

Professor Kathy A. Mills

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Work history

| Position | Organisation | Years |
|---|--|-------------------|
| Research Professor in Education | Institute for Learning Science & Teacher Education, ACU | 2016 - continuing |
| Future Fellow, Professor | Institute for Learning Science & Teacher Education, ACU & Australian Research Council Future Fellow | 2019-2023 |
| Associate Professor & Principal Research Fellow | Faculty of Education, Queensland University of Technology (QUT) & Australian Research Council DECRA Fellow | 2015-2016 |
| Senior Lecturer | QUT | 2012-2015 |
| Lecturer B | QUT | 2011-2012 |
| Australian Postdoctoral Research Fellow | Australian Research Council, QUT (named) | 2009-2011 |
| Lecturer | Christian Heritage College | 2006-2009 |
| Australian Postgraduate Research Award | QUT | 2003-2006 |
| Lecturer | Christian Heritage College | 2001-2006 |
| Head of Curriculum | Genesis Christian College | 2000-2001 |
| Primary Teacher | Genesis Christian College | 1999-2001 |
| Primary Teacher | Nambour Christian College | 1995-1998 |

Education

| Qualifications | Organisation | Completed |
|---|---|-----------|
| Graduate Certificate of Academic Practice | Queensland University of Technology (QUT) | 2013 |
| Doctor of Philosophy | QUT | 2006 |
| Graduate Diploma in Christian Studies | Australian College of Theology (ACT) | 2003 |
| Master of Education | Christian Heritage College | 2003 |
| Bachelor of Education | Christian Heritage College | 1994 |

Thesis

Mills, K. A. (2006). *Multiliteracies: a critical ethnography: Pedagogy, power, discourse, and access to multiliteracies*. PhD thesis, Queensland University of Technology.

Fields of educational expertise

- Language and literacy education
- Multimodality and multiliteracies
- Sensory literacies
- Digital and media practices
- Writing and literacies pedagogies
- Socio-cultural, socio-spatial, and socio-material literacy research

Expertise in qualitative, quantitative and mixed methods research

- Qualitative and mixed methods
- Big qualitative research
- Ethnography: visual, sensory, and critical ethnography

- Participatory community research, including cross-cultural
- Design-based research
- Observational, interviewing, and diary methods
- Online, video, 3D, mixed reality, and virtual reality data analysis
- Multimodal text and image analysis
- Socio-linguistic analysis, discourse analysis

Research supervision

Current

| Candidate | Enrolment | Topic |
|-------------------------------------|------------------|--|
| Clive Edmund Suren Mendis | PhD 2021-current | Teacher perspectives of digital literacy, pedagogies, and online learning. |
| Amal Nacher <i>International</i> | PhD 2019-current | Digital game-based learning in Saudi Arabian primary schools: An investigation of teacher perspectives |
| Deirdre Tate | PhD 2019-current | Investigating key perspectives on oral language development at school entry |

Completed

| Candidate | Completed | Topic |
|--|-------------------|--|
| Federica Caccioppola <i>International</i> | PhD, 2020 | Global citizenship education in two countries |
| Lesley Friend | PhD, 2019 | Classroom diversity and globalisation: A critical analysis of classroom action |
| Bessie Stone | PhD, 2018 | The affordances of multiplayer games for the social interaction of students with ASD |
| Kuanhathai Kuadnok <i>International</i> | PhD, 2017 | Pedagogies and power relations implicated in English foreign language writing classrooms: A critical ethnography |
| Russell Mason | M Ed Thesis, 2016 | Improving outcomes for adult learners |
| Jennifer Kay Duke | PhD, 2014 | Empowering a curriculum for all: a critical ethnographic study of inclusive education |
| Yifeng Yuan <i>International</i> | PhD, 2012 | Pragmatics, perceptions and strategies in Chinese college English learning |

Funded research: Competitive Grants

| Year | Grants | Funding |
|-----------|---|-------------------------------------|
| 2020-2023 | Norway Research Council, University of South-Eastern Norway with partners UiA and ACU. Grant ID: ID 301347, Critical and Digital Literacy in a Global and Textual World. Veum, A. (USN), Maagerø, E., Skovholt, R, Songe-Møller, V (USN), Løvland, A. (UiA), Kvåle, G. (UiA), Mills, KA (ACU) International PI. | \$136 454.24 |
| 2019-2023 | Australian Research Council, Future Fellowship. Grant ID: FT180100009: <i>Sensory Orchestration for Multimodal Literacy Learning in Primary Education</i> . Mills, KA. with van Leeuwen, T., Howes, D., and Gee, J.P. | \$974 635.00 |
| 2019-2023 | Australian Research Council, Discovery Scheme Grant ID: DP190100228: <i>Coding Animated Narratives as Contemporary Multimodal Authorship in Schools</i> . Unsworth, L, Mills, K.A. Falloon, G. & Burn A. | \$442 609.00 |
| 2021-2022 | Education Horizon Grant (DoE), Future Education: Evidence-based innovations for Queensland schooling and workforces. Scholes, L., Mills, K.A., Gutierrez, A., & Friend, L. | \$ 52 972.00 |
| 2015-2019 | Australian Research Council, Linkage Scheme Grant ID: LP150100030: Mills, K.A., Unsworth, L., Ferguson, A., Williamson, M., Maksoud, T., Clay, R., Trembath, M. <i>Developing the Multimodal Language of Emotions of Low SES Primary Students</i> . | \$251 772.00 + \$518 437.00 in-kind |
| 2014-2017 | Australian Research Council, DECRA Fellowship ID: DE140100047: Mills, K.A. <i>Developing the Multimodal Literacy Learning of Indigenous</i> | \$395 218.00 |

