Education

Research Centres & Supervisors 2018
Abydos, a game changer for learning fractions
Abydos offers primary students a fun and immersive experience around the challenging topic of fractions. Set in a rich virtual world, offering tangible interactive puzzles, not simply replicas of classroom activities, the Abydos platform uses artificial intelligence to personalise the learning journey for every student. Abydos is then a powerful curriculum differentiator. The research showed that Abydos is an encompassing application which teachers find easy to use and are richly rewarded by the engagement and progress of their students.

The app was designed by the Transformational Games Research Group in partnership with St Stephens School, and has been named the winner in the Western Australian INCITE Awards for technology excellence for the category ‘Most Transformative Impact on Education’.

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ECU is committed to reconciliation and recognises and respects the significance of Aboriginal and Torres Strait Islander peoples’ communities, cultures and histories. ECU acknowledges and respects the Aboriginal and Torres Strait Islander peoples, as the traditional custodians of the land. ECU acknowledges and respects its continuing association with Nyoongar people, the traditional custodians of the land upon which its campuses stand.
ECU’s School of Education has more than 100 (full-time-equivalent) academic staff who bring high level expertise and experience in education theory, disciplinary knowledge and professional practice to their research activity/endeavour. Staff collaborate with state and national education bodies, teacher professional associations, schools, school leaders, teachers and other professional groups to reform and inform educational policy and curricula, enhance school leadership to achieve school improvement, increase teacher effectiveness, and improve student engagement and learning outcomes at every level (early childhood, primary, secondary and tertiary education).

The Edith Cowan Institute for Education Research (ECIER) is the School’s leading research body and provides an overarching, inclusive research environment to foster collaboration and engagement, and promote the translation of research outcomes. Linked to ECIER are several active research centres and groups working in the areas of early childhood education, literacy, STEM, the arts, and learning technologies.

The School has a long history of supporting research students, and staff work with students to design and conduct research that has relevance and impact. The School offers on-campus facilities and work spaces at both the Mt Lawley and Joondalup campuses and supports off-campus students via a range of contact strategies.

Thank you for your interest in the research activity of the School of Education. This brochure will share more detail with you and I invite you to come and become part of the research effort and collaboration in the School of Education.

Associate Professor Glenda Campbell-Evans
Associate Dean Research
School of Education

Key Research Areas

Research priorities in the School are early childhood, digital futures, assessment and evaluation, leadership, professional learning, Aboriginal education and curriculum and pedagogy.

Alongside these priority areas, the School of Education has the embedded priorities of social justice, equity, diversity, and Aboriginal and Torres Islander perspectives.

These embedded priorities reflect the School’s commitment to conducting and supporting educational research that has high social and educational impacts.
Edith Cowan Institute for Education Research (ECIER)

The mission of the Institute is to enhance the quality of education and to close the gap between high and low performing students and schools. This will be achieved through researching education and development to reform educational policy, enhance school leadership to achieve school improvement, and enhance teaching practice to improve student engagement and learning outcomes.

Our aim is to:

- Provide a stimulating environment for the pursuit of education research and development;
- Provide a focus for the recruitment of higher degrees by research students and high quality research training;
- Provide mentoring for early career researchers and support for writing research proposals, grant applications, tenders and research publications;
- Conduct applied research in collaboration with industry partners that will impact on schools, teachers and students and the broader community within Australia, and in South East Asian and the Pacific Rim countries;
- Become an internationally recognised research centre that attracts scholars and research collaborators from within Australia and overseas;
- Translate research findings through development and consultancy activities into curriculum resources, evaluation tools and professional learning programs that impact on teaching and learning and school culture;
- Strengthen the nexus between research and pre- and in-service teacher education programs so that teacher education at ECU is research informed; and,
- Disseminate research findings through international journal and conference publications, books, workshops, seminars and professional learning programs.

