

Curriculum vitae

A/Prof Linda Knight

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<https://lindaknight.org>

<https://feministeducatorsagainstsexism.com>

Current blue card holder

Linda uses critical arts methodologies and practices in speculative research to explore social and education futures in the urban context.

Linda's work is focused around three main concerns:

- Speculative concepts of citizenship, and reimagining the role of cities.
- Algorithmic and networked technologies, and redesigning education possibilities
- Activist, collective, and networked processes for achieving employment equity

Current projects explore human/non-human/inhuman urban living, urban education, and urban play. Linda has developed a process of inefficient mapping to investigate and speculate on urban citizenships to interrogate concepts of distinction, and (play)spaces to consider the ethics of urban planning and design.

Linda is a co-founding member of Guerrilla Knowledge Unit, a transdisciplinary education plug-in that critically explores the conventions of Artificial Intelligence, coding, and algorithmic diversity to develop curated installations that enable young children to experiment with emergent technologies, AI, and coding.

Linda is also a co-founding member of #FEAS Feminist Educators Against Sexism, an arts activist collective that uses irreverence, comedy and arts interventions to challenge and call out sexism in academia.

Creative leadership

2018	Ars Electronica FutureLab Academy and QUT: scholar in residence
2017-	Literacies, Language, Texts and Technologies QUT Research Group: Co-Leader
2016-	#FEAS Feminist Educators Against Sexism: Founding member (with Prof Mindy Blaise – ECU; Dr Emily Gray – RMIT)
2017	Ars Electronica FutureLab Academy and QUT: creative producer, Guerrilla Knowledge Unit
2011-2018	Queensland Performing Arts Centre and QUT: curator, Out of the Box children's festival
2014	National Advocates for Arts Education: elected executive member
2011-2014	Art Education Australia: Vice President
2012	Quality Women in Leadership program: participant

Prior work experience

2011-2019	Level C lecturer, arts and technologies in early childhood, QUT
2002-2010	Level B/Level C lecturer, arts education and curriculum studies, University of Canberra
2002	Level B lecturer, visual communication design, UTS
2000-2002	Level B lecturer, visual arts education, UTS
1996-2000	Level A lecturer, illustration and animation, University of Wolverhampton (UK)
1993-95	Community arts development worker, Crash Arts, Leicester (UK)
1990-93	5-14's Play development worker, The What Cabin, Leicester (UK)

Academic qualifications

1999	Doctor of Philosophy (Visual Art). <i>An Investigation from the Illustrator, into the Representational Stereotypes Contained Within UK Published Children's Picture Books, 1960-1994</i> . University of Wolverhampton (UK), Commonwealth Fund: full scholarship
1992	Master of Arts in narrative illustration and editorial design, University of Brighton (UK)

1989 Bachelor of Arts (Hons), The Bradford College (UK)

Awards and distinctions

2018	QUT Seed Grant: Transdisciplinary Project Grant (Visual Art/Dance/Education)
2018	QUT Teaching and Learning Grant: visualising student learning (Education/Creative Industries/Ars Electronica FutureLab Academy)
2018	QUT Indigenous Research and Engagement Unit: selected member
2017	QUT HDR supervision award (Education)
2017	QUT STEM Step-up funding: Seed project grant (Education/Engineering)
2016	Australian Association of Research in Education: Strategic initiatives grant (Visual Art/Performance/Education)
2016	Faculty of Education Teaching and Learning Awards: commendation
2014	QUT Vice Chancellor's Performance Award: individual award
2014	QUT Vice Chancellor's Award for Excellence: team award. Out of the Box children's festival team. Innovation and creativity, community partnerships
2013	Faculty of Education Teaching and Learning Award: team award Supporting/enhancing learning
2013	Ian Potter Foundation: Small project grant. iPads in kindergartens (Education/Digital Technologies)
2012	Excellence in Early Years Research Collaborative Research Network (CRN), Department of Industry, Innovation, Science, Research and Tertiary Education network [2011-2014]: cross-institutional visiting scholar
2012	CRN: Mid-career fellowship. How drawing can enable critical thinking about social justice, access, inclusion and policy in early childhood (Visual Art/Education)
2012-2015	Art Education Australia: research director
2011	QUT Dean's teaching and learning grant. Storytelling for social justice (Visual Art/Education)
2010	University of Canberra Vice Chancellor's Teaching Awards: individual award. Outstanding contribution to students learning
2009	ACT National Children's Week Childhood Development Award: individual award. Exceptional contribution to the learning and development of young children
2004-08	Canberra Art Teachers Association: president
2000	Menzies Centre for Australian Studies, King's College London: Bicentennial post-Doctoral Research Fellowship. Drawing practices in Australian picture books (Visual Art)
1995	Commonwealth Fund, University of Wolverhampton: full, competitive PhD scholarship (Practice-led)