| Year | Grants | Funding |
|-----------|--|--------------|
| | <i>Australian Primary Students through Indigenous Ways of Knowing and Being.</i> | |
| 2009-2015 | Australian Research Council, Linkage Project ID: LP0990289: Woods, A.F., Luke, A., Dooley, K.T., Chandra, V., Mills, K.A. (Australian Post-Doctoral Research Fellow), Exley, B.E., Dezuanni, M.L., Davis, J., McCollow, J.E., McFarlane, L.L. <i>Digital Learning and Print Literacy: A Design Experiment for the Reform of Low SES, Culturally Diverse Schools.</i> | \$471 325.00 |

Fellowships (Within list above)

| Year | Research | Funding |
|-----------------------|---|--------------|
| Jan 2019- Dec 2023 | Future Fellowship, Australian Research Council: FT180100009: Mills, KA (Professorial Research Fellow). <i>Sensory Orchestration for Multimodal Literacy Learning in Primary Education.</i> | \$974 635.00 |
| Jan 2014- Nov 2017 | DECRA Fellowship, Australian Research Council: DE140100047: Mills, K.A. Developing the Multimodal Literacy Learning of Indigenous Australian Primary Students through Indigenous Ways of Knowing and Being. | \$395 218.00 |
| 2009- Jan 2011 | Australian Post-Doctoral Award, Australian Research Council: LP0990289 within group Linkage Grant led by Woods: Digital Learning and Print Literacy: A Design Experiment for the Reform of Low Socio-economic, Culturally Diverse Schools | \$471 325.00 |

Other funded research

| Year | Research | Funding |
|-----------|--|-------------|
| 2013-2015 | Queensland College of Teachers: Kelly, N., Reimann, P., Horsley, M., Mills, K.A., McCluskey, K., Sim, C., Kinnane, A. <i>Online community support for beginning teachers in remote and low SES schools.</i> | \$15 000.00 |
| 2013-2016 | DEEWR REAP Tender, Evaluation and Analysis: RFT PRN28669 (Quotes supplied by QUT on request of DEEWR): Melvil, C., Lunn, J., Comber, B., Cooper, T., Farrell, A., Danby, S., Graham, L., Davis, J., Woods, Q., Walker, S., Walsh, K., Burnett, B., Hughes, H., Irvine, S., Lampert, J., Mills, K., Smeed, J., Ewing, B., Sarra, G. | Tender |
| 2013-2014 | Teaching & Learning Grant: Mills, K.A., Ritchie, S., Park, JiYong, Bellocchi, A. <i>Emotional States of Pre-Service Teachers during participation in Online Learning in Higher Education.</i> | \$1 400.00 |
| 2011-2012 | Teaching & Learning Grant: Exley, B.E., Smeed, J., Dooley, K.T., Mills, K.A., Bradfield, K., King, D. <i>Pre-service teachers' self-preparation for the QCT pre-registration assessment task.</i> | \$10 000.00 |
| 2011-2013 | ECARD Grant: Mills, K.A., Luke, A., Sunderland, N. <i>Sensory Ethnography of Well-being, Literacy, and Place in Logan-Beaudesert.</i> (Griffith University and Logan Health Coalition). | \$15 000.00 |

Publications

Edited Book

Mills, K.A., Stornaiuolo, A., Smith, A., & Pandya, J. (2018). *Handbook of writing, literacies, and education in digital cultures*. Routledge. [Divergent Award for Excellence 21st Century Literacies]. [Open Access Chapters](#)

Authored Books

Mills, K.A., Unsworth, L. and Scholes, L. (2022). *Literacy for Digital Futures: Mind, Body, Text*. Routledge. [Now available](#)

Mills, K.A. (2019). *Big data for qualitative research*. Routledge. [Open Access](#)

Mills, K.A. (2016). *Literacy theories for the digital age: Social, critical, multimodal, spatial, material and sensory lenses*. New Perspectives in Language and Education. Multilingual Matters. [2016 LRA Book Award, USA]. [Author Fulltext](#) [Sample](#)

Mills, K.A. (2011). *The multiliteracies classroom*. New Perspectives in Language and Education. Multilingual Matters. [Author Fulltext](#).

Journal Articles

- Mills, K.A. (accepted 2023). Fake news, privacy, and algorithms on social media: Do we need a new Critical Literacy? *Critical Literacy in Teaching L1, Danish Journal of Knowledge about Literacy* [Videm on Literacy], vol 34.
- Moro, C., Mills, K., Phelps, C., & Birt, J. (accepted 2023). The Triple-S framework: Ensuring Scalable, Sustainable, and Serviceable practices in educational technology. *International Journal of Educational Technology in Higher Education*.
- Mills, K.A., Doyle, K. & Friend, L. (2022). Multimodal language rights and Indigenous totemic identity. *Language, Identity and Education* doi.org/10.1080/15348458.2022.2149531. [Open Access](#).
- Mills, K.A., Scholes, L. & Brown, A. (2022). Virtual reality and embodiment in multimodal meaning making. *Written Communication* 39(3), 1-35. Doi: [10.1177/07410883221083517](https://doi.org/10.1177/07410883221083517) [Open Access](#)
- Scholes, L., Rowe, L, Mills, Kathy A., Gutierrez A. & Pink, E. (2022). Video gaming and digital competence among elementary school students, *Learning, Media and Technology*, 1-16 Doi: [10.1080/17439884.2022.2156537](https://doi.org/10.1080/17439884.2022.2156537) [Open Access](#)
- Mills, K.A. (2022). Potentials and challenges of extended reality technologies for language learning. Special Issue: Focus on Video Games and English Language Education/Designing Hybrid Learning Spaces. *Anglistik* 33(1), 147-163. [Open Access](#)
- Hagen, A. & Mills, K.A. (2022). Rhythm in literary apps. *Visual Communication*. <https://doi.org/10.1177/14703572221078038>. [Open Access](#)
- Friend, L., Mills, K.A., & Lingard, B. (2022). Globalisation, cultural knowledges and sociomateriality in Middle Eastern education: How the global and local influence classroom practices? *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2021.2016376> [Author Full Text](#)
- Mills, K.A. & Brown, A. (2021). Immersive virtual reality for digital media making: Transmediation is key, *Learning, Media and Technology*. <https://doi.org/10.1080/17439884.2021.1952428> [Open Access](#)
- Friend, L. & Mills, K.A. (2021). Towards a typology of touch in multisensory makerspaces. *Learning, Media and Technology*. <https://doi.org/10.1080/17439884.2021.1928695> [Open Access](#)
- Scholes, L., Mills, K.A. and Wallace, E. (2021). Boys' gaming identities and opportunities for learning. *Learning, Media and Technology*. <https://doi.org/10.1080/17439884.2021.1936017> [Open Access](#)
- Mills, K.A. & Stone, B. (2020). Multimodal attitude in digital composition: Appraisal in elementary English. *Research in the Teaching of English*, 55(1), 160–186. <https://library.ncte.org/journals/rte/issues/v55-2/31018> [Author Full Text](#)
- Patulny, R, Mills, K.A. Bellocchi, A., Olsen, R., & McKenzie, J. (2020). The emotional tradeoff between meaningful and precarious work in new economies. Special Issue: Meaningful Work, *Journal of Sociology*. <https://doi.org/10.1177/1440783320934156> [Author Full Text](#)
- Mills, K. A., Stone, B. G., Unsworth, L., & Friend, L. (2020). Multimodal Language of Attitude in Digital Composition. *Written Communication*, 37(2) pp. 135–166. [doi: 10.1177/0741088319897978](https://doi.org/10.1177/0741088319897978) [Open Access](#)
- Unsworth, L., & Mills, K. A. (2020). English language teaching of attitude and emotion in digital multimodal composition. *Journal of Second Language Writing*, 47, 100712, pp. 1–17. [doi: 10.1016/j.jslw.2020.100712](https://doi.org/10.1016/j.jslw.2020.100712) [Full Text](#)
- Patulny, R., Bellocchi, A, Mills, K.A., McKenzie, J., & Olson, R. (2019). Happy, stressed, and angry: A national study of teachers' emotions and their management. *Emotions: History, Culture, Society*, 3(2), pp. 223–244. https://brill.com/view/journals/ehcs/3/2/article-p223_4.xml [Full Text](#)
- Mills, K., & Doyle, K. (2019). Visual arts: A multimodal language for Indigenous education. *Language and Education*, 33(6), 521-543. <https://doi.org/10.1080/09500782.2019.1635618> [Full Text](#)
- Stone, B., Mills, K.A. & Sagers, B. (2019) Multiplayer games: Multimodal features that support friendships of students with autism spectrum disorder. *Australasian Journal of Special and Inclusive Education*, 43(2), pp. 69-82. <https://doi.org/10.1017/jsi.2019.6> [Author Full Text](#)
- Pandya, J.Z., & Mills, K.A. (2019). Bakhtin and the carnival: Humour in school children's film making. *Language and Education*, 33(6), 544-559. <https://doi.org/10.1080/09500782.2019.1629954> [Author Full Text](#)
- McKenzie, J. E., Patulny, R. A., Bellocchi, A., & Mills, K. A. (2019). Emotion management and solidarity in the workplace: A call for a new research agenda. *The Sociological Review*, 67(3), pp. 672–688. <https://doi.org/10.1177/0038026118822982> [Author Full Text](#)
- Olson, R. E., McKenzie, J., Mills, K. A., Patulny, R., Bellocchi, A. & Caristo, F. (2019). Gendered emotion management and teacher outcomes in secondary school teaching: A review. *Teaching and Teacher Education*, 80, April, 128–144. <https://doi.org/10.1016/j.tate.2019.01.01> [Open Access](#)
- Stone, B., Mills, K. A., and Sagers, B. (2019). Online multiplayer games for the social interactions of children with autism spectrum disorder: A resource for inclusive education. *International Journal of Inclusive Education* 23(2), 209–228. [doi:10.1080/13603116.2018.1426051](https://doi.org/10.1080/13603116.2018.1426051) [Author Full Text](#)
- Mills, K. A., & Unsworth, L. (2018). The multimodal construction of race: A review of critical race theory research. *Language and Education*, 32(4), 313–332. [doi:10.1080/09500782.2018.1434787](https://doi.org/10.1080/09500782.2018.1434787) [Author Full Text](#)
- Mills, K. A. (2018). What are the threats and potentials of big data for qualitative research? *Qualitative Research*, 18(6). <http://journals.sagepub.com/doi/full/10.1177/1468794117743465> [Author Full Text](#)

- Mills, K. A., & Unsworth, L. (2018). iPad Animations: Powerful practices for adolescents' multimodal literacy and emotional language. *Journal of Adolescent and Adult Literacy*, 61(6), 609–620. <https://doi.org/10.1002/jaal.717> [Author Full Text](#)
- van Leent, L., & Mills, K. A. (2018). A queer critical media literacies framework in a digital age. *Journal of Adolescent and Adult Literacy*, 61(4), 401–411. [doi:10.1002/jaal.711](https://doi.org/10.1002/jaal.711) [Author Full Text](#)
- Mills, K. A., Bellocchi, A., Patulny, R., & Dooley, J. (2017). Indigenous children's multimodal communication of emotions through visual imagery. *Australian Journal of Language and Literacy*, 40(2), 95–108. [Author Full Text](#)
- Bellocchi, A., Mills, K. A., & Ritchie, S. M. (2016). Emotional experiences of preservice science teachers in online learning: The formation, disruption and maintenance of social bonds. *Cultural Studies of Science Education*, 11(3), 629–652. [Author Full Text](#)
- Mills, K. A., Davis-Warra, J., Sewell, M., & Anderson, M. (2016). Indigenous ways with literacies: Transgenerational, multimodal, placed, and collective. *Language and Education*, 30(1), 1. [doi:10.1080/09500782.2015.1069836](https://doi.org/10.1080/09500782.2015.1069836) [Full Text](#)
- Rowell, J., Burke, A., Flewitt, R., Liao, H., Lin, A., Marsh, J., Mills, K., Prinsloo, M., Rowe, D. & Wohlwend, K. (2016) Humanizing digital literacies: A road trip in search of wisdom and insight. *The Reading Teacher*, 70(1), 121–129. <https://doi.org/10.1002/trtr.1501> [Author Full Text](#)
- Mills, K.A. (2016). Review: Powerful practices for reading improvement, K. Glaswell, W. Mostert, L. Judd, & L. Mayn. *Curriculum Perspectives*, 37(1), 106. [Open Access Review](#)
- Yuan, Y., Tangen, D., Mills, K. A., & Lidstone, J. (2015). Learning English pragmatics in China: An investigation into Chinese EFL learners' perceptions of pragmatics. *The Electronic Journal for English as a Second Language*, 19(1). [Author Full Text](#)
- Chandra, V. & Mills, K. A. (2014). Transforming the core business of teaching and learning in classrooms through ICT. *Technology, Pedagogy and Education*, 24(3), 285–301. <https://doi.org/10.1080/1475939X.2014.975737> [Author Full Text](#)
- Mills, K. A. & Exley, B. (2014). Narrative and multimodality in English language arts curricula: A tale of two nations. *Language Arts*, 92(2), 136–143. [Author Full Text](#)
- Mills, K. A., Unsworth, L., Bellocchi, A., Park, J., & Ritchie, S. (2014). Children's emotions and multimodal appraisal of places: Walking with the camera. *Australian Journal of Language and Literacy*, 37(3) 171–181. [Author Full Text](#)
- Mills, K. & Dooley, K. (2014). Teaching persuasive texts: Building a language of evaluation through hedging and moderated intensification. *Literacy Learning: The Middle Years*, 22(3), 33–41. [Author Full Text](#)
- Mills, K. A. & Exley, B. (2014). Time, space, and text in the elementary school digital writing classroom. *Written Communication*, 31(4), 434–469. <https://doi.org/10.1177/0741088314542757> [Author Full Text](#)
- Park, J. & Mills, K. A. (2014). Enhancing interdisciplinary learning with a learning management system. *MERLOT Journal of Online Learning and Teaching*, 10(2), 299–313. [Author Full Text](#)
- Ranker, J. & Mills, K. (2014). New directions for digital video creation in the classroom: Spatiality, embodiment, and creativity. *Journal of Adolescent and Adult Literacy*, 57(6), 440–443. <https://www.jstor.org/stable/24034341> [Author Full Text](#)
- Mills, K. A., Sunderland, N., & Davis, J. (2013). Yarning circles in the literacy classroom. *The Reading Teacher*, 67(4), 285–289. <https://doi.org/10.1002/trtr.1195> [Author Full Text](#)
- Mills, K. A. (2013). CUOL – "See You Online": Teaching strategies for digital literacy practices in the English curriculum. *Screen Education*, 70(Winter), 52–57. [Author Full Text](#)
- Mills, K. A., Chandra, V., & Park, J. (2013). The architecture of children's use of language and tools when problem solving collaboratively with robotics. *Australian Educational Researcher*, 40(3), 315–337. [10.1007/s13384-013-0094-z](https://doi.org/10.1007/s13384-013-0094-z) [Full Text](#)
- Mills, K. A., Comber, B., & Kelly, P. (2013). Sensing place: Embodiment, sensoriality, kinesis, and children behind the camera. *English Teaching: Practice and Critique*, 12(2), 11–27. [Author Full Text](#)
- Mills, K. A. (2013). Book Review: *White Bound: Nationalists, Antiracists, and the Shared Meanings of Race*, by Hughey, M.W. *Qualitative Research*, 13(6), 761–762. <https://doi.org/10.1177%2F1468794113494334>. [Author Full Text Review](#)
- Exley, B. E. & Mills, K. A. (2012). Parsing the Australian curriculum English: Grammar, multimodality and cross-cultural texts. *Australian Journal of Language and Literacy*, 35(2), 192–205. [Author Full Text](#)
- Mills, K. A. (2011). "Now I know their secrets": Kineikonic texts in the literacy classroom. *Australian Journal of Language and Literacy*, 34(1), 24–37. [Full Text](#)
- Mills, K. A. (2011). "I'm making it different to the book": Transmediation in young children's print and digital texts. *Australasian Journal of Early Childhood*, 36(3), 56–65. [Author Full Text](#)
- Mills, K. A. & Chandra, V. (2011). Microblogging as a literacy practice for educational communities. *Journal of Adolescent and Adult Literacy*, 55(1), 35–45. <http://www.jstor.org/stable/41309645> [Author Full Text](#)
- Mills, K. A. & Levido, A. (2011). iPad: Pedagogy for digital text production. *The Reading Teacher*, 65(1), 80–91. [Author Full Text](#)
- Mills, K. A. (2010). What learners "know" through digital media production: learning by design. *E-Learning and Digital Media*, 7(3), 223–236. [Full Text](#)