For more information, visit: www.ecu.edu.au/schools/education/research-activity/edith-cowan-institute-for-education-research

If you are interested in applying to ECU and want to discuss a specific project within ECIER’s areas of research, contact:

Associate Professor Geoff Lummis
Telephone: (61 8) 6304 6847
Email: g.lummis@ecu.edu.au
Research Themes

Digital forms of assessment
The Centre is nationally and internationally recognised for its research and development into the use of digital technologies to support most processes involved in assessing learning. In particular it has conducted research with a range of industry partners for over a decade into increasing the authenticity, reliability and validity of high-stakes summative assessment. This research has included two three-year projects supported by Australian Research Council (ARC) linkage project grants.

We have used a range of local and online technologies to investigate the representation of student practical work in digital forms for the purpose of online marking using analytical and pairwise comparisons methods of scoring. A range of practical work has been investigated from senior secondary courses such as Physical Education Studies, Visual Arts, Design, Italian Studies, Engineering Studies, Dance and Applied Information Technology. These projects have pioneered the use of multi-camera systems and online scoring systems, some developed in-house and others through international industry and academic partners.

Digital capability of pre-service teachers
We have conducted longitudinal studies into the digital capability of pre-service teachers in Western Australia compared with a number of other countries. This has included the development of a number of instruments and analysis techniques. We were also involved in an 18-month national project that evaluated and developed resources, concepts and networks for professional development to impact on future curricula for teacher education as well as the skills and knowledge of future teachers.

Evaluation of the use of ICT in schools
The centre has developed instruments and strategies for evaluating the use of ICT in schools. These were initially developed in a large longitudinal study into the use of ICT in a set of Western Australian schools and have been adapted to evaluate the use of portable digital devices in schools.

Digital learning
We are interested in exploring the many ways in which the use of digital technologies can enhance learning. This is illustrated by three very different research projects we conducted; CulturePad, Nanocity, and Digital Toys.

The CulturePad project involved the development of a multimedia tool that was delivered on iPad tablets to enable indigenous students to use visual, artistic and storytelling activities to engage with and record cultural knowledge and artefacts within their local community whilst also building crucial skills in ICT and literacy. The intention was also to build stronger connections between school and community through targeted implementation.

The Nanocity project involved developing and implementing a virtual reality game with secondary science students. This was achieved through our partnership with the Transformational Games Centre. The aim was to increase the levels of interest in science, in particular nanotechnology that is becoming a major aspect of developed countries economies. Secondary school students ‘playing’ the game would become nanotechnologists who critically engage with science content and inquiry skills needed to solve problems and make informed decisions.

The Digital Toys project investigated the ways that young children interact with familiar discrete programmable digital toys in a free play setting. As such it was designed to connect with the Digital Technologies subject in the Australian Curriculum, in particular through the content descriptors associated with Processes Skills and Knowledge and Understanding. We worked with teachers to provide children with opportunities to use two types of digital toys. The children were observed as they interacted with these toys and their interactions analysed using a checklist of behaviours.
Research Projects

The Institute has numerous active research projects over a diverse range of topics. Projects vary from small, short-term, internally funded projects of individual early career researchers to large, long term, externally funded projects by teams of experienced researchers.

Our current or recently completed projects include:
- Alice Springs - Science, technology, engineering, arts and mathematics (STEAM) strategic plan and STEAM capacity building
- Arts-based pedagogy: Engaging children with additional needs through multi-sensory storytelling
- Artworks in residence: Young children as meaning makers
- ATARP: Australian teacher astronomy research program
- Building positive school communities through participatory action research
- Cultural sky stories
- Developing social skills through music: The impact of general classroom music in a lower socio-economic area primary (elementary) school
- Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes
- Evaluating an art program for female Aboriginal students
- Evaluation of Foodbank WA's School Breakfast and Nutrition Education Program (SBNEP)
- Learning and teaching science in an online world
- Pilbara rehabilitation education: Working with real scientists in a field location
- Quality teaching in primary science education: Cross-cultural perspectives
- Semiotic resources in the kindergarten mathematics classroom
- Student perceptions of high school science: Has anything changed since 2001?
- Supporting positive school culture through interpersonal engagement
- The identification of intellectually gifted children in early childhood
- The power of connection: Identifying the role of social interaction in the coping strategies of experienced teachers
- The STEM learning project evaluation
- Thinking about visual arts: Exploring student engagement and assessment in responding to artworks and artists
- Towards ensuring a STEM workforce: Engaging industry to inspire and foster real-world STEM teacher learning
- Using metaphors and modalities when teaching Year 2 students computational strategies

Post-Doctoral Fellow

Dr Eileen Slater (Gifted and Talented Education, and STEM)

Eileen is a Post-Doctoral Fellow whose research seeks to develop and test appropriate measures to identify young gifted children, so that teachers and schools can better meet their cognitive and socio-emotional needs. In her PhD, Eileen developed and validated multiple assessment instruments (from teachers, parents/carers, and the child) and a process to identify intellectually gifted children, a screening process that could be easily and directly implemented by teachers, in their classrooms, with input from parents.

There are three streams in the continuation of this research:
- To consider how the instruments work to identify students from different ethnic minority groups;
- To develop a process and instruments to identify young gifted Aboriginal students;
- To further validate the instruments by conducting research that examines the convergent and divergent validity with currently used instruments, mostly IQ tests.
Fogarty Learning Centre

The Fogarty Learning Centre focuses on research into the effective teaching of all students, with a particular emphasis on evidence-based instruction of language and literacy. All research projects are conducted in collaboration with our partners in education, predominantly schools serving low socio-economic communities, and incorporate elements of professional learning. Findings of the Centre’s research are implemented in schools and teacher education students to improve outcomes for children in Australian schools.

Our broad aims are to:
- develop a reputation of excellence and further our research into effective teaching of core elements of the curriculum;
- develop and foster research skills and opportunities among staff and students in the School of Education through collaboration with the wider education community;
- provide excellence in the teaching of literacy to both pre-service and postgraduate teachers;
- provide professional development to teachers and pre-service teachers in the area of literacy and numeracy teaching.

For more information, visit: www.ecu.edu.au/schools/education/research-activity/fogarty-learning-centre

Kiara literacy development project
This project involves collaboration between the Fogarty Learning Centre and Kiara College to offer training and support in the implementation of curricular materials and pedagogical practices designed to support students not achieving key reading milestones.

The aims of this project are two-fold. It will support teachers at Kiara College to implement the instructional material, Direct Instruction (DI) Reading Mastery that has been selected for use in this project based on research that identified this program as highly effective in improving the reading and comprehension skills of students at all levels. The project will also provide professional learning and coaching for teachers in all subject areas to use Explicit Direct Instruction (EDI) pedagogy in order to support subject specific reading and comprehension skills. It will build on teachers’ current knowledge and skills and provide a rich professional learning experience for participating teachers.

It is anticipated that the study will generate detailed information about the efficacy of the curricular material used in the intervention with these secondary students. In addition, data will be collected to determine whether the professional learning program on EDI provided sufficient support to assist teachers in implementing this material.

If you are interested in applying to ECU and want to discuss a specific project within The Fogarty Learning Centre’s areas of research, contact:

Associate Professor Deslea Konza
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Email: d.konza@ecu.edu.au
Early Childhood Research (ECR) Group

The Early Childhood Research Group conducts research into the experiences of children, families, communities and early childhood professionals in a range of contexts. We aim to explore and promote the crucial nature of early childhood (birth to age 8) to the future wellbeing of all children with particular attention to “closing the gap” that exists between children, families and communities. We are committed to ethical research and using our research outcomes to bring about change that builds social capital, increases equity and access to opportunity.

Our objectives are to:

• bring together active researchers in the field of early childhood to sustain and develop our community of research and scholarship;
• build on and extend our reputation of excellence in early childhood teaching and research within the University, nationally and internationally;
• develop and support research skills of staff and students in early childhood in order to increase staff and post-graduate research in early childhood education and care;
• build on collaborative research opportunities within early childhood communities and industry partners;
• increase internal and external research income and to promote research outcomes in early childhood education and care; and
• influence national policy and practice in early childhood education and care.