Funded research projects - recent

Project	Amount	Grant body	Team
2019: Mapping scientific concepts through nature play in early childhood education: Achieving excellence in STEM through evidence-based pedagogies.	\$88,725	QLD Department of Education Horizon Research grant scheme	Linda Knight – QUT Amy Cutter-Mackenzie-Knowles – SCU Lexi Lasczik – SCU Karen Malone – Swinburne Uni
2018: Mapping the city: developing children's citizenship through creative practice	\$10,000	QUT Transdisciplinary Seed Grant	Linda Knight – QUT Carol Brown – Uni of Auckland Clare Battersby – Independent artist Mabingo Alfdaniels – Uni of Auckland
2018: Mapping learning journeys in space and time	\$20,000	QUT Teaching & Learning Grant	Greg Jenkins, Steph Hutchison, Linda Knight - QUT
2017: Testing effective strategies for engaging learners with contemporary urban challenges	\$5,000	QUT Step-Up Grant	Linda Knight, Mellini Sloan, Xuemei Liu, Simone Long, Rachel Bilsborough – QUT

2016: Developing arts-based interventions into sexism in the academy	\$18,000	Australian Association of Research in Education	Emily Gray – RMIT, Mindy Blaise – VU, Linda Knight – QUT
2016: AARE Visiting Scholar Program	\$5,000	Australian Association of Research in Education	Linda Knight – QUT Alecia Youngblood Jackson – Appalachian State Uni
2013: Digital media and literacy education in low SES community kindergartens	\$30,000	Ian Potter Foundation	Michael Dezuanni, Sandra Gatenhoff, Karen Dooley, Linda Knight – QUT
2012: Mid-career Fellowship	\$55,000	Collaborative Research Network (CRN)	Linda Knight – QUT
2011: Creating picture books for social justice	\$1,500	QUT Teaching & Learning Grant	Linda Knight - QUT

Professional consultations

2012-14	International Society for Education through Art: 34th World Congress: program chair and co-convenor
2012-13	Australian Institute for Teaching and School Leadership: expert writer
2010-12	Australian Curriculum and Reporting Authority: expert reviewer 'Australian Curriculum: The Arts'
2009-11	ACT Dept. Education & Training: arts consultative committee
2006-10	ACT Board of Senior Secondary Studies: course review panel member
2005-07	ACT Dept. Education & Training: chair, curriculum renewal reference group
2005-06	ACT Dept. Education & Training: expert reviewer, Every Chance to Learn curriculum
2004	ACT Dept. Education & Training: expert writer, year 11 & 12 art & design framework

Community leadership

2016-2017	Lady Cilento Children's Hospital School and QUT: creative director, Creative Currents arts and maths festival
2016	Out of The Box Festival: artist educator
2014	Out of The Box Festival: artist educator
2014	Queensland Performing Arts Centre: consultant educator
2012	Out of The Box Festival: artist educator
2005-11	National Portrait Gallery: consultant educator
2005-11	National Gallery of Australia: consultant educator
2004	The Canberra Art Prize (\$20,000): judge
1999-2000	The Bagworth scroll public artwork (UK): artistic director
1998	Commemorative art installation, Whitwick (UK): community artist
1997	Public art installation, Blackfordby (UK): community artist
1997	Nursery Hill Primary School (UK): artist in residence
1996	Jewels in the Town art festival, Coalville (UK): artistic director
1996	National Book Week, Hazel Primary School (UK): artist in residence
1995	Community Printmaking exhibition, City Gallery, Leicester (UK): artistic director

Creative works - selected

2018	Powerful Dressing: artfully challenging sexism in the academy. Exhibition, AARE 2018. University of Sydney, AUS. 2-6 December
2018	Sexism: it's not funny! #FEAS stand-up comedy: performance art piece. Pedagogy in the Pub, RMIT School of Education, 8 May
2017	#FEAS Power Dressing photographic exhibition: online. www.feministeducatorsagainstsexism.com

2017	You/Me/I/Us + Algorithmic Diversity. <i>ARS Electronica Festival</i> , 6 September, Linz, Austria
2017	#FEAS stand-up comedy: performance art piece. Gender and Education conference, Middlesex University, UK. 21-23 June
2017	#FEAS stand-up comedy: performance art piece. Manchester Metropolitan University, UK. 19 June
2016	#FEAS stand-up comedy: performance art piece. AARE 2016. Melbourne Cricket Ground, AUS. 28 November – 4 December
2016	The walking playground: artist residency. Walking Lab, University of Toronto, CAN. 1 June - 31 July
2016	Imagining education for young refugee and asylum-seeker children: solo exhibition. Manchester Metropolitan University, UK. 7-14 July
2015	Yanke and Catal Yst: A graphic research novel: solo exhibition. Percolator Gallery, Brisbane AUS. 25-30 August
2014	Clouds. The Sketchbook Project: group touring show, USA
2014	Salon evening: Early childhood matters: group performance. Room 60, Kelvin Grove, QLD. 10 March
2014	Salon evening: AARE NZARE 2014: Speaking Back Through Research. Group performance. Southbank, Brisbane
2012	Salon evening: building rhizomes parlour game. Group performance. Brass Razu, Mornington, VIC. 20 October
2012	C/a/r/tographies of Desire: Knitting as theorising on productive forces in education. Solo exhibition. Multiple Literacies Research Unit, University of Ottawa, Canada. 1 May – 30 June.

Prior teaching

2017-	EAB538 Primary Curriculum Studies: Performing arts, Core subject
2016-	EAN653 Primary and Early Childhood Arts Curriculum, Masters of Teaching
2014-	EAN614 Arts and Sciences in Early Childhood, Masters
2014 -	EAB536 Early Childhood Arts Curriculum Studies 2: Performing Arts, Core subject
2013	EAP404 Primary Arts/LOTE P-7
2012 -	EAB026 Community Arts in Early Childhood, Core subject
2012 -	EAN601 Investigating Curriculum and Pedagogy in Early Childhood, Masters
2011 -	EAB361 Storytelling in Early Childhood
2011-13	EAB012 Early Childhood Curriculum: Arts 1, Core subject
2011-13	EAP402 Early Years: Arts and Humanities
2011	Early Childhood Art Education
2010	6891 Curriculum Studies, Core subject (UCan)
2002-10	6890 Arts Education 2, Core subject (UCan)
2002-10	6576 Arts Education 1, Core subject (UCan)
2002	87335 VC Project: Sequence and Narrative (UTS)
2002	87555 VC Project: Design Practice (UTS)
2002	88304 VC Design Elective: Illustration 1 (UTS)
2001-02	020211 Visual Arts and Crafts Education (UTS), Core subject
2001-02	020411 Art Major Study 1: People in Art (UTS)
2001-02	020412 Art Major Study 2: A Sense of Place (UTS)
2001-02	020413 Art Major Study 3: Stories, Myths and Truths (UTS)
2001-02	020414 Art Major Study 4: Design and Power (UTS)

Postgraduate supervision

Current

2018-ongoing	PhD Principal supervisor	Nick Metcalf	Teaching and learning within Creative Industry education: a study of current practice
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2018-ongoing	Edd Principal supervisor	Mel Green	A theoretical investigation of the rationale, significance and pedagogic practice of mandatory demands for students to 'engage with a variety of texts for enjoyment'
2017-ongoing	PhD RTP fully funded scholarship Principal supervisor	Teena Piccini	Decolonising early childhood: Sustainability and reconciliation in Australia
2017-ongoing	PhD RTP fully funded scholarship QUT excellence top up scholarship Principal supervisor	Lenine Bourke	Walking together: Using the arts to shape new public pedagogies
2016-	Education Doctorate Principal Supervisor	Kaylene Smith	Masterpieces of arts education
2015-ongoing	PhD Associate supervisor	Al Ohlsen	Pre-service teachers' journeys in the visual arts: attitudes, beliefs and self-concepts