- Mills, K. A. (2010). Shrek meets Vygotsky: Rethinking adolescents' multimodal literacy practices in schools. *Journal of Adolescent and Adult Literacy*, 54(1), 35–45. <https://doi.org/10.1598/JAAL.54.1.4> [Full Text](#)
- Mills, K. A. (2010). A review of the "Digital Turn" in the New Literacy Studies. *Review of Educational Research*, 80(2), 246–271. [Author Full Text](#)
- Mills, K. A. (2010). "Filming in Progress": New spaces for multimodal designing. *Linguistics and Education*, 21(1), 14–28. [Author Full Text](#)
- Mills, K. A. (2009). Floating on a sea of talk: Reading comprehension through speaking and listening. *The Reading Teacher*, 63(4), 325–329. [Full Text](#)
- Mills, K. A. (2009). Multiliteracies: Interrogating competing discourses. *Language and Education*, 23(2), 103–116. [Author Full Text](#)
- Mills, Kathy A. (2009) Book Review: *New Learning: Elements of a Science of Education* by Kalantzis, M. and Cope, B. *The Australian Educational Researcher*, 36(3), 144–145. [Author Full Text](#)
- Mills, K. A. (2008). Will large-scale assessments raise literacy standards in Australian schools? *Australian Journal of Language and Literacy*, 31(3), 211–255. [Full Text](#)
- Mills, K. A. (2008). Transformed practice in a pedagogy of multiliteracies. *Pedagogies: An International Journal*, 3(2), 109–128. [Author Full Text](#)
- Mills, K. A. (2007). Access to multiliteracies: A critical ethnography. *Ethnography and Education*, 2(3), 305–325. <https://doi.org/10.1080/17457820701547310> [Author Full Text](#)
- Mills, K. A. (2007). Have you seen Lord of the Rings? Power, pedagogy and discourses in a multiliteracies classroom. *Journal of Language and Identity in Education*, 6(3), 221–241. <https://doi.org/10.1080/15348450701454247> [Author Full Text](#)
- Mills, K. A. (2006). 'Mr. Travelling-at-will Ted Doyle': Discourses in a multiliteracies classroom. *Australian Journal of Language and Literacy*, 29(2), 132–149. [Author Full Text](#)
- Mills, K. A. (2006). Discovering design possibilities through a pedagogy of multiliteracies. *Journal of Learning Design*, 1(3), 61–72. <http://dx.doi.org/10.5204/jld.v1i3.33> [Full Text](#)
- Mills, K. A. (2006). We've been wastin' a whole million watchin' her doin' her shoes: Situated Practice within a Pedagogy of Multiliteracies. *The Australian Educational Researcher*, 33(3), 13–34. [Author Full Text](#)
- Mills, K. A. (2005). Deconstructing binary oppositions in literacy discourse and pedagogy. *Australian Journal of Language and Literacy*, 28(1), 67–82. [Author Full Text](#)
- Mills, K. A. (2003). The culture of the Christian school. *International Journal Christianity and Education*, 7(2), 129–142. <https://doi.org/10.1177/205699710300700205> [Author Full Text](#)