For more information, visit: www.ecu.edu.au/schools/education/research-activity/centre-for-research-in-early-childhood

If you are interested in applying to ECU and want to discuss a specific project within ECR’s areas of research, contact:

Professor Caroline Barratt-Pugh
Telephone: (61 8) 6304 6346
Email: c.barratt_pugh@ecu.edu.au
Research Projects

The longitudinal evaluation of the Better Beginnings family literacy initiative
This is a longitudinal evaluation of outcomes of a literacy program for families with young children, initiated by the State Library of WA. The evaluation began in 2005 and involved qualitative and quantitative data collection from 300 parents, community health child nurses and local librarians from six communities. Results of the data collected over a period of 10 years, suggests that the program is effective in its implementation, delivery and outcomes for families. Recommendations from the evaluation led to the development of several new initiatives, which included a program for kindergarten families, a community based program for remote Aboriginal communities and ‘Sing with Me!’ a program for families with two year olds. These programs have become part of the longitudinal evaluation project.

Evaluation of the KindiLink pilot
KindiLink is a unique play and learn initiative for three year old Aboriginal children attending with their parent/carer, implemented at 37 selected schools across WA, initiated by the Department of Education, WA. Using qualitative and quantitative data collection methods the evaluation seeks to document the effectiveness of KindiLink in building the capacity and confidence of parents/carers as their child’s first educator; fostering productive relationships between the family, the school and the community; improving school attendance and improving children’s capabilities on entry to Kindergarten. Data collection is currently underway in 37 KindiLink sites and it is anticipated that the report will be available in July 2018.

NAPLAN narratives: Stakeholders’ perspectives surrounding student wellbeing
This project extends previous work sponsored by the Australian Independent Schools of WA (AISWA) that Rogers, Barblett and Robinson (2016) reported indicating that children are broadly not as worried about NAPLAN as might popularly be believed. A survey was administered to Year 3’s, 5’s their parents and their teachers in 2015. In 2017, we are revisiting the cohorts now in Year 5 and 7, their parents and teachers and extended the research to incorporate a new Year 3 cohort. In 2018 researchers Barblett & Roberts will interview Aboriginal Elders, principals, and survey children, families and teachers in remote Aboriginal schools for their opinions and perspectives of NAPLAN and student wellbeing.

Better together: Supporting perinatal and infant mental health services
This is an ECU wide project funded by WA Primary Health Alliance (WAPHA). This innovative project will map how the components of the System of Care Network (SCN) in the Cities of Wanneroo/Joondalup interact to enhance the quality of Perinatal and Infant Mental Health (PIMH) services for the community. Developing a more cohesive integrated model of care in which primary health care is more closely connected with intervention services. The research team will work with network partners to co-create an action plan designed to enhance system responsiveness to the social wellbeing and mental health needs of families with infants and young children, from both prevention and intervention perspectives. Ultimately creating a more integrated and cohesive perinatal and infant mental health model of care.

Engaging families through digital technologies
Digital technology is becoming a part of everyday life for many young children and yet very little is known about the potential and impact of this in early learning. The aim of this research is to investigate the way in which digital technologies, such as Seesaw, are being used to facilitate connections between early childhood educators and families with young children. This research is being undertaken in independent pre-primary schools with children, families and educators, in Western Australia, supported by the Australian Independent Schools of WA (AISWA).

Amplify: The innovation stories of six schools
Amplify is an initiative from AISWA and the Innovation Unit Australia that aims to increase the proportion of students “who are deeply engaged in their learning, through the development of teaching, learning and assessment practices that promote engagement” (Amplify, 2016, p.6). This project has follows six WA Independent schools in their “AMPLIFY” journey of teaching innovation. The research team is probing issues such as leadership, pedagogical change, student engagement and school innovation in the data collection for their descriptive case studies.
Our Researchers

Professor Lynne Cohen AM
Executive Dean, School of Education
PhD, MPsych, BPsych, BSc
Professor Cohen’s background is in school teaching where she was head of the Biology and Mathematics departments. After returning to study she achieved a Masters and a PhD in Psychology. She was employed by Edith Cowan University as a lecturer in the School of Psychology for 17 years and was the Associate Dean, Teaching and Learning, for the then Faculty of Computing, Health and Science, and Professor in the School of Psychology and Social Science. She was responsible for the quality of courses within the Faculty as well as assisting with curriculum development. She developed and implemented a literacy program for children with learning difficulties and trained a team of teachers to provide a service for students with learning difficulties. She was awarded the Order of Australia in 2016, and an Australian Learning & Teaching Council Fellowship in 2010.

