SEXUALITY
DIVERSE APPROACHES

NICHOLAS, L., CHANDRA, S., HANCKEL, B., ULLMAN, J., & FERFOLJA, T.
2022

PROJECT TITLE

Gender equity in the workplace: Intersectional and gender and sexuality diverse approaches

Authorship team: Associate Professor Lucy Nicholas, Dr Shiva Chandra, Dr Benjamin Hanckel, Associate Professor Jacqueline Ullman, Associate Professor Tania Ferfolja

This white paper, led by Associate Professor Lucy Nicholas, recognises that while workplaces have undertaken considerable work in gender equity, organisations are seeking to address gender from a more diverse perspective and aspects of identity that intersect with gender or sexuality. Western Sydney University is one such organisation.

Therefore, it is no surprise that Western and our researchers are emerging as national leaders in this field.

The white paper describes and critiques the strengths and limitations of existing approaches, and then highlights the approach and expertise of Western researchers by featuring seven projects:

- 1 An exploration of WSU staff understandings of trans and gender diversity
- 2 Gender and sexuality diversity in schools: Parental experiences and schooling responses
- 3 Diversity and safety on campus @ Western

4 Welcoming social wellness: Exploring the impact of LGBTIQ-affirming health and community care on older gender and sexuality-diverse women's wellbeing and sense of belonging

5 LGBTIQA+ teachers' experiences of workplace discrimination and disadvantage

6 Understanding and addressing everyday sexism in Australian universities

7 Addressing intersectionality in gender 'equity' at WSU: Experiences, policies, and everyday practices.

The direction of the white paper was further refined through roundtable discussions with external stakeholders. Three main issues were identified as most impacting workplaces' capacity to make change: framing of gender and queerness; culture of organisations; and recognising people at different stages.

The white paper concludes with an invitation for organisations to partner with the Western team to inform their needs and future directions. For further information contact l.nicholas@westernsydney.edu.au



“Organisations are increasingly looking to expand their gender equity and diversity and inclusion strategies to ensure intersectional approaches, and to be inclusive of trans and gender diverse employees, but often struggle with where to start. Through a range of applied research projects we have been able to produce evidence on why this is necessary, and to develop concrete, actionable recommendations for organisational change. As this work is embedded in a sector-leading Genders and Sexualities research group, it is based on contemporary knowledge of shifts in gender and sexual identities, how inequality works, and what minoritised groups need. This work is incredibly meaningful to us, and we hope to contribute to workplaces with authentically diverse cultures and practices.

**ASSOCIATE PROFESSOR
LUCY NICHOLAS**

FOCUS AREA 4: SEED FUNDING – OUTCOMES FROM FUNDED PROJECTS

PROJECT TITLE

Educational Pathways Pilot Program

Team members: Associate Professor Katrina Barker (School of Education), Professor Kathryn Holmes (School of Education), Professor Michele Simons (School of Education), Associate Professor Maria Estela Varua (School of Business), Dr Heath Spong (School of Business) and Associate Professor Nida Denson (School of Social Sciences)

Investing in careers education and skills training for young people has been demonstrated to increase employability, a critical factor for individuals in labour markets.¹ Research examining the pathways connecting education and employment has not kept pace with policy or program implementation.² Consequently, research into newly developed careers education programs is warranted to ensure they effectively respond to the evolving career ecosystem.³

This research, funded by the NSW Department of Education, examines a pilot program trialled in 24 NSW high schools designed to improve education and career outcomes for young people. The NSW Department of Education describes the Educational Pathways Pilot Program (EPPP) as an innovative

program which introduces students to different post-school study and employment opportunities. The ten unique initiatives that comprise the EPPP aim to create a career ecosystem by facilitating young people's transition between school, tertiary education and employment. Surveys, interviews and extant datasets from the NSW Department of Education were utilised to understand the views and experiences of all key stakeholders (students, parents/carers, educators, training organisations and businesses/employers) and to identify the benefits of the ten individual initiatives and the program overall. The study also includes a cost-benefit analysis to identify the most cost-effective initiatives based on the current cost data, in addition to developing longer-term projections based on costs and benefits forecasts and projected student numbers in future years.