Book Chapters

- Mills, K.A. & Rowe, L. (2024, in press). Quality in Big Qualitative Research. In Flick, U. Sage Handbook of Qualitative Research Quality. Sage.
- Mills, K.A. (2024, in press). Critical literacy for algorithm-driven media (working title). In Veum, A., Critical Literacy for Digital Times (*Kritisk literacy i en digital tid*). Scandinavian University Press.
- Mills, K.A. (2023, in press). Intellectual tributaries of the digital turn in literacy Studies. In Avila, J. (Ed.). Leaders in English Language Arts Educational Studies: Intellectual Self-Portraits. Brill.
- Mills, K.A. (2023, in press). What Counts as Language learning in a born-digital textual world? In Ludwig, C. & Kersten, S. (Eds). *Born Digital Texts in Language Learning and Teaching*. Multilingual Matters.
- Mills, K.A. & Exley, B. (2022). Sensory Literacies: The Full Sensorium in Literacy Learning. In Yaden, D. & Rogers, T. Literacies and Language Education, *International Encyclopedia of Education*, 4th Edition. [Author Full Text](#)
- Mills, K.A. (2022). Big Data in Qualitative Research. In Atkinson, P. (Ed.) *Sage Research Methods Foundations*. SAGE. [Author Full Text](#)
- Friend, L. & Mills, K.A. (2021). Researching children's virtual reality. In Serafini, F. (Ed.) *Beyond the Visual: Researching Multimodal Phenomena*. Teachers College Press. <https://www.tcpress.com/beyond-the-visual-9780807766842> [Author Full Text](#)
- Mills, K.A. (2019). Foreword: The Spatial turn in Literacy Theory. In Pyles, D.G., Rish, R.M., Warner, J. *Negotiating Place and Space through Digital Literacies: Research and Practice* (p. ix-xiii). Information Age Publishing. [Open Access](#)
- Mills, K.A. & Dooley, J. (2019). Sensory ways to Indigenous multimodal literacies: Hands and feet tell the story. In J. Rennie, & H. Harper (Eds.), *Literacy education and Indigenous Australians: Theory, education and practice*. [Author Full Text](#)
- Mills, K.A., Unsworth, L., & Barton, G. (2019). The digital mediation of emotions in late modernity. In R. Patulny, A. Bellocchi, R. Olson, S. Khorana, J. McKenzie, & M. Peterie (Eds.), *Emotions in late modernity*. Routledge Studies in the Sociology of Emotions. Routledge/ CRC Press. [Author Full Text](#)
- Bellocchi, A., Mills, K.A., Olson, R., Patulny, R., & McKenzie, J. (2019). Emotion work at the frontline of STEM teaching. In L. Bryan & K. Tobin (Eds.), *Critical issues and bold visions for Science education* (pp. 247–264). Sense Publications. [Author Full Text](#)