Completions

2016-19	Catherine Wilson MPhil Research Principal	iPads in the early childhood science classroom: an exploration of iPad use in hands-on science activities	Assistant Principal Curriculum – St Patrick's Bundaberg
2013-16	Megan Wood MPhil Research Principal Outstanding Thesis Award winner	Reflective perspectives: negotiations at and within the borders of cultural difference	Senior teacher, Ali Curung Community, NT
2013-15	Adrienne Jones MEd Research, CI Associate	The Yonder Project: stories of impact, change, and capacity building through engagement in arts education	Curriculum adviser, Queensland Curriculum and Assessment Authority
2013-15	Karen Stevens MArts, CI Associate	Transition: Exchange. Establishing a visual arts practice based on personal pedagogy	Head of Visual Arts, Queensland Academy of Creative Industries
2012-14	Sue Christie MArts, CI Associate	Visual narratives in mythologies, and emergent individuation	Freelance art teacher and artist
2011-12	Julie West MEd Associate	Examining primary drama teachers' perceptions of the Australian Curriculum: The Arts	Drama teacher, Brisbane
2005-09	Tiina Roppola Castanedo PhD Associate Outstanding Thesis Award winner	Cultivating visitor relationships: framing, resonating, channelling, broadening	Lecturer, University of Canberra
2004-08	Misty Adoniou MEd Research Principal	Drawing conclusions: an investigation into the use of drawing to support non-narrative writing in the primary school classroom	Associate Professor, University of Canberra
2007-09	Sue Birch-Marston MEd Research Principal	Development and change in learning and teaching beyond technologies	Head of Arts, The Canberra College, ACT
2001-03	Shena Hayden MEd Research Principal	Investigate, through personal art practice, the professional skills of the art teacher	Head of Arts, Canberra Grammar School – Junior Campus, ACT

Previous supervision

- 2010-11 Lyn Costigan, The life and work of three contemporary Torres Strait Islander artists: a facilitated autoethnographic approach, Associate (UCan)
- 2010-11 Christopher Allen, Showcasing student talent: a practical guide for creating

Thesis examinations

- Stephane Elmosnino *Instructional design considerations for the development of critical listening skills in audio engineers*. MPhil. Queensland University of Technology (2018)
- Maria Krah *Aesthetic pedagogy in early childhood: an auto/ethnographic transformative praxis*. MEd. University of Newcastle (2018)
- Bridgette Towle *CUPS: The affective force of 'things' on learning and subjectivity in early childhood education*. PhD. University of Auckland, NZ (2017)
- Joanne Toohey *"An angel's just appeared and Mary looks kind of worried". Children's interpretations of Christian artworks*. PhD. Australian Catholic University (2017)
- Kathryn Coleman *An a/r/tist in wonderland: exploring identity, creativity, and digital portfolios as a/r/tographer*. PhD. University of Melbourne (2017)
- Robin Bellingham *Research Writing Chronotopes and Constitutions of Possibility*. Med. Deakin University (2016)
- Karen Vella *Emergent identity: a story of undoing and re-making professional identities in spaces of not knowing*. PhD. Monash University (2015)
- Melissa Silk *The possibilities of the parabola*. PhD. University of Sydney (2015)
- Geraldine Burke *Immersive art pedagogy: (re)connecting artist, researcher, teacher*. PhD. RMIT University (2014)
- Mary Githaiga *An Investigation of the Impact of Early Formal Instruction on the Child's Academic Performance and Behaviour*. PhD. James Cook University (2012)
- Susan West *A New Paradigm in Music Education*. PhD. Australian National University (2009)
- Frances Alter *Artful Thinking: Critical and creative thinking in primary and secondary visual arts education*. PhD. University of New England (2008)

Publications – Books

- (1) Knight, L. & Lasczik Cutcher, A. (Eds.) (2018). *Arts-Research-Education: connections and directions*. Utrecht: Springer.
- (2) Dezuanni, M., Dooley, K., Gatenhoff, S., & Knight, L. (2015). *iPads in the early years: developing literacy and creativity*. (Series: Research in Early Childhood Education). New York: Routledge. (contribution: 25%)

Publications – chapters in books

- (3) Knight, L. (2019). Childhood art in community education: postdevelopmental learning through feminist leadership, diversity and pedagogic invention. In M. Sakr & J. Osgood (Eds.), *Postdevelopmental approaches to childhood art*. London: Bloomsbury.
- (4) Koro-Ljungberg, M. & Knight, L. (In Press). Experimental qualitative methods. In P. Atkinson & S. Delamont (Eds.). *The Sage encyclopaedia of social research methods*. Thousand Oaks, CAL: Sage (contribution: 50%)
- (5) Knight, L. (2019) Playing: inefficiently mapping human and inhuman play in urban commonplaces. In D. Hodgins (Ed.). *Feminist research for 21st Century childhoods*. London: Bloomsbury.
- (6) Knight, L. (2019) Arts based methods. In N. Kucirkova, J. Rowsell, G. Falloon (Eds.). *The Routledge international handbook of learning with technology in early childhood*. New York: Routledge.
- (7) Blaise, M., Knight, L. & Gray, E. (2019) Punk feminism and #FEAS: a low-brow protest of academic sexism. In G. Crimmins (Ed.), *Strategies for resisting sexism in the academy*. Cham: Palgrave Macmillan.
- (8) Knight, L. & Batey, J. (2019) An alarming journey. In A. Sinner, R.L. Irwin & T. Jokela (Eds.) *Visually Provoking: Dissertations in art education*. Finland: Lapland University Press (contribution: 50%)
- (9) Knight, L. (2018). Digital aesthetics and multidimensional play in early childhood. In C.M. Schulte & C.M. Thompson (Eds.). *Communities of practice: art, play and aesthetics in early childhood*. Berlin: Springer.
- (10) Lasczik Cutcher, A. & Knight, L. (2018). New connections and directions for arts, research, education: An orientation. In L. Knight & A. Lasczik Cutcher (Eds.). *Arts-Research-Education: new connections and directions*. Berlin: Springer, XV-XXV