Selected Publications
Books

Book Chapters

Journal Articles

Contact:
Email: l.cohen@ecu.edu.au
Telephone: (61 8) 6304 6459

Research Interests:
- Resilience across the lifespan
- Developing leadership capacity particularly in undergraduate university students
- Children with learning difficulties
- Development of transition programs which empower students and positively impacts on their experience and outcomes
Associate Professor Glenda Campbell-Evans
Associate Dean, Research
PhD, MEd, BEd

Glenda Campbell-Evans is the Associate Dean of Research for the School of Education. She has served as the Golden Key International Honour Society Asia Pacific Rep to the Council of Advisors and is Deputy Chair of the board and Chair of Governance at UnitingCare West, a not-for-profit service provider. Her research interests focus on school governance, leadership and improvement, and on educational policy. She has supervised numerous research students and is currently working with ten students undertaking their research qualification in the Master or PhD program.

Selected Publications

Journal Articles


Contact:
Email: g.campbell_evans@ecu.edu.au
Telephone: (61 8) 6304 2500

Research Interests:
- School governance
- School improvement
- School leadership
- Educational policy
Associate Professor Geoffrey Lummis
PhD, MEd, BEd (Ed Phil), BEd (Primary), Dip Teach (Primary)

Geoff Lummis is the Acting Director of the Edith Cowan Institute for Education Research. He has a wide range of teaching and research experiences in both science and the arts. He has worked within ECU/WACAE since 1986, and was a visiting professor at the University of Massachusetts (Dartmouth) 1993/94. Geoff holds a PhD in Sustainability from Murdoch University; as well as Master of Education in Aesthetics and Evolutionary Epistemology from the University of Western Australia. He is also a ceramicist and has exhibited in Australia and the USA. Geoff has an interdisciplinary approach to his research, which often sees him in collaboration with some of his former higher degree students.

Recent Publications

Journal Articles

Contact:
Email: g.lummis@ecu.edu.au
Telephone: (61 8) 6304 6847

Research Interests:
- The Arts in Education
- Education for Sustainability
- STEM Education
- Cross Curriculum Development
Professor Caroline Barratt-Pugh
PhD, BEd (Hons)
Caroline Barratt-Pugh is Professor of Early Childhood and Director of the Early Childhood Research group in the School of Education at Edith Cowan University, Western Australia. She has extensive experience of teaching and research across early childhood settings and tertiary institutions in the UK and Australia. Her research interests include language and literacy in families, communities and formal educational settings, inter-agency collaboration and the evaluation of early literacy programs. She is director and co-director of several state and national language and literacy research projects and is currently director of the evaluation of Better Beginnings Family Literacy program in WA (2005 – 2018) and the KindiLink pilot initiative for three year old Aboriginal children and their parents/carers. Numerous publications and engagement with professionals, parents and other key stakeholders through her research has resulted in evidence-based recommendations for policy and practice across the early childhood sector.

Recent Publications

Book Chapters

Journal Articles
• Barratt-Pugh, C., & Rohl, M., (2015). ‘Better Beginnings has made me make reading part of our everyday routine’: Mothers’ perceptions of a family literacy program over four years. Australasian Journal of Early Childhood, 40(4), 4-12.

Contact:
Email: c.barratt_pugh@ecu.edu.au
Telephone: (61 8) 6304 6346

Research Interests:
• Early language and literacy learning and development
• Bilingual and multilingual families
• Early childhood pedagogy and practice
• Early intervention programs
• Evaluation of early intervention programs
• Constructivist approaches to learning
**Associate Professor Deslea Konza**  
**Associate Dean, Research**  
**PhD, MEd, BEd**  

Deslea Konza is Associate Professor of Language and Literacy and Director of the Fogarty Learning Centre. Her research interests focus on the teaching of reading, the professional development of teachers in this area, and enhancing the capacity of principals to be instructional leaders in their schools. She has published books on teaching children with reading difficulties and book chapters and journal articles on special education practices, the professional learning of teachers, reading interventions, and researching in schools. Her current research includes working with teachers in remote schools in Western Australia and Queensland to support the reading outcomes of Aboriginal students.

**Recent Publications**

**Books**

**Book Chapters**

**Journal Articles**

**Research Interests:**
- Development of reading
- Reading difficulties
- Professional learning of teachers regarding literacy knowledge and effective reading instruction
Professor Dawn Penney
Professorial Research Fellow
PhD, BA (Hons)

Dawn Penney is a professorial research fellow in the School of Education, undertaking research projects focusing on enhancing quality and equity in Health and Physical Education (HPE) and sport for young people. Dawn’s research addresses the roles of policy makers, teachers and coaches face in efforts to make a positive difference to young people’s education, participation in physical activity and sport, and their health and wellbeing. Dawn is an international leader in curriculum, pedagogy and assessment in HPE and has been at the fore of work to advance gender equity in physical education and sport. She has worked with government agencies, curriculum authorities, schools and sport organisations in collaborative research and evaluation projects in Australia, New Zealand, the UK and South Korea. She is a National Board member for the Australian Council of Health, Physical Education and Recreation.

Selected Publications

Books

Book Chapters

Journal Articles

Contact:
Email: d.penney@ecu.edu.au
Telephone: (61 8) 6304 2339

Research Interests:
- Health and Physical Education curriculum, pedagogy and assessment
- Equity and inclusion in HPE, physical activity and sport
- Leadership
Associate Professor Lennie Barblett  
PhD, BEd (Hons), BA, DipTeach (ECE)

Lennie is a Board member of the Western Australia School Curriculum and Standards Authority (SCSA) and has been invited to contribute to the work of numerous state and national committees and working parties focussing on curriculum reform, ethics, teaching standards and learning frameworks. She is also an avid researcher and her research projects centre on her interests are in quality early childhood curriculum and practices, learning through play, ethics, Indigenous education, leadership and children's wellbeing. Lennie supervises numerous Higher Degree by Research students and works with colleagues across the University on research projects.

Selected Publications

Books

Research Reports
- Barblett, L. (2016) Read to me! Better Beginnings in remote indigenous communities. Report number 3 presented to the State Library of Western Australia

Journal Articles

Contact:  
Email: l.barblett@ecu.edu.au  
Telephone: (61 8) 6304 6733

Research Interests:
- Play and pedagogy
- Quality curriculum
- Teaching standards
- Integrated service delivery
- Social and emotional development and learning
- Early childhood policy
Dr Michael Fitzgerald
Postdoctoral Research Fellow
PhD, MEd, BSc (Hons), BA

Dr Michael Fitzgerald is a Post Doctoral Research Fellow in the Edith Cowan Institute for Education Research. His qualifications include a PhD in science education from Macquarie University and a Master of Education in science and mathematics education from Monash University. His research interests encompass STEM education, with a particular focus on astronomy education, as well pure astronomy research. In 2018, Michael was successful in winning a prestigious Australian Research Council Discovery Early Career Researcher Award (DECRA) to investigate whether authentic scientific research projects undertaken by teachers translate into improved science-related outcomes for students.