- Mills, K.A., & Godley, A. (2018). Race and racism in digital media: What can critical race theory contribute to research on techno-cultures? In K. Mills et al. (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 111–122). Routledge. [Open Access](#)
- Mills, K.A., & Stornaiuolo, A. (2018). Digital diversity, ideology, and the politics of a writing revolution. In K. Mills, A. Stornaiuolo, A. Smith, & J. Zacher Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 1–10). Routledge. [Open Access](#)
- Mills, K.A., Unsworth, L., & Exley, B. (2018). Sensory literacies, the body and digital media. In K. Mills, A. Stornaiuolo, A. Smith, & J. Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 26–36). Routledge. [Open Access](#)
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- Mills, K.A. & Unsworth, L. (2016). The literacy curriculum: A critical review. In Wyse, D., Hayward, L., & Pandya, J. (Eds.), *The SAGE handbook of curriculum, pedagogy, and assessment* (pp. 621–637). SAGE. [Author Full Text](#)
- Mills, K.A. (2015). Doing digital composition on the social web: Knowledge processes in literacy learning. In Cope, B. & Kalantzis, M. (Eds.), *A pedagogy of multiliteracies: Learning by design*. (pp. 172–185). Palgrave Macmillan. [Author Full Text](#)
- Mills, K.A. & Dreamson, N. (2015). Race, the senses, and the materials of writing practices. In J. Turbill, C. Brock, & G. Barton (Eds.), *Teaching writing in today's classrooms: Looking back to look forward* (pp. 298–312). Australian Literacy Educators' Association. [Author Full Text](#)
- Mills, K.A. & Comber, B. (2015). Socio-spatial approaches to literacy studies: Rethinking the social constitution and politics of space. In J. Rowsell, & K. Pahl (Eds.), *The Routledge handbook of literacy studies* (pp. 91–103). Routledge. [Author Full Text](#)
- Iyer, R., Kettle, M., Luke, A., & Mills, K.A. (2014). Critical applied linguistics. In C. Leung & B. Street (Eds.), *The Routledge companion to English studies* (pp. 317–332). Routledge. [Author Full Text](#)
- Mills, K.A. & Comber, B. (2013). Space, place and power: The spatial turn in literacy research. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research in children's literacy, learning and culture* (pp. 412–423). Wiley-Blackwell Publishing Inc. [Author Full Text](#)

Textbooks for Teachers (Translated into Swedish and Norwegian)

- Mills, K.A. (2009). *Deep End Purple Teacher Guide*. Deep End Reading Series, 5. ERA Publications.
- Mills, K.A. (Ed.) (2007). *Deep End Teacher Guide: Green*. Deep End Reading Series, 4. ERA Publications.
- Mills, K.A. (2007). *Deep End Teacher Guide: Orange*. Deep End Reading Series, 3. ERA Publications.

Google Scholar Citations

<https://scholar.google.com.au/citations?user=k5a4Nh8AAAAJ&hl=en>

Keynotes

Professor Mills delivers invited keynote presentations for academic conferences and symposia nationally and internationally, including in the UK, USA, Canada, Germany, Italy, Norway, Cyprus, and Mexico.

Executive Leadership of Learned Societies

American Educational Research Association, Writing & Literacies Dr Mills is serving a term of 8 years on the Executive Committee of the American Educational Research Association (Washington DC), Writing and Literacies SIG, connecting key literacy educators worldwide.

- Leadership as AERA SIG Chair/President (2017-2019)
- Leadership as AERA SIG Program Chair (2015-2017)
- Leadership as AERA SIG Treasurer (2013-2015)
- Leadership as AERA SIG Communications Editor (2012-2013)

University-based Leadership Roles

- Academic Board, ACU, Elected member, 2022-2023
- Faculty Board, FEA, Elected member, ACU, 2019-2023
- VC's Strategic Research Strategy Working Group for DVCR, ACU 2021-2022
- VC's Scholarship Awards Panel, ACU, 2020-current
- Research Study Program Committee, ACU, 2021
- DigitLit 4.0 Research Coordinator
- Faculty of Education Research Performance Review and Plan Committee, ACU, 2017-current

- 3-Minute Thesis Awards Panel, 2022
- Women in Research Awards Panel, 2022
- FEA Mentor for ECR Research Trust, 2022
- Presenting DECRA Grant Writing Workshops Series, 2017-2018
- Research Group Director, Literacy, Culture and Digital Media, QUT, 2016
- Conference Director, Literacies, Culture and Digital Media Forum, QUT, 2016
- University Academic Board, QUT, 2015-2016, reviewing academic program and research policies
- University Academic Board, QUT external interview against TEQSA standards
- University Curriculum Standards Committee, QUT, 2016, advises on accreditation and reaccreditation of university programs
- Policy Review and Simplification Committee on the QUT Manual of Policies and Procedures, Vice Chancellery, QUT 2016
- ERA Champion, QUT, 2015, peer review ranking of Faculty outputs for ERA Reporting
- Program session facilitator for the QUT Early Career Research Support program, 2013-2015
- Reviewing internal ARC grant submissions, QUT 2013-2016
- Chair and presenter of multiple grant writing and publications workshops for QUT university staff and PhD students, 2010-2016
- QUT Outreach and Engagement, Service-Learning Project to Fiji
- Revisions of Faculty of Education program units for reaccreditation
- Vacation Research Scholarship Mentor
- Chair of Thesis panels and as HDR Nominee

International Research Leadership Roles

Journal Editor

- Australian Educational Researcher, IF 0.102 (Associate Editor, 2014-2016)