- (11) Knight, L. (2018). Rearticulating arts, research and education from the disciplinary to the affective in public arts practices. In L. Knight & A. Lasczik Cutcher (Eds.). *Arts-Research-Education: new connections and directions*. Berlin: Springer.
- (12) Knight, L. & Riddle, S. (2018). Artists and transpedagogy: possibilities for enriching teaching and learning through radical engagement with the arts. In L. Knight & A. Lasczik Cutcher (Eds.). *Arts-Research-Education: new connections and directions*. Berlin: Springer
- (13) Knight, L. (2016). Playgrounds as sites of radical encounters: a mapping of material, affective, spatial, and pedagogical collisions. In N. Snaza, D. Sonu, S. E. Truman, & Z. Zaliwska (Eds.), *Pedagogical Matters: New materialisms and curriculum studies (Counterpoints Series)*, Peter Lang.
- (14) Knight, L. (2016). Persistence is fertile: the importance of pushing new methodological boundaries in educational research. In D.R. Cole & C. Woodrow (Eds.) *Super dimensions in globalisation and education* (pp. 173-190). Berlin: Springer.
- (15) Knight, L. (2014). Grotesque gestures or sensuous signs? Rethinking notions of apprenticeship in early childhood education. In D. Masny & D. R. Cole (Eds.) *Education and the politics of becoming*. (pp. 105-115). New York: Routledge.
- (16) Knight, L. (2013). Small acts of resistance: How intergenerational collaborative drawing symbolises frictions in early childhood teaching and learning discourses. In G. Boldt & F. McArdle (Eds.) *Young children, pedagogy and the arts: Ways of seeing* pp. 21-33). New York: Routledge.
- (17) Knight, L. (2013). Knitted images: Corporeal theorising. In D. Masny (Ed.) *Cartographies of becoming in education: A Deleuze-Guattari perspective* (pp. 17-19). Rotterdam: Sense.
- (18) Knight, L. (2013). Knitted images: Specimens. In D. Masny (Ed.) *Cartographies of becoming in education: A Deleuze-Guattari perspective* (pp. 73-75). Rotterdam: Sense.
- (19) Knight, L. (2013). Knitted images: Interception. In D. Masny (Ed.) *Cartographies of becoming in education: A Deleuze-Guattari perspective* (pp. 141-142). Rotterdam: Sense.
- (20) Knight, L. (2013). Knitted images: Drawing patterns. In D. Masny (Ed.) *Cartographies of becoming in education: A Deleuze-Guattari perspective* (pp. 209-211). Rotterdam: Sense.
- (21) Knight, L. (2013). Knitted images: Cartographies. In D. Masny (Ed.) *Cartographies of becoming in education: A Deleuze-Guattari perspective* (pp. 215-217). Rotterdam: Sense.
- (22) Knight, L. (2009). Desire and rhizome: Affective literacies in early childhood, in D. Masny & D. R. Cole (Eds.) *Multiple literacies theory: A Deleuzian perspective* (pp. 51-61). Rotterdam: Sense.
- (23) Knight, L. (2006). Julie Vivas; Wayne Anderson; Arnold Lobel; Cover art; Richard Scarry; and Oliver Postgate & Peter Firmin. *The Oxford University Press Encyclopaedia of Children's Literature*. New York: Oxford University Press.
- (24) Knight, L. & Dooley, K. (2015). Drawing and writing on the screen. In Dezuanni, M., Dooley, K., Gatenhoff, S., & Knight, L. *iPads in the early years: Developing literacy and creativity*. (Series: Research in Early Childhood Education) (pp. 44-65). New York: Routledge. (contribution: 70%)
- (25) Knight, L. & Dooley, K. (2015). Visual arts learning with iPads. In Dezuanni, M., Dooley, K., Gatenhoff, S., & Knight, L. *iPads in the early years: Developing literacy and creativity*. (Series: Research in Early Childhood Education) (pp. 103-122). New York: Routledge. (contribution: 70%)
- (26) Dezuanni, M. & Knight, L. (2015). Networking iPads into kindergarten spaces. In Dezuanni, M., Dooley, K., Gatenhoff, S., & Knight, L. *iPads in the early years: Developing literacy and creativity*. (Series: Research in Early Childhood Education) (pp. 142-160). New York: Routledge. (contribution: 30%)

Publications – journal articles

- (27) Knight, L. (2019) The sensorial and pedagogical affects of food illustrations (visual essay). Special Issue: Food pedagogies and the senses, *Locale: The Australasian-Pacific Journal of Regional Food Studies*, n7, 122-131
- (28) Gray, E., Knight, L. & Blaise, M. (2018). Wearing, speaking and shouting about sexism: developing arts-based interventions into sexism in the academy. *Australian Educational Researcher* (Q1 1.104)
- (29) Wood, M., Exley, B. & Knight, L. (2017). Reconciliation agendas in the Australian curriculum English: Using postcolonial theory to enter the fray. *English in Australia*, 52(3), 51-62
- (30) Knight, L. (2016). Curious hybrids: Creating 'not-quite' beings to explore possible childhoods. Special issue: *Monstrous Children, Discourse: Studies in the Cultural Politics of Education*. 4th September 1-14 (Q1 .948)
- (31) Knight, L. (2015). Complimentary collaborations: Teachers and researchers co-developing best practices in art education. *Australian Art Education*, 36(2), 56-68
- (32) Knight, L. (2013). Community arts in early childhood. *Reflections: Gowrie Australia*, Summer (53), 18-19.
- (33) Knight, L. (2013). Not as It Seems: Using Deleuzian concepts of the Imaginary to rethink children's drawings. *Global Studies of Childhood*, 3(3), 254-264
- (34) Knight, L. (2012). Deleuzian Dolls: Subverting identities through intergenerational collaborative drawing. *Tracey: Drawing and Visualisation Research*. May 2012, 1-14