The research findings provide evidence of aspects of career education that are most beneficial to developing students' career-related knowledge and skill and facilitating students' decision-making and increasing their confidence about their future study and career. Results from the cost-benefit analysis reveal which of the ten initiatives are most cost effective and deliver a positive return on investment both in the short and longer term. Recommendations stemming from the study have been applied by the NSW Department of Education and resulted in the NSW Government investing a further \$13.5 million to expand the program to 163 schools in 2022.



“ Our research provides a robust evidence base which has been used by the NSW Government to inform the expansion and funding of the Educational Pathways Program (EPP). It is rewarding to know that our recommendations are being implemented by the NSW Department of Education, to ensure the thousands of secondary students who participate in EPP in the future have enriched experiences and improved outcomes. ”

**ASSOCIATE PROFESSOR
KATRINA BARKER**

¹ Dougherty, S.M. (2016). Career and technical education in high school: Does it improve student outcomes? Thomas B. Fordham Institute. Retrieved <https://files.eric.ed.gov/fulltext/ED570132.pdf>

² Kim, E. H., Flack, C. B., Parham, K., & Wohlstetter, P. (2021). Equity in secondary career and technical education in the United States: A theoretical framework and systematic literature review. *Review of Educational Research*, 91(3), 356–396. <https://doi.org/10.3102%2F0034654321995243>

³ Baruch, Y., Altman, Y., & Tung, R. L. (2016). Career mobility in a global era: Advances in managing expatriation and repatriation. *Academy of Management Annals*, 10(1), 841–889. <https://doi.org/10.5465/19416520.2016.1162013>

PROJECT TITLE

Iwaidja ethnomedicine and oral history

Team members: Professor Robert Mailhammer (School of Humanities and Communication Arts), Dr Patrick Caudal (CNRS, University of Paris), ARDS Aboriginal Corporation, Minjilang Clinic (NT Department of Health) and Mamaruni School (NT Department of Education)

Indigenous knowledges are becoming increasingly important, and medicine is no exception. So-called 'bush medicine' is an important research area in medicine that has yielded important discoveries already. One significant issue, however, is that access to the relevant knowledge is tightly connected to the language it is codified in. Names and locations of plants and associated knowledge about their medicinal use may not easily be translatable into English, as Indigenous languages differ considerably in terms of structure and cognitive organisation. Often this knowledge is contained in mythological stories, which often are difficult to understand without access to language and cultural background. Without direct access to and understanding of the language the knowledge is codified in, the risk is that information is lost in the translation, which is particularly problematic in the area of medicine.

To address this problem, the project lead, Professor Mailhammer, has partnered with linguists, clinicians and educators in the community of Minjilang (Croker Island, NT) to produce the first ethnomedicinal dictionary in the critically endangered language Iwaidja, now spoken mainly in the community of

Minjilang instead of its traditional homeland on the mainland south of the island. The aim of the dictionary is to help clinicians and educators accessing Indigenous medicinal knowledge and cultural understanding for medicinal, communicative and educational purposes.

The project drew firstly on existing linguistic materials in publications and in existing field recordings. These materials had to be collated and analysed first, and then validated by proficient speakers of Iwaidja on Croker Island before being presented to clinicians and educators for further feedback. The dictionary is currently in its final draft stage, and it will be workshoped in the community on the next scheduled field trip before being published as a community publication with Indigenous co-authors. In the process of data collection, the team also analysed mythological narratives with reference to medicinal practices. The next step of the project seeks to delve deeper into Indigenous knowledge and concept domains of health to help health workers and educators in their understanding of health as a concept in the local community. As language is a key component in achieving this understanding, this phase will critically build on what has been achieved in this project. Funding for the second phase will be sought from industry partners; initial discussions have been very promising. Additional funding will come from the University of Paris in preparation for a planned Australian Research Council (ARC) Linkage application further down the track. As Iwaidja is critically endangered, there is an imminent risk of the relevant knowledge being lost with the language; consequently, there is a high degree of urgency to the project.



“ The support from the Research Theme Program was crucial in supporting our work that is rated as key in supporting and understanding Indigenous Health. To quote Minjilang Clinic Manager Richard van de Veerdonk : An understanding of the language of medicine and health is crucial to our understanding of Indigenous concepts of health and medicinal knowledge. **”**

**PROFESSOR
ROBERT MAILHAMMER**

PROJECT TITLE

Menstruation Matters: An online intervention to improve menstrual health literacy

Team members: Dr Mike Armour (NICM Health Research Institute, Translational Health Research Institute), Associate Professor Tania Ferfolja (Centre for Educational Research), Dr Christina Curry (Centre for Educational Research), Dr Alex Hawkey (Translational Health Research Institute), Dr Mathew Leonard (McMaster University), Ms Melissa Parker (Canberra Endometriosis Centre, ACT Health), Dr Sarah Duffy (School of Business), Dr Michelle O'Shea (School of Business), Professor Kathryn Holmes (Centre for Educational Research) and Professor Caroline Smith (NICM Health Research Institute, Translational Health Research Institute)

Research from the interdisciplinary Menstruation Matters team led by Dr Mike Armour has found that just under three-quarters of all young women worldwide report experiencing period pain. With around 90% of young women, girls and those who menstruate under the age of 25 reporting regular period pain in Australia, this is a significant issue. Period pain, or other menstrual symptoms such as fatigue, often results in absenteeism from school or university or, even more commonly, presenteeism, where young people are at school but feel like their concentration and test-taking abilities are impaired. Young people also report that they often skip sports and social activities during their period.

Despite this significant impact, the research found that most young people do not know how to effectively manage their period, do not know what is 'normal' and, even more concerningly, do not know when to seek help from a health professional. The last issue is disturbing because, while most of these young people will have so-called 'primary dysmenorrhea', where certain hormones called prostaglandins are responsible for their pain, at least one in nine is likely to have an underlying cause for their pain, such as endometriosis. Not knowing when to seek help is a key contributor to the over 6-year delay in getting a diagnosis of endometriosis in Australia.

Dr Armour and his team developed the Menstruation Matters program, a web-based resource (www.menstruationmatters.com.au) which not only improves health literacy by providing accurate but easy to understand explanations for a variety of topics, including period pain, endometriosis and heavy menstrual bleeding, but also provides a variety of evidence-based self-care options to help manage symptoms, including guided meditations, yoga sequences, acupressure and dietary advice. A key aspect of the program is the inclusion of the PIPPA (Period Impact and Pain Assessment) tool, a simple 5-item questionnaire that helps young people understand if their symptoms are likely to be 'normal' or if they need to seek further medical advice.

In addition to the website, this research project has produced over six publications in Q1 journals, an Excellence in Research Interdisciplinary Group award in 2021 and further funding in 2022 from Endometriosis Australia to include resources for parents, caregivers and teachers.



“ The seed funding from Education and Work allowed us to take the content we developed in our research and turn it into a modern website that is already being used by the community. This means that no matter where you are, or what your school does (or does not) teach, you can get access to accurate, up-to-date information on menstrual health **”**

DR MIKE AMOUR

PROJECT TITLE

Virtual reality-based sensory rooms: Optimising design and implementation principles to enhance the community participation of people with disability

Team members: Dr Caroline Mills (School of Health Sciences), Professor Danielle Tracey (School of Education, Translational Health Research Institute) and Professor Robert Gorkin (SMART Infrastructure Facility, University of Wollongong) in partnership with Ken Kencevski (Devika Opsco) and The Disability Trust.

This multidisciplinary study aims to explore the use of a novel virtual reality-based sensory room with adults with disabilities. Sensory processing difficulties and poorer mental health outcomes are more prevalent in people with disabilities, particularly autistic individuals and those with intellectual disability. Sensory processing involves taking in and processing input from the senses (for example, hearing, vision and touch) and using this for daily activities. Ongoing sensory difficulties can negatively impact a person's capacity to participate in self-care and social activities, with people often experiencing poor self-regulation and poorer mental health outcomes than those without disabilities. Currently, more research is needed to clarify intervention options which are best suited to those with disabilities who have sensory processing difficulties.