International Journal Editorial Boards

- Written Communication, UK (Editorial Board, 2020 to present)
- Qualitative Research, UK (Editorial Board, 2020 to present)
- Journal of Literacy Research, Arizona (Editorial Review Board, 2014 to present)
- The Reading Teacher, New Jersey (Review Board, 2011-2013)
- Australian Journal of Language and Literacy, (Review Board, 2014 to present)
- English Teaching: Practice and Critique, New Zealand (Review Board, 2016 to present)

Research Leadership – Other external

- Contemporary Humanism International PhD Program Board (France, Italy, Chile, Portugal, and Australia)
- Australian Educational Researcher Reviewer
- Australian Research Council Grant Assessor (DP, Linkage, DECRA, Future Fellowships, Special Initiatives)
- ERA Peer Reviewer
- Czech Science Foundation Grant Assessor
- Routledge Books USA/UK, Reviewer
- The Reading Teacher (Journal, USA) Review Board
- Ethnography and Education (Journal), UK
- Language and Education (Journal), UK
- Pedagogies: An International Journal Reviewer
- Australian Systemic Functional Linguistics Association Reviewer
- Teaching Education (Journal) Reviewer
- Written Communication (Journal, USA) Reviewer
- Research in the Teaching of English (Journal, USA) Reviewer
- Chair of multiple International Research Symposia Sessions, AERA, 2011-2017
- Co-organiser of AERA Writing and Literacies Business Meeting, AERA, 2014-2015
- Chair of National Research Symposia Session, AERA-NZRE Conference
- Office of Learning and Teaching Grant Reference Groups 2013 & 2015
- External examination of thesis
- Reviewing award criteria for the AARE best paper award

- Ratifying new award with the AERA Writing and Literacies SIG committee: AERA, Outstanding Graduate Student Award

Media outreach, external

- Professor Mills regularly engages in knowledge transfer beyond academic audiences via social media, radio broadcasts, online news and television news, and articles in *The Conversation* (e.g. [Open Access](#)).
- A sample of items includes invitations to discuss research on emotions in education to Katherine Feeney, ABC radio Brisbane (2018), the Courier Mail (2018), and a press release to 9 million readers across South-East Qld, including news.com.au. Earlier media interviews included the Brisbane Times (20/6/13), Courier Mail (29/07/13), Canberra Times (06/13), and Channel 9 TV News (25/10/2013).
- Professor Mills' research findings (AJLL, G7#28) about high stakes testing/NAPLAN lead to invited national radio broadcasts on ARC radio Alice Springs (02/20), ABC (21/04/14), 5AA (14/08/14), 2SER radio (19/04/14), 4BC 116 News Talk (12/05/15) Melbourne's 3AW 693 (11/02/16), and on ABC TV (12/15/15).
- Professor Mills shared the improved outcomes from an ARC Linkage school intervention with research partners the Queensland Teacher's Union Professional Magazine, 27, 10–11.
- Mills' DECRA initial findings of Indigenous multimodal literacy practices was the focus of a QUT media release (10/14), which led to a radio interview with ABC's Speaking Out Indigenous program (14/01/15).
- Developed the first international literacy curriculum resource that combines linguistic, multimodal and digital literacy learning strategies. This work is translated into two languages (Swedish and Norwegian) and used in schools internationally.

Awards

| Year | Award |
|------|---|
| 2020 | Vice-Chancellor's Staff Excellence Award, ACU – 1 st Research and Research Partnerships (individual category), 2020. |
| 2018 | Divergent Award for Excellence in 21 st Century Literacies, Oklahoma, USA. |
| 2017 | Springer Best Paper Award |
| 2016 | Vice-Chancellor's Award for Excellence, QUT - Research, Teaching, Partnerships and Engagement, 2016. Prize \$10,000 |
| 2016 | Literacy Research Association, USA Edward B. Fry Book Award, 2016 – for best book "Literacy Theories for the Digital Age" |
| 2015 | OER Research Excellence Award, QUT. Prize \$1,000 |
| 2013 | OER Research Excellence Award, QUT. Prize \$1,000 |
| 2011 | CLI Research Excellence Award, QUT. Prize \$1,000 |
| 2014 | Publication First Award, QUT |
| 2014 | Publication Achievement Award for one or more prestigious journal articles or book chapters, QUT |
| 2012 | Publication Achievement Award, QUT |
| 2012 | Supervision Award for mentoring outstanding PHD Student Dr Yuan, QUT |
| 2012 | Teaching and Learning Award-Scholarship of Teaching Award, QUT |
| 2011 | Book Award, QUT – "The Multiliteracies Classroom", QUT |
| 2011 | Publication Achievement Award for A* Publications, QUT |
| 2007 | University Outstanding Thesis Award, QUT |
| 2003 | Dean's Commendation Award for Published Research, Christian Heritage College |

Memberships

- Australian Association for Research in Education (AARE)
- American Educational Research Association, Washington DC
- International Reading Association, New Jersey
- Australian Literacy Educators' Association, South Australia
- Literacy Research Association, USA