- (35) Knight, L. (2012). Grottesque gestures or sensuous signs? Rethinking notions of apprenticeship in early childhood education. *Discourse: Studies in the Cultural Politics of Education*, 33(1) 101 – 111 (Q1 .948)
- (36) Knight, L. (2011). Revisioning the self: Self-portraiture as educator professional development. *Arts Education Australia*, 34(1), 97-110
- (37) Knight, L. (2011). Drawing together as inclusive practice in early years learning. Special issue: Early Childhood, *Australian Arts Education*, 33(2), 62-73
- (38) Knight, L. (2010). Finding out about children's meaning making through drawing together. *Every Child*, 6(4), 8-9
- (39) Knight, L. (2010). Why a child needs a critical eye, and why the art classroom is central in developing it. *The International Journal of Art & Design Education*, 29(3), 236-243
- (40) Knight, L. (2009). Dreaming of other spaces: What do we think about when we draw? *Psychology of Education Review*, 33(1), 10-17
- (41) Knight, L. (2009). Mother and child sharing through drawing: intergenerational collaborative processes for making artworks. *International Art in Early Childhood Research Journal*, no. 1, article 2
- (42) Knight, L. (2008). Communication and Transformation Through Collaboration: rethinking drawing activities in early childhood. *Contemporary Issues in Early Childhood*, 9(4), 307-316 (Q1 .766)
- (43) Knight, L., McArdle, F., Bone, J., Ridgway, A., Li, L., Cumming, T., Peterken, C., & Zollo, L. (2016). Drawing out critical thinking: Testing the methodological value of drawing collaboratively. *European Early Childhood Education Research Journal*, 2016, 1-18 (Q2 .526)
- (44) Knight, L., Bone, J., Cumming, T., Lee, L., McArdle, F., Peterken, C. & Ridgway, A. (2015). Experiencing drawing as an innovative methodology in the early childhood education context. *Australasian Journal of Early Childhood*, Dec 2015, 21-29 (Q2 .54)
- (45) Knight, L. & Rayner, H. (2015). Hybrid creatures as complicating visions of early childhood. Special issue: Early childhood landscapes, *Complicity: An International Journal of Complexity in Education*, 12(1), 86-97
- (46) Knight, L. & Cumming, T. (2014). Troubling Dissemination: Experimentations with the salon as conference event. *Cultural Studies-Critical Methodologies*, 14(6), 589-594 (Q1 .327)
- (47) McArdle, F., Knight, L. & Stratigos, T. (2013). Imagining social justice. Special issue: Social Justice in Early Years Education: Practices and Understandings, *Contemporary Issues in Early Childhood*, 14(14), 357-369 (Q2 .442)

Publications - reviews

- (48) Knight, L. (2013). Book review: An opening: twelve love stories about art, Stephanie Radok. *Australian Aboriginal Studies*, Dec, Issue 2, 108-110 (Q1 .170)

Keynotes and invited presentations

- 2018 The state of play in academia. *Queensland Women in Union annual meeting*, 30 November, Brisbane, Australia
- 2018 City birds, city children: using arts-based methods to explore our belonging to place. *Early Childhood Seminar Series*, 14 November, University of Auckland, NZ
- 2018 #FEAS and social media activism. *NTEU Queensland Division Women's Conference*, 16-17 August, Brisbane, Australia
- 2017 You/Me/I/Us Algorithmic Diversity. *ARS Electronica Festival*, 6 September, Linz, Austria
- 2017 Developing arts-based interventions into everyday sexism in the academy. 19 June, Manchester Metropolitan University, UK
- 2017 Exploring methodological possibilities: when research questions demand innovation. *Biosocial Research Lab*, 19 June, Manchester Metropolitan University, UK
- 2015 Brett Howe (QPAC), Lexi Cutcher (SCU), Stewart Riddle (USQ), Linda Knight (QUT), Keyword: Imagination. *Children and Youth Research Centre Seminar series*, 7 September, QUT
- 2015 Placespace Pedagogy and Art/ist Interventions. *Pedagogy for the 21st Century: performing methodologies in early years*. 15-16 June, Oslo and Akershus University College of Applied Sciences, Norway
- 2015 Putting Deleuze to Work in Qualitative Research. *4th Summer Institute in Qualitative Research*. 6-10 July, Manchester Metropolitan University, UK
- 2015 The Graphic Novel as Post-qualitative inquiry: using arts-based research practices to rethink data. *Provocations, Improvisations: Encounters Between Arts, Sciences & Qualitative Research*. 4th Summer Institute in Qualitative Research. 6-10 July, Manchester Metropolitan University, UK.
- 2014 Arts Based Research. *Australasian Early Childhood Research: Growing a Research Culture*. *AJEC Research Symposium*, 4 September, University of Melbourne, Melbourne.