Selected Publications

Journal Articles


Contact:
Email: m.fitzgerald@ecu.edu.au
Telephone: (61 4) 3148 0007

Research Interests:
- STEM education
- Astronomy education
- Astronomy
Research Highlights

Evaluation of engagement in education

Dr Julia Morris

Julia Morris’ body of work is focused on evidence-based evaluation in education, with a specific emphasis on the evaluation of interventions that improve both student and teacher engagement in schooling. The Evaluating an art program for female Aboriginal students project is a longitudinal study measuring the impact of an art program that aims to promote social interactions, develop personal experience, and improve attendance and retention for female students who identify as Aboriginal. The program uses art as a vehicle to learn about culture, and the evaluation includes developing culturally-sensitive approaches to measuring engagement from a range of participants. The Teacher as Practitioner project explores how secondary teachers’ identity and practice in their subject disciplines improves retention and engagement in the profession. Structural equation modelling is used in this project to determine interventions that have the greatest impact on quality of teaching and teacher retention. The Thinking about Visual Arts project evaluates senior school students’ engagement in responding to artworks and explores the factors that improve student engagement and enhance the development of 21st century learning skills.

Relevant publications:


Applying for a Research Degree

Getting ready to apply for a research degree can seem quite daunting so we've laid out the following process to assist you. We recommend that you complete your application four to six weeks prior to any deadline. An incomplete application will result in delays, which means you could potentially miss deadlines, so make sure that your application is complete before submitting it.

Check your dates
Masters by Research courses and the Integrated PhD have a specific start date and application deadlines. However, applications for the standard PhD are open all year round. Keep in mind that ECU’s Research Scholarships also have opening and closing dates. If you are interested in applying for a scholarship, visit the Scholarships website: ecu.edu.au/scholarships

Know your topic
You will need to prepare a 300-word abstract and a two-page proposal on your topic. Your initial abstract and proposal will tell us about you, including how much you know about ECU, research in your area of study, how passionate you are about your subject, and how familiar you are with the prospective supervisors within the schools.

Prepare your documents
In addition to your abstract and proposal, you will need to submit the following:
- Academic certificate transcripts (secondary and/or tertiary studies) in both the original language and official certified English translation (if applicable)
- English proficiency test scores
- Copy of passport photo page (if applicable)
- Résumé/Curriculum vitae (if applicable)
- Work reference (if applicable)
- Marriage or name change certificate (if applicable)
- Copies of your Honours or Masters Thesis, as well as any publications you have produced

Apply directly to ECU or through an agent
Visit the Online Application Portal: apply.ecu.edu.au to apply for your course, including uploading your documents. You can also track the progress of your application here.

Please note that ECU requires certain nationalities to apply via an authorised agent. Visit ecu.edu.au/future-students/applying/find-an-authorised-agent to find an agent near you.

Receive our initial assessment
The initial assessment will take into account your qualifications, topic, abstract and proposal to ensure it is closely aligned with our areas of research focus, and that we have supervisors in your research area. This can take four to six weeks, depending on academic availability. Please note that during December and January this process may take longer. We will communicate with you via email, so it is important for you to check your email regularly to ensure there are no delays with your application.

Progress your application
If your application satisfies all our criteria, it will be progressed for further assessment. At this stage your qualifications will be verified and a research supervisor will be assigned to you. Processing time for the assessment of your application will vary based on academic availability.

Outcome of your application
You will be advised of the outcome of your application via email. If you are successful, you will receive an offer to commence your studies at ECU.

Accept your offer
Your offer letter will contain specific instructions as to how to accept your offer via our online system.

If you have questions about your application, contact Admissions: HDR.enquiries@ecu.edu.au
Our changing world needs a university to change with it.

A university where courses composed with industry deliver the most relevant knowledge and skills.

So be the graduate the changing world needs.

And get ready at ECU.

GREENING ECU: Edith Cowan University is committed to reducing the environmental impact associated with its operations by conducting its activities in a socially and environmentally responsible manner. This includes implementing strategies and technologies that minimise waste of resources and demonstrate environmentally sensitive development, innovation and continuous improvement.

Every effort has been made to ensure that the information in this publication is correct at the time of production. The information is subject to change from time to time and the University requests the right to add, vary or discontinue courses and impose limitations on enrolment in any course. The publication constitutes an expression of interest and is not to be taken as a firm offer or understanding. Some information contained in this publication may not be applicable to international students.