Multisensory environments or 'sensory rooms' are one such intervention which may show promise for supporting people with disabilities. Sensory rooms are set up in a fixed location and contain physical equipment to support a person to meet their own sensory needs. While there is perceived benefit, they generally present logistical issues around the resources, expense and maintenance involved in design, set up and operation.

With the introduction of low-cost virtual reality (VR) headsets and software, VR has re-emerged as an assistive technology tool and has the potential to revolutionise the implementation of sensory rooms. The technology inherently overcomes many limitations of physical spaces, allowing users access at their leisure in a range of environments, and offering new potential to customise the experience.

The Evenness VR Sensory Room was developed by Devika Opsco to re-create a multisensory environment within a virtual space. Evenness aims to provide a safe, non-threatening space where users can experience a range of sensations to meet their own sensory needs.

What is not known is the best way to utilise a VR sensory room as a therapeutic intervention to gain the most benefit for participants with disabilities. This study explores the principles of implementing a VR sensory room with key stakeholders, including clinicians and people with disability, to determine the best way to implement a VR sensory room. This information will be used as part of a larger trial evaluating VR sensory room use.



“ This research could help us to redefine sensory supports for people with disabilities and to make those supports accessible. We would love the opportunity to partner with more organisations to roll this out, evaluate it and make a positive impact on wellbeing and outcomes for people with disabilities **”**

DR CAROLINE MILLS

PROJECT TITLE

Economic cost of unwanted fire alarms on workers

Team members: Associate Professor Kathy Tannous (School of Business). The Research Assistant support of Moin Uddin Ahmed and Alicia Gaffney is acknowledged.

Each day in New South Wales there are on average 120 false automatic fire alarm (AFA) activations, with a total in 2018 of 44,698 such activations. AFAs provide early warning to occupants and automatic notification to Fire and Rescue New South Wales (FRNSW) in identified higher risk premises, as per the National Construction Code of Australia. Unwanted alarms divert emergency service resources from other necessary work, including community risk reduction activities, training, and responding to genuine emergencies, causing disruptions to business, individuals and the broader community. For the agency, FRNSW, statutory charges are imposed for some false alarms. However, the economic costs of unwanted alarms are beyond the accounting costs of responses and charges. They include the costs of productivity loss of affected individuals, businesses, services and organisations. In addition, the impact on individuals' response behaviours is not accounted for. As well, the response protocol for FRNSW is to attend every automatically generated alarm, thus incurring a cost to the fire service and society.

The economic cost for AFAs has been estimated costed as \$246 million per annum, with a cost to the FRNSW agency of \$94 million per annum. This figure does not include the impact on the responding firefighters, for whom 97% of callouts responded to are false alarms. Firefighters and the agency have detailed the mental and physical impact of preparing for and responding (with lights and sirens) to incidents that prove to be false. The cost to businesses and government services averages \$105 million per annum, but this figure does not include the psychosocial cost of responding to false alarms.

The research resulted in a detailed report and economic models for FRNSW and a journal article, available under open access, that has been frequently accessed. In addition, the work on the economic cost of unwanted fire alarms for the different stakeholders was used by several NSW government agencies and reports in 2021-22. These include:

- Independent Pricing and Regulatory Tribunal NSW Review of Fire and Rescue NSW's Fees and Charges Draft Report December 2021
- NSW Office of the Building Commissioner's report Industry report on reforms to improve fire safety in new and existing buildings, on improving fire safety in class 2 residential buildings
- FRNSW in its business cases.



“ Improving our understanding of unwanted fire alarms and their economic costs can help reduce the burden on the resources and time of different stakeholders. The positive impacts these resources could have if they were freed up elsewhere would be enormous, especially with increasingly intense bushfire seasons and the need for greater community outreach, preparedness and training.