- 2014 Seeking Justice: a public(art) salon. *Throwing the Baby Out with the Bathwater 11*, 14 June, Redfern Community Centre, NSW.
- 2013 Panel: Nidup Dorji (Royal Institute of Health Sciences, Bhutan), Michael Dunne (QUT), Phoebe Avenell & Maddie Spain (Sony Foundation Children's Holiday Camps), Pleasure, Gladness, Glee, Delight and Exhilaration. Keyword: Happiness. *Children and Youth Research Centre Seminar series*, 24 July, QUT.
- 2013 Brad Haseman (QUT), Cathy Henkel, Linda Knight (QUT), Transforming Education: 21st Century resources to implement the national Arts curriculum, 22 May, The Glasshouse, QUT.
- 2010 Visual Arts Across the Curriculum. *Valuing Visuacy Forum*, 23 June, Canberra Museum and Art Gallery, Canberra.
- 2010 Drawing Collaboratively in Early Childhood Contexts. *Presentation to M.Ed Multiple Literacies Group*, 27 May, Universit e d'Ottawa, Canada.
- 2010 Drawing together as inclusive practice in early years learning. *Presentation to Multiple Literacies Research Unit*, 26 May, Universit e d'Ottawa, Canada.
- 2010 A multidisciplinary approach to the arts. *Arts up front: Leading arts learning*, 20 February, Australian National University School of Music.
- 2009 Drawing together as inclusive practice in early years learning. *Connecting children and community for a safe future: 12th Protective Behaviours Conference*, 10 September, Canberra.
- 2009 Intergenerational Collaborative Drawing as an Early Childhood Teaching and Learning Tool. *Imagination and Innovation in Kindergartens*, 4 June, Singapore Ministry of Education, Singapore.
- 2009 Drawing Collaboratively in Early Childhood Contexts. *Provocations to practice research seminar series*, May, Early Childhood Australia (ACT Branch), University of Canberra.
- 2008 Landscaping for the Future (panel presentation), *From Margin to Center: Celebrating Visual Arts Education*, 5 December, National Portrait Gallery, Canberra.
- 2008 The Benefits of Drawing Collaboratively in Early Childhood Educational Contexts. *ACT Children's Services Directors Meeting*, November, Centre for Teaching and Learning, ACT.
- 2008 Intergenerational collaborative drawing. *Birmingham Institute of Art & Design, Faculty of Education*, June, Birmingham, UK.

Editorial leadership

Editorial board: Gender and Education (Q1)

Reviewer:

Art & Design Review (-)

Asia-Pacific Education Researcher (Q2)

Australasian Journal of Early Childhood (Q4)

Australian Art Education (-)

Australian Education Researcher (Q2)

Australian Journal of Environmental Education (Q3)

Australian Journal of Guidance and Counselling (Q4)

British Journal of Sociology of Education (Q1)

Contemporary Issues in Early Childhood (Q2)

Critical Studies in Education (Q1)

Departures in Critical Qualitative Research (-)

Discourse: The Cultural Politics of Education (Q1)

Educational Theory and Philosophy (Q2)

European Early Childhood Education Research Journal (Q2)

International Art in Early Childhood Research (-)

International Journal of Arts and Design Education (Q1 visual arts)

International Review of Open and Distance Learning (Q1)

Journal of Education Policy (Q1)

Multidisciplinary Research in the Arts (-)

Reconceptualising Educational Research Methodology (-)

Tracey, Drawing Research Journal (-)