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Abstract

Brief biographies of individual contributors.



Author biographies

Alysha M. Calleia

Alysha is currently studying a Bachelor of Primary Education (Honours) at the University of Wollongong and is in her fourth year of this degree. When she graduates in December 2014 she hopes to further her studies in a higher research degree and contribute to the educational knowledge base. Alysha's research interests surround that of cognitive load theory and literacy, due to the significant influence these two areas have on students' academic and subsequent professional success.

Gerard Chomicz

Gerard Chomicz is a fourth-year Bachelor of Primary Education student currently completing his degree at the University of Wollongong. Since an early age he has desired to follow a career as a teacher and to be a positive role model for all students. Gerard has a love and passion for teaching and learning that he believes all students should experience. Through various practical experiences both overseas and in Australia he developed a passion for positive teaching and the impact it can have on students' academic and social development. After completion of his degree and a few years of full-time experience, Gerard would like to continue his studies and complete a Masters degree in an area of great interest to him, special education.

Sarah Harding

Sarah Harding completed her British exchange programme at the University of Wollongong. She graduated with a 2.1 in English and Education and received the Dean's Commendation from the University of Exeter. Sarah is passionate about diversity, inclusion and social justice. Dr Martin Levinson introduced her to the inequalities between Travellers and non-Travellers in Britain and Europe. Since then, Sarah has delved deeper into issues surrounding Travellers and found that there is a stigma attached to Traveller pupils. Due to her background in education, she decided to focus her research on Traveller children in schools, offering an alternative perspective. Sarah would like to encourage others to value diversity and embrace interaction with different cultures.

Georgia Harris

Georgia Harris is a fourth-year Bachelor of Primary Education (Honours) student at the University of Wollongong. After volunteering for one month as a teacher in Ghana, West Africa in July 2013, Georgia returned with an ignited passion for education in international contexts, including educating students from a Language Background other than English (LBOTE), and the importance of foreign-language education to native English speakers. Georgia is currently undertaking her Honours research with Associate Professor Honglin Chen and Professor Jan Wright, completing a case study of foreign languages education in an independent International Baccalaureate World School. In addition, Georgia works part time as a teacher's aide at a NSW public and ASPECT school, and has completed a Certificate in Special Education: Learning Difficulties.



Dr Steven J. Howard

Dr Steven Howard is a lecturer in the School of Education, University of Wollongong and an early career researcher in the area of educational and cognitive-developmental psychology. His program of research investigates the development of domain-general cognitive processes (e.g., working memory, executive function, attention, intelligence) in the preschool and primary years and the educational implications of these changing cognitive capacities.

Claire Rogerson

Claire Rogerson is commencing her fourth year of a Bachelor of Primary Education (Honours) degree at the University of Wollongong. Her passion for positive teaching practices is founded in providing the same high-quality educational experience for students as she was privy to in primary school. This has inspired her to collaborate with fellow Primary Education student, Gerard Chomicz, in order to fill a gap in current educational literature; identifying the importance of positive teacher involvement impacting on education. She hopes that this article will prompt other teachers to consider applying some of the teaching principles proposed in order to make classrooms a more-positive and welcoming place for her students.