The economic cost of unwanted automatic fire alarms was estimated per alarm at \$15,307 and is prohibitively high. Safely reducing the burden of these alarms on all stakeholders is an important goal ”

**ASSOCIATE PROFESSOR
KATHY TANNOUS**



EDUCATION AND WORK

RESEARCH SHOWCASES, THEME STORMS AND CAPACITY-BUILDING EVENTS

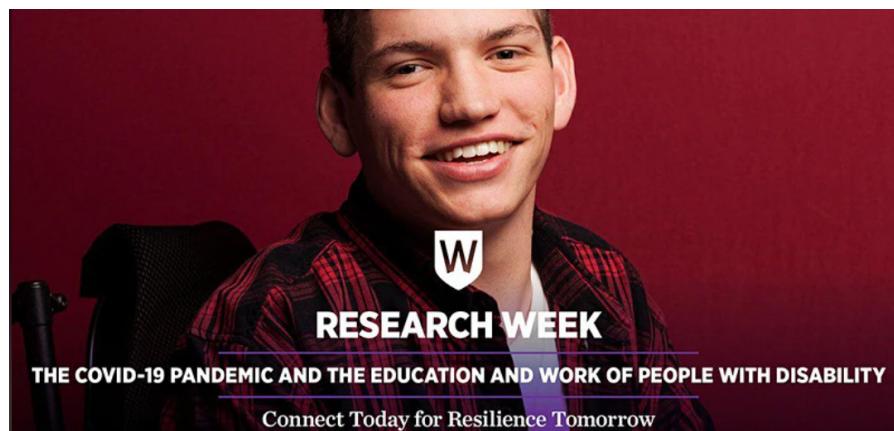
Part of the work that the Education and Work Research Theme does is to organise Research Week, research showcases and theme storms. These events are meant to enhance research collaboration across the university and with external stakeholders. Research collaborations provide opportunities for researchers to learn how approaches from complementary disciplines are applied to existing problems, and may eventually lead to innovative solutions. In addition, the theme also ran several professional development events to enhance early- and mid-career researchers' research and networking skills.

RESEARCH WEEK

Research Week is the annual showcase of research excellence, progress and impact. It is a platform for leading researchers and academics to impart knowledge on how they address complex national and international issues and identify opportunities to shape a better world.

In 2020, the university chose the theme of '*Connect today for resilience tomorrow*'. The Research Week events showcased the diverse and inspiring research that has demonstrated how we can adapt to unprecedented challenges from bushfires, droughts and floods, as well as to a pandemic of global proportions. The Education and Work Theme planned its 2020 Research Week event around people with disability. The details of this are provided in Focus area 1.

The university Research Week theme for 2021 was '*Bold research futures*', which reflects the university's approach of finding solutions. The Education and Work Research Theme organised the research presentations based on the theme of '*Education and work reset*'. Details of 2021 Research Week are presented in Focus area 2.



RESEARCH SHOWCASES

Each year the Office of the Deputy Vice-Chancellor Research, Enterprise and International provides a suite of awards to early- and mid-career researchers from across the university, with a focus on gender equity and research career development. The researchers are then asked to present the outcomes achieved and future plans for their research in a Research Showcase. The event is presented in research themes, and the Research Theme Champions chair the session for their theme.

There were no participants from Education and Work in 2020, but in 2021 there were two recipients:

- Dr Kay Carroll, School of Education, title 'Constructing historical consciousness'
- Dr Rachael Jacobs, School of Education, title 'Coping with crises: Arts education research in critical times'

THEME STORMS

The Education and Work Research Theme invites interested researchers to internal theme storms to discuss research capabilities and form collaborations across disciplines. The theme storms planned in 2020–2021 were aimed to help colleagues to continue to engage in research collaboratively, noting that their time was increasingly devoted to teaching.

Two of the theme storms (*'Researching the perils and possibilities for education in a climate of disruption'* and *'Reimagining work in periods of disruptions: Building a brighter and sustainable future for everyone'*) were discussed in more detail under Focus area 2. Specifically, the theme storms' discussions revolved around finding solutions to the question: How do we create this future when significant health, social, economic and environmental disruptions threaten our progress?

Other theme storms held in 2020 included:

Language in the lab and language in the classroom: Bridging research and practice

Led by Dr Lyn Tieu (Research Theme Fellow for Education and Work)

Much of the research conducted by linguists and language scientists at WSU aims to understand the fundamental nature of the human capacity for language, from the ways that a baby engages with certain properties of their mother's vocalisations, to the use of visual cues in the perception of spoken language, and the ways that our brains respond in real time to linguistic input. At the same time, language research at WSU has implications for a wide variety of professional domains, including teaching, interpreting and translation, journalism, advertising, business, law, health and international relations.

Given the breadth of language research at WSU, this theme storm focused on identifying: (i) key implications of language research for teaching and training contexts; and (ii) critical challenges faced by educators in a range of teaching and learning contexts that can be addressed by cross-discipline research.

The theme storm was well attended and attracted a wide range of participants from within and outside WSU. One of the key themes that emerged as an area of clear interest for many of the theme storm participants was communication in health (including health literacy, health communication, health education/training and access to information in a health-care setting).

How can your research contribute to the 2030 Agenda for Sustainable Development?

The event was jointly organised by the Education and Work, Environment and Sustainability, Health and Wellbeing, and Urban Living Futures and Society research themes.

The theme storm sought to encourage WSU researchers to contribute to the 2030 Agenda for Sustainable Development by:

- ensuring researchers understand how the university submits data to the Sustainable Development Goal (SDG) rankings
- highlighting the relevance of developing research partnerships for the goals
- showcasing how WSU researchers are including SDG criteria in their projects.

In 2021, two theme storms events were again organised.

STEM education across the lifespan: WSU engagement and research

This event was jointly hosted by the Education and Work Research Theme and the Centre for Educational Research.

The aim of the theme storm was to invite WSU researchers to contribute to improving STEM education in Western Sydney. Further, the session was designed such that participants would learn more about WSU's initiatives to improve STEM education through research and engagement, and how staff can become involved. It was an excellent platform to meet and share research and ideas with colleagues from across WSU who are interested in improving student engagement, participation and achievement in STEM in early childhood, primary and secondary school, vocational education and training, higher education and in the workforce. The session was attended by more than 70 participants from across the various schools, institutes and centres of WSU.

Championing the humanities and social sciences in education: Research, policy, and partnerships

This event was hosted as part of Social Sciences Week by the Education and Work and Urban Living Futures and Society research themes.

The session invited people from across the education sector to learn about and contribute to the increased attention to the significant role of the humanities and social sciences in education. The event highlighted Western Sydney University humanities and social science research that is improving and influencing education in New South Wales and beyond. Presentations about the value of creativity and teaching were delivered by leading researchers and creative practitioners. Participants listened and engaged with a panel of specialists on the challenges and benefits of championing humanities and social sciences in education research, policy and practice. The event was very well attended, with more than 80 participants. It was envisioned that the event would contribute to current and new partnerships between researchers, policymakers, sector partners and communities.

CAPACITY BUILDING

Another purpose of the Education and Work Research Theme is to improve the research capability of staff by providing supporting environments that encourage them to be more engaged in research and publish in high-quality journals. This means improving researchers' skills, as well as their access to research information and resources. It also means paying special attention to where there are skills gaps – for example, in research grant writing and networking. Grant writing mentorship of early-career and mid-career researchers was provided by the Research Theme Champions in 2020 and 2021. A practical networking online workshop was also arranged in 2021:

Networking rules – How to easily engage with industry

This practical seminar was facilitated by Steve Semmens. The seminar was designed for academics who seek to improve their ability to network and connect, and to engage with industry leaders and business owners successfully, without ever having to cold call. It provided the participants with tips and techniques to make this important aspect of their research role effective, at the same time ensuring that they enjoy promoting themselves and WSU, whilst building lifelong relationships with industry stakeholders.

This seminar covered the following topics:

- Why you should network
- How to build your online and offline professional profile
- Determine where you can meet your ideal industry contact
- An introduction to informal and formal strategic alliances
- Tips and techniques to help you network more effectively especially if you are shy or introverted.

The seminar attracted 96 staff registrations, and 75 people attended on the day. Due to such strong interest, a further, more intensive session is planned for 2022.



APPENDIX

2020 AND 2021 SEED-FUNDED PROJECTS

The Education and Work Research Theme (in some cases in partnership with other research themes) provided vital seed funding to research teams and projects to support their capacity to engage with and impact community. The list of projects follows.

Project title:

'Assessing student learning outcomes and educational impact through technology driven active learning'

Team members:

Nicole Stegemann; Dorothea Bowyer; Lisa Rohanek (School of Business)

Project title:

'Economic cost of unwanted automatic fire alarms on workers'

Team members:

Kathy Tannous; Moin Uddin Ahmed (School of Business)

Project title:

'Student mothers and COVID19: Sustaining gender equity and student wellbeing'

Team members:

Dorothea Bowyer; Anne Jamison; Chloe Taylor; Milissa Deitz; Tinashe Dune (School of Business; School of Humanities and Communication Arts; School of Health Sciences)

Project title:

'Individual differences in children and adolescents in detecting different types of online deception'

Team members:

Jacqui Taylor-Jackson; Joanne Orlando; Alana Maurushat; Jenna Condie; Abubakar Bello (School of Psychology; Centre for Educational Research/School of Education; School of Computer, Data and Mathematical Sciences; School of Social Sciences)

Project title:

'Predicting mental status from text-based communications in the workforce'

Team members:

Mark Antoniou; Christa Lam-Cassetarri; Weicong Li (MARCS)

Project title:

'Women's investment practices in Australia (WIPA)'

Team members:

Sheree Gregory; Emilie Baganz (School of Business; ICS)

Project title:

'Achieving gender equality in cybersecurity education'

Team members:

Jeff Foster; Jacqui Taylor; Abubakar Bello; Jenna Condi; Tomas Trescak; Ana Hol; Alana Maurushat (School of Social Sciences; School of Data, Computer and Mathematical Sciences; external)

Project title:

'COVID-19, adequate internet and schooling: Reconceptualising the human right to education in the 21st century'

Team members:

Azadeh Dastyari; Catherine Renshaw; Anna Cody; Tanya Notley; Jennifer Whelan (School of Law; School of Humanities and Communication Arts)

Project title:

'Civic education, sovereignty and the unravelling of democracy in Myanmar'

Team members:

Catherine Renshaw; Rachel Sharples; David Tait (School of Law; School of Social Sciences; School of Humanities and Communication Arts)

Project title:
 'Women in academic administrative leadership: Constructions and experiences of gendered dynamics'

Team members:
 Emilee Gilbert; Sarah Duffy; Michelle O'Shea; Chloe Taylor (School of Psychology; School of Business; School of Health Sciences)

Project title:
 'Virtual reality-based sensory rooms: Optimising design and implementation principles to enhance the community participation of people with disability'

Team members:
 Caroline Mills; Danielle Tracey; Robert Gorkin; Ryan Kiddie; Ken Kencevski (School of Health Sciences; Centre for Educational Research/School of Education; Translational Health Research Institute; external)

Project title:
 'Cultural immersion program (Western CIP): A Western Sydney University community-engaged teaching strategy to enhance students' learning of cultural issues relevant to health care'

Team members:
 Olayide Ogunsiji; Tinashe Dune; Valentine Mukuria; Renu Narchal; Neil Hall; Melissa Monteiro; Kamalie Daboussy (School of Nursing and Midwifery; School of Health Sciences; Office of Employability and Graduate Success; School of Psychology; School of Social Sciences; external)

Project title:
 'Mental health in the workplace: Co-designing resources to enhance leadership, emotional intelligence and the new work@home workplace'

Team members:
 Diana Jefferies; Virginia Schmied; Evelyn Smith; Rachel Bentley; Ann Dadich; Paul Glew; Aileen Pamonag Lane (School of Nursing and Midwifery; School of Psychology; School of Humanities and Communication Arts; School of Business)

Project title:
 'Menstruation Matters: An online intervention to improve menstrual health literacy'

Team members:
 Mike Armour; Kath Holmes; Donna Ciccia; Caroline Smith; Tania Ferfolja; Christina Curry; Freya Macmillan (NICM; Centre for Educational Research/School of Education; external; Translational Health Research Institute; School of Health Sciences)



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