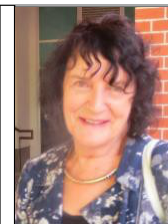


Curriculum Vitae

Professor Shirley O'Neill PhD; JCU
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Positions and Experiences

Holding various leadership positions including Head of School of Linguistics, Adult & Specialist Education; Interim Head of College for Indigenous Studies, Education and Research; and Coordinator of Applied Linguistics Discipline Group in the Faculty of Business, Education, Law and Arts at the University of Southern Queensland, Dr Shirley O'Neill is renowned for her wealth of knowledge, multidisciplinary expertise and skills in tertiary education and schooling, including vocational education and training. She has worked in schools in Australia and the UK, and in state-wide school review, curriculum and policy evaluation, and student assessment of performance in the Queensland State Government education system. In the university sector, she has led the development of and coordinated postgraduate and undergraduate programs and is passionate about the importance of collaboration and dialogue in addressing the challenge to be creative and innovative in being able to meet the rapidly changing needs of the education context.

Besides leading research into improving students' literacy outcomes and investigations of schoolwide approaches to building students' capacity, she has led national projects on apprentices' and trainees' literacy and numeracy skills (NCVER), where her recommendations for the adoption of a mentoring pedagogy have been recognised in workforce planning, and the development of foreign language competencies for tourism and hospitality training packages that provide opportunities for multilingual and L2 learners alike to acquire competencies in a range of vocational certificate courses. Her research and consultancy work in teacher professional development for literacy and EFL/ESL is local, national and international, and she is an internationally renowned speaker, most recently at conferences in Brisbane, Sydney, Melbourne, Middle East, USA, Vietnam, Taiwan, and China.

Research and Selected Publications

Her research is at the forefront of developments in information communication technology, including the application of Artificial Intelligence in higher educational contexts to improve teaching and learning. Her most recent publications include:

Too, X., Shannon-Honson, A., Delaney, P., Dann, C., Xie, H., Li, Y., & O'Neill, S. (2022). Towards an understanding of the engagement and emotional behaviour of MOOC students using sentiment features. *Computers and Education: Artificial Intelligence*, 3, 100116. <https://doi.org/10.1016/j.caeai.2022.100116>

Asadi, V., Shokpour, N., O'Neill, S., Dann, C., & Wang, J. (In Press). Use of term annotation, instance selection and human post-evaluation to evaluate Neural Machine Translation performance following manual supervised annotation.

Released in 2022, published by Routledge, is her contribution to the ground-breaking book, edited by Ruth Arber, Michiko Weinmann and Jill Blackmore¹, *Rethinking languages education: Directions, challenges and innovations*. All chapter authors of this book are internationally recognized leaders in the field. Her chapter is entitled: *New opportunities for languages learning through 21st Century knowledge building communities*, thus reconceptualising languages education. It is also at the centre of her contribution to the chapter, with colleagues Terry Lamb² and Aniko Hatoss, in the Springer publication 2020 "Handbook on promoting social justice in education", in the section entitled: Challenging social injustice in superdiverse contexts through 'activist' languages education". This 'activist' pedagogical approach is applicable across disciplines and relates to Dr. O'Neill's support for new learning spaces that are dialogic and involve community engagement through service learning.

O'Neill, S. (2022). New opportunities for languages learning through 21st Century knowledge building communities. In R. Arber, M. Weinmann & J. Blackmore (Eds.). *Rethinking languages education: Directions, challenges and innovations*. Routledge.

"Your work has been central to the development of forward thinking about languages. We hope that you could help us further our thinking away from the more traditional applied linguistic tropes which centre thinking in this area and to work with us in towards a more transformative and post-monolingual approach." Prof. Jillian Blackmore and Ruth Arber

Dann, C., & O'Neill, S. (Eds.). (2020). [*Technology-Enhanced Formative Assessment in Higher Education*](#). Hershey, PA: IGI Global.

Co-authored book chapters

Lamb, T. E., Hatoss, A., & O'Neill, S. (2020). Challenging social injustice in superdiverse contexts through activist languages education. In R. Papa (Ed.), *Handbook on promoting social justice in education* (pp. 33-69). Switzerland, AG: Springer Nature.

Dann, C., & O'Neill, S. (2019). Are you feeding back or is it taking students forward? Changing the traditional narrative to ensure a dialogic approach in formative assessment. In C. Dann, & S. O'Neill (Eds.), *Technology enhanced formative assessment in higher education* (pp.275-296). Hershey, PA: IGI Global⁴. DOI: 10.4018/978-1-7998-0426-0.ch014

O'Neill, S., & Dann, C. (2018). Video feedback on practicum: Demonstrating effective pedagogy and making children's progress explicit. In T. Richardson, B. Dann, C. Dann, & S. O'Neill (Eds.), *Formative assessment practices for pre-service teacher practicum feedback: Emerging research and opportunities* (pp. 113-139). Hershey, PA: IGI Global. DOI: 10.4018/978-1-5225-2630-8.ch004

Dann, B., Dann, C., & O'Neill, S. (2018). Formative assessment via video feedback on practicum: Implications for higher education and professional teacher accreditation bodies. In T. Richardson, B. Dann, C. Dann, & S. O'Neill (Eds.), *Formative assessment practices for pre-service teacher practicum feedback: Emerging research and opportunities*(pp.158-183). Hershey, PA: IGI Global. DOI: 10.4018/978-1-5225-2630-8.ch006

¹ Ruth Arber is Senior Lecturer at Deakin University, Melbourne, Australia, Co-Director of the Centre for Teaching and Learning Languages (CTaLL) and Director of the Masters of Education (TESOL). Michiko Weinmann is Lecturer in Languages and EAL Education at Deakin University, Melbourne. Jill Blackmore is the Alfred Deakin (University) Professor and the Founding Director of the Centre for Research in Educational Futures and Innovation, Deakin University.

² Professor Terry Lamb, Professor of languages and interdisciplinary pedagogy, Westminster University, London, previously Sheffield University and President of the FIPLV - Fédération Internationale des Professeurs de Langues Vivantes.