

## List of publications

Georgina Barton

### Authored books:

1. **Barton, G. M.** (2019). *Developing literacy and the arts in schools*. London: Routledge Publishers. <https://www.routledge.com/Developing-Literacy-and-the-Arts-in-Schools-1st-Edition/Barton/p/book/9780367312855>
2. **Barton, G. M.** (2018). *Music learning and teaching in socio-culturally diverse contexts: Implications for classroom practice*. London: Palgrave Macmillan. <https://www.palgrave.com/gp/book/9783319954073>
3. Carter, L., Hipwell, P., & **Barton, G. M.** (2017). *How to say what you want to say about visual images*. Australia: Logon to Literacy. <https://www.logonliteracy.com.au/products/how-to-write-what-you-want-to-say-about-visual-images>
4. **Barton, G. M.**, & Woolley, G. (2017). *Developing literacy in diverse secondary classrooms*. London: Sage Publishers. <https://www.amazon.co.uk/Developing-Literacy-Secondary-Classroom-Woolley/dp/1473947553>

### Edited books:

1. **Barton, G. M.**, & Garvis, S. (Eds.). (2019). *Compassion and empathy in educational contexts*. Palgrave Macmillan. <https://www.palgrave.com/gp/book/9783030189242>
2. McKay, L., **Barton, G. M.**, Garvis, S., & Sappa, V. (Eds.). (in press). *Arts-based research, resilience and well-being across the lifespan*. Palgrave publishers.
3. **Barton, G. M.**, & Hartwig, K. (2017). *Professional learning in the work place for international students: Exploring theory and practice*. Switzerland: Springer Publishers. <https://www.springer.com/gp/book/9783319600574>
4. **Barton, G. M.**, & Baguley, M. (Eds.). (2017). *The Palgrave handbook of global arts education*. Palgrave-Macmillan. <http://www.palgrave.com/us/book/9781137555847>
5. Turbill, J., **Barton, G. M.**, & Brock, C. (Eds.). (2015). *Teaching writing in today's classrooms: Looking back to look forward*. ALEA occasional publication July 2015.
6. **Barton, G. M.** (Ed.). (2014). *Literacy in the arts: Rethorising learning and teaching*. Switzerland: Springer International Publishing. <https://www.springer.com/gp/book/9783319048451>

### Book chapters:

1. **Barton, G. M.**, McKay, L., Garvis, S., & Sappa, V (in press). Introduction: Defining and theorising key concepts of resilience and well-being and arts-based research. In L. McKay, G. M. Barton, S. Garvis & V. Sappa (Eds.), *Arts-Based Research, Resilience and Well-Being across the Lifespan*, (pp. ). London: Palgrave Macmillan.
2. MacDonald, A., **Barton, G. M.**, Baguley, M., & Kerby, M. (in press). How arts-based methods are used to support the resilience and well-being of young people: A review of the literature. In L. McKay, G. M. Barton, S. Garvis & V. Sappa (Eds.), *Arts-Based Research, Resilience and Well-Being across the Lifespan*, (pp. ). London: Palgrave Macmillan.
3. McKay, L., **Barton, G. M.**, Sappa, V., & Garvis, S. (in press). Arts based research across the lifespan and its contribution to resilience and well-being. In L. McKay, G. M. Barton, S. Garvis

- & V. Sappa (Eds.), *Arts-Based Research, Resilience and Well-Being across the Lifespan*, (pp. ?). London: Palgrave Macmillan.
4. **Barton, G. M.**, & Garvis, S. (2019). Theorising compassion and empathy in educational contexts. In G. M. Barton & S. Garvis (Eds.), *Compassion and Empathy in Educational Contexts*, (pp. 3-14). UK: Palgrave Macmillan.
  5. **Barton, G. M.**, Baguley, M., Kerby, M., & MacDonald, A. (2019). How children's literature can develop compassion and empathy. In G. M. Barton & S. Garvis (Eds.), *Compassion and Empathy in Educational Contexts*, (pp. 165-188). London: Palgrave Macmillan.
  6. **Barton, G. M.**, & Hartwig, K. (2019). Professional Experience for International Students within the Australian Teacher Education Context. In J. Lampert (Ed.), *Oxford Research Encyclopedia of Education*. New York: Oxford University Press, forthcoming.
  7. **Barton, G. M.** (2018). Learning in and through the arts for primary years students. In D. Pendergast & K. Main (Eds.), *Teaching Primary Years: Rethinking Curriculum, Pedagogy and Assessment*, (pp. --). Australia: Allen and Unwin.
  8. **Barton, G. M.**, & Riddle, S. (2018). Planning for literacies learning through the arts. In R. Henderson (Ed.), *Teaching Literacies in the Middle Years: Pedagogies and Diversity*, (pp. --). Victoria, Australia: Oxford University Press.
  9. **Barton, G. M.** (2018). Thinking about mode in becoming literate: Oral and visual pathways to print. In A. Woods & B. Exley. (Eds.), *Literacies in Early Childhood: Foundations for Equity and Quality*. Oxford University Press.
  10. Mills, K., Unsworth, L., & **Barton, G. M.** (2018). The multimodal communication of emotions in children's film production. In R. Putulny, A. Bellocchi, S. Khorana, R. Olson, J. McKenzie, & M. Peterie (Eds.), *Handbook of Research on Emotions*, (pp. 1-27). London, UK: Routledge.
  11. Baguley M., Kerby M., & **Barton G. M.** (2018). Doctoral supervision with colleagues. In F. Padró, R. M. Harmes & P. Danaher. (Eds.), *Postgraduate Education in Higher Education: University Development and Administration*, (pp. 409-423). Singapore: Springer Publishers. [https://doi.org/10.1007/978-981-10-0468-1\\_17-1](https://doi.org/10.1007/978-981-10-0468-1_17-1)
  12. **Barton, G. M.**, Hartwig, K., Bennett, D., Cain, M., Campbell, M., Ferns, S., Jones, L., Joseph, D., Kavanagh, M., Kelly, A., Larkin, I., O'Connor, E., Podorova, A., Tangen, D., & Westerveld, M. (2017). Work placement for international students: A model of effective practice. In G. M. Barton & K. Hartwig (Eds.), *Professional Learning in the Work Place for International Students: Exploring Theory and Practice*, (pp. 13-34). Springer Publishers.
  13. **Barton, G. M.**, & Billett, S. (2017). Personal epistemologies and disciplinary in the workplace: Implications for international students in higher education. In G. M. Barton & K. Hartwig (Eds.), *Professional Learning in the Work Place for International Students: Exploring Theory and Practice*, (pp. 111-128). Springer Publishers.
  14. **Barton, G. M.**, & Ryan, M.E. (2017). Reflection and reflective practice for international students and their supervisors in context. In G. M. Barton & K. Hartwig (Eds.), *Professional Learning in the Work Place for International Students: Exploring Theory and Practice*, (pp. 93-110). Springer Publishers.
  15. **Barton, G. M.**, Hartwig, K., Joseph, D., & Podorova, A. (2017). Practicum for international students in teacher education programs: An investigation of three university sites through interculturalization and reflection. In G. M. Barton & K. Hartwig (Eds.), *Professional Learning in the Work Place for International Students: Exploring Theory and Practice*, (pp. 129-146). Springer Publishers.
  16. **Barton, G. M.**, & Hartwig, K. (2017). The importance of positive intercultural exchanges for international students on work placements in higher education. In G. M. Barton & K. Hartwig (Eds.), *Professional Learning in the Work Place for International Students: Exploring Theory and Practice*, (pp. 3-12). Springer Publishers.
  17. Hartwig, K., **Barton, G. M.**, Bennett, D., Cain, M., Campbell, M., Ferns, S., Jones, L., Joseph, D., Kavanagh, M., Kelly, A., Larkin, I., O'Connor, E., Podorova, A., Tangen, D., & Westerveld,

- M. (2017). What Does Internationalisation or Interculturalisation Look Like in the Future in the Higher Education Sector? In G. M. Barton & K. Hartwig (Eds.), *Professional Learning in the Work Place for International Students: Exploring Theory and Practice*, (pp. 313-322). Springer Publishers.
18. **Barton, G. M.**, & Lennon, S. (2017). Literacy, multiliteracies and the teaching of reading and writing. In D. Pendergast, N. Bahr, & K. Main. (Eds.), *Teaching Middle Years: Rethinking Curriculum, Pedagogy and Assessment*, Chapter 6.
  19. **Barton, G. M.**, & Baguley, M. (2017). Editors' introduction. In G. M. Barton & M. Baguley (Eds.), *The Palgrave Handbook of Global Arts Education*, (pp. 1-16). Palgrave-Macmillan.
  20. **Barton, G. M.**, & Ewing, R. (2017). Encouraging a dynamic relationship between the arts and literacy. In G. M. Barton & M. Baguley (Eds.), *The Palgrave Handbook of Global Arts Education*, (pp. 221-244). Palgrave-Macmillan.
  21. **Barton, G. M.**, & Barton, R.S. (2017). The importance of storytelling for children: An exploration of Indigenous approaches to learning. In S. Garvis & N. Pramling. (Eds.), *Exploring Lived Experiences: Narratives and Early Childhood*, London: Routledge.
  22. **Barton, G. M.**, Arnold, J., & Trimble-Roles, R. (2015). Writing practices today and in the future: Multimodal and creative text composition in the 21st century. In J. Turbill, C. Brock & G. M. Barton. (Eds.), *Looking back to look forward: Teaching writing in today's classrooms*. ALEA occasional publication July 2015. (Accepted for publication)
  23. **Barton, G. M.** (2015). Reflective practice in music: a collaborative professional approach. In Ryan, M. & Ryan, M. *Theorising reflection in the pedagogic field of higher education*, (pp. 65-76). Switzerland: Springer Publishers.
  24. **Barton, G. M.** (2014). Just keep following the heartlines on your hand. In N. Lemon & S. Garvis. (Eds.), *Being In and Out: Providing Voice to Early Career Women in Academia*, (pp. 9-19). The Netherlands: Sense Publishers.
  25. **Barton, G. M.** (2014). The arts and literacy: interpretation and expression of symbolic form. In G. M. Barton (Ed.). *Literacy in the arts: Rethorising learning and teaching*, (pp. 3-20). Switzerland: Springer International Publishing.
  26. **Barton, G. M.**, & Freebody, P. (2014). Literacy and knowledge: classroom practice in the arts. In G. M. Barton (Ed.). *Literacy in the arts: Rethorising learning and teaching*, (pp. 93-110). Switzerland: Springer International Publishing.
  27. Barton, R.S., & **Barton, G. M.** (2014). Storytelling as an arts literacy: Use of narrative structure in Aboriginal arts practice and performance. In G. M. Barton (Ed.). *Literacy in the arts: Rethorising learning and teaching*, (pp. 251-268). Switzerland: Springer International Publishing.
  28. **Barton, G. M.** (2014). Encouraging productive arts-literacy dialogues: A call to action. In G. M. Barton (Ed.). *Literacy in the arts: Rethorising learning and teaching*, (pp. 287-293). Switzerland: Springer International Publishing.
  29. **Barton, G. M.** (2014). Ethnography in music education research. In K. Hartwig (Ed.). *Research Methodologies in Music Education*, (pp. 97-116). UK: Cambridge Scholars' Press.
  30. Freebody, P., Chan, E. & **Barton, G. M.** (2013). Literacy and Curriculum: Language and Knowledge in the Classroom. In Cremin, T., Comber, B., Hall, K. & Moll, L. *International Handbook of Research in Children's Literacy, Learning and Culture*, (pp. 304-318). Maiden Mass: Wiley-Blackwell. ISBN: 978-0-470-97597-8.
  31. Freebody, P., **Barton, G. M.** & Chan, E. (2013). Literacy education: About being in the world. In Leung, C. & Street, B.V. *International Handbook of Research in Literacy Education*, (pp. 419-434). UK: Routledge.
  32. **Barton, G. M.** (2005). Creating a balance: Investigating a new model for music learning and teaching in the Australian context. In P. S. Campbell, J. Drummond, P. Dunbar-Hall, K. Howard, H. Schippers & T. Wiggins. *Cultural Diversity in Music Education: Directions and Challenges for the 21st Century*, (pp. 95-102). Brisbane, Australia: Australian Academic Press.

## Peer-reviewed journal articles:

1. Ryan, M., & **Barton, G. M.** (2019). Literacy teachers as reflexive agents or actors?: Discourses of enablement and constraint. *Australian Educational Researcher*.
2. **Barton, G. M.** (2019). Recollage as a tool for self-care: Reflecting multimodally on the first five years in the academy through Schwab's lines of flight. *Qualitative Journal of Research*.
3. Ronksley-Pavia, M., **Barton, G. M.**, & Pendergast, D. (2019). Multiage Education: An Exploration of Advantages and Disadvantages through a Systematic Review of the Literature. *Australian Journal of Teacher Education*, 44(5). doi: 10.14221/ajte.2018v44n5.2
4. **Barton, G. M.** Changing literacies—people, place and objects: A review essay. *Pedagogies: An International Journal*, DOI: 10.1080/1554480X.2018.1498602
5. **Barton, G. M.**, Hartwig, K., & Le, A. (2018). International students' perceptions of workplace experiences in Australian study programs: A Large-Scale Survey. *Journal of Studies in International Education*, <https://doi.org/10.1177/1028315318786446>
6. Kerby, M., & **Barton, G. M.** (2018). The paradox of Nathan Thambu Paramanathan. *Art Education Australia*, 39(2), 206-222.
7. Noad, B., & **Barton, G. M.** (2018). Music in animated movies and film trailers: A systemic functional semiotics exploration. *Social Semiotics*, (Accepted October 2018)
8. Garvis, S., **Barton, G. M.**, & Hartwig, K. (2018). Music Education in Schools – what is taught?: A comparison of curriculum in Sweden and Australia. *Australian Journal of Music Education*. (Accepted September 2018).
9. Morrison, R., & **Barton, G. M.** (2018). Search engine use as a literacy in the middle years: The need for explicit instruction and unlearning old habits. *Literacy Learning: The Middle Years*.
10. McKay, L., & **Barton, G. M.** (2018). Exploring how arts-based reflection can support teachers' resilience and wellbeing. *Teaching and Teacher Education*, 75, 356-365. <https://doi.org/10.1016/j.tate.2018.07.012>
11. **Barton, G. M.**, Lemieux, A., & Chabanne, J-C. (2018). Exploring the arts and literacy in curriculum: A cross-cultural comparison of Australia, Canada and France Part A. *Art Education Australia*, 39(1), 50-68.
12. Hegazy, H., & **Barton, G. M.** (2017). Formative assessment in the middle years: A review of literature and alignment with the Guiding Principles for Junior Secondary. *Australian Journal of Middle Years Education*. (Accepted October 17<sup>th</sup> 2017)
13. Westerveld, M., & **Barton, G. M.** (2017). Enhancing Phonological Awareness and Orthographic Knowledge of Preservice Teachers: An Intervention through Online Coursework. *Australian Journal of Teacher Education*, 42(12), <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=3574&context=ajte>
14. **Barton, G. M.**, & McKay, L. (2016). Conceptualising a literacy education model for Junior Secondary students: The spatial practices of an Australian school. *English in Australia*, 51(1), 37-45.
15. Westerveld, M., & **Barton, G. M.** (2016). The phonological awareness skills of education and speech pathology higher education students during their first semester of study. *Journal of Clinical Practice in Speech-Language Pathology*, 18(2), 84-88.
16. MacDonald, A., Baguley, M., **Barton, G. M.**, & Hartwig, K. (2016). Teachers' curriculum stories: Thematic perceptions and capacities. *ACCESS: Critical Perspectives on Communication, Cultural and Policy Studies*, 48(13), 1336-1351.
17. Moffatt, A., **Barton, G. M.**, & Ryan, M.E. (2016). Multimodal reflection for creative facilitators: An approach to improving self-care. *Journal of Reflective Practice: International and Multidisciplinary Perspectives*, 17(6), 762-788.

18. Pendergast, D., Main, K., **Barton, G. M.**, Kanasa, H., Geelan, D., & Dowden, T. (2015). The educational change model as a vehicle for reform: Shifting year 7 into high school and implementing junior secondary. *Australian Journal of Middle Schooling*, 15(2), 4-17.
19. Powell, S., **Barton, G. M.**, & Westerveld, M. (2015). Exploring the development of cultural awareness amongst postgraduate speech pathology students. *International Journal of Speech Pathology*, 18(3), 259-71. DOI: 10.3109/17549507.2016.1154982
20. **Barton, G. M.** (2015). Developing confidence and competence as a pre-service music teacher: Personal epistemology in a middle years course. *Australian Journal of Music Education, Special Issue No. 3*, 16-25.
21. **Barton, G. M.**, Hartwig, K., & Cain, M. (2015). International students' experience of practicum in teacher education: An exploration through internationalisation and professional socialisation. *Australian Journal of Teacher Education*, 40(8), 149-163.
22. **Barton, G. M.**, & McKay, L. (2016). An effective model of reading instruction for adolescent learners: A collaborative approach. *Australian Journal of Language and Literacy*, 39(2), 162-175.
23. Baguley, M., **Barton, G. M.**, & MacDonald, A. (2015). The formation of the Australian arts education practice and research special interest group (AEPR SIG). *Australian Art Education*, 36(2), 8-21.
24. **Barton, G. M.** (2015). Literacy in the middle years visual arts classroom: A 'functional' approach. *Literacy learning in the middle years*, Special Issue, June 2015 (Accepted).
25. **Barton, G. M.** (2015). Arts-based educational research in the early years. *Journal of International Research in Early Childhood Education (IRECE) Special Issue*, 6(1), 62-78.
26. Moffatt, A., Ryan, M.E., & **Barton, G. M.** (2015). Reflexivity and Self-Care for Creative Facilitators: Stepping Outside the Circle. *Studies in Continuing Education*. (Accepted)
27. **Barton, G. M.**, & Baguley, M. (2014). Learning through story: A collaborative, multimodal arts approach. *English Teaching: Practice and Critique, Special Issue*. 13(2), 93-112.
28. **Barton, G. M.**, Garvis, S., & Ryan, M.E. (2014). Curriculum to the classroom: Investigating the spatial practices of curriculum implementation in Queensland schools and its implications for teacher education. *Australian Journal of Teacher Education*, 39(3), 166-177.
29. **Barton, G. M.**, & Unsworth, L. (2014). Music, multiliteracies and multimodality: Exploring the book and movie versions of Shaun Tan's *The Lost Thing*. *Australian Journal of Language and Literacy*, 37(1), 3-20.
30. Ryan, M. & **Barton, G. M.** (2014). The spatialized practices of teaching writing: Shaping the discursal self. *Research in the Teaching of English*, 48(3), 303-329. Special Issue.
31. **Barton, G. M.** (2013). The arts and literacy: What does it mean to be arts literate? *International journal of education and the arts*, 14(18). <http://www.ijea.org/v14n18/>
32. **Barton, G. M.**, & Ryan, M. (2013). Multimodal approaches to reflective teaching and assessment in higher education: a cross disciplinary approach in Creative Industries. *Higher Education Research and Development*, 33(3), 409-424.
33. **Barton, G. M.**, & Bahr, N. (2013). Perspectives on schooling from early adolescent video diaries. *The International Journal of Technologies in Learning*, 19(4), 63-75.
34. **Barton, G. M.**, Baguley, M., & MacDonald, A. (2013). Seeing the bigger picture: investigating the state of the arts in teacher education programs in Australia. *Australian journal of teacher education*, 38(7), <http://ro.ecu.edu.au/ajte/vol38/iss7/6>
35. Ryan, M.E. & **Barton, G. M.**, (2013). Working towards a 'thirdspace' in the teaching of writing to middle years students. *Literacy learning in the middle years*.

36. **Barton, G. M.** & Hartwig, K. (2012). Where is Music?: A philosophical approach inspired by Steve Dillon. In Forrest, D. *Australian Journal of Music Education*, 2, 3-9.
37. Adie, L. & **Barton, G. M.** (2012). Urban pre-service teachers' conceptions of teaching in rural communities. *Australian Journal of Teacher Education*, 37(6), 111-123.
38. **Barton, G. M.** (2006). The real state of music education: what students and teachers think. In MacKinlay, E. *Music Education, Research and Innovation Journal (MERI)*, Australian Society for Music Education.
39. **Barton, G. M.** (2001). Music as a reflection of culture: implications for teaching and learning. In Queensland Journal of Music, *Australian Society for Music Education*, 8(1), 71-79.

#### Non-peer reviewed journal articles/blogs:

1. **Barton, G. M.**, Lemieux, A., & Chabanne, J. (2018). 'Invisible' literacies are literacies for the future. What are they? Why is teaching them vital? *Australian Association for Research in Education Blog—EduResearch Matters*. <https://www.aare.edu.au/blog/?p=3097>
2. **Barton, G. M.**, & Trimble-Roles, R. (2017). A child-centred approach to multimodal text composition in the early years. *Practical Literacy: The Early and Primary Years*. (submitted November 2017)
3. **Barton, G. M.**, & Trimble-Roles, R. (2016). Supporting middle years students in creating multimodal texts with iPad apps. *Literacy Learning: The Middle Years*. (Submitted July 2016).
4. **Barton, G. M.** (2016). Unpacking visual literacy for early years learners. *Practical Literacy: The Early and Primary Years*, 21(1), 6-9.

#### Conference Proceedings:

1. Van Bergen, P., Chan, E., Freebody, P., Hedberg, J., Nichols, K., Van Rooy, W. & **Barton, G. M.** (2008). Digital and multimodal representations of 'New Life Science concepts in Australian Science classrooms. In: Institute of Education, Proceedings of the International Conference on Multimodality and Learning: New Perspectives on Knowledge, Representation and Communication. International Conference on Multimodality and Learning: New Perspectives on Knowledge, Representation and Communication, London. 1(10), 19-20.
2. Van Rooy, W, Nichols, K., Freebody, P., Hedberg, J. & **Barton, G. M.** (2008). Transforming the technology and modalities of learning biology for senior high school students in NSW: A report of work in progress Paper No: a68dc01d73. In: CASE, Proceedings of the Conference of Asian Science Education 2008. CASE 2008, Taiwan, 1, 1-10, 20-23rd February 2008.
3. Nichols, K., **Barton, G. M.**, Van Rooy, W., Freebody, P. and Hedberg, J. (2008). Investigating the use of technology and modalities in Queensland Senior Biology: applying multiple coding frameworks on classroom observations Paper No: a67dc01d73. In: CASE, Proceedings of the Conference of Asian Science Education 2008. CASE 2008, 1, 1-10, Taiwan, February.
4. Hedberg, J. & Van Bergen, P., Freebody, P., Nichols, K., Van Rooy, W., **Barton, G. M.** & Chan, E. (2008). Transforming through technologies the modalities of learning: New Life Sciences in secondary schooling. In J. Luca & E. Weippl (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008, 6322-6330. Chesapeake, VA: AACE, pp. 1-9.
5. **Barton, G. M.**, Nichols, K., Freebody, P., Hedberg, J., Van Rooy, W., Chan, E., & Vanbergen, P. (2008). Transforming the technologies and modalities of learning: investigating practical settings in Senior Biology. In Australian Science Education Research Association Annual conference Brisbane, pp. 1-10.

6. Freebody, P., Hedberg, J. **Barton, G. M.**, Chan, E., Nicols, K., Vanbergen, P. & Van Rooy, W. (2008). Transforming the technologies and modalities of learning: The New Life Sciences in secondary schooling. Symposium presented at the Australian Association for Research in Education annual conference. pp. 1-9.
7. Nichols, K. & **Barton, G. M.** (2008). Transforming knowledge and learning through technologies and modalities: Mapping patterns of practice in NLS classrooms. In J. Hedberg (Chair), Transforming knowledge and learning through technologies and modalities: The case of the 'New Life Sciences' in secondary schooling. Symposium conducted at the meeting of the Australian Association for Research in Education, Brisbane, Australia, December, pp. 1-11.
8. Van Rooy, W. Nichols, K., **Barton, G. M.**, Freebody, P., Hedberg, J., Chan, E. & Van Bergen, P (2008) Transforming the technology and modalities of learning biology for senior high school student in NSW: A report of work in progress. In International Council of Associations for Science Education. Taiwan.  
[http://www.editlib.org/index.cfm?fuseaction=Reader.ViewPresentation&paper\\_id=29259&paperfile\\_id=49055](http://www.editlib.org/index.cfm?fuseaction=Reader.ViewPresentation&paper_id=29259&paperfile_id=49055)
9. Bahr, N., Bahr, M., **Barton, G. M.**, & Dole, S. (2007) Potency in professional development for teachers. Australian Association for Research in Education (AARE) conference – Perth, pp. 1-12. <http://eprints.qut.edu.au/31992/>
10. **Barton, G. M.** (2006). Implementing Change: Teachers' perceptions on the introduction of new syllabi for Queensland music. Australian Association for Research in Education (AARE) Conference – Adelaide.
11. **Barton, G. M.**, & Harrison, S.D. (2006). Investigating the impact of gender and culture on the Australian instrumental music teaching and learning context. International Society for Music Education conference, Kuala Lumpur, Malaysia, pp. 1-10.
12. **Barton, G. M.** (2005). Looking Forward: an investigation into how music teachers perceive their practice. In Australian association for research in music education conference proceedings of the XXVIIth annual conference, Sydney: RMIT Press, 15-24.
13. **Barton, G. M.** (2005). Lost in Translation: reflections on learning south Indian music in context. In Australian Association for Research in Music Education conference proceedings of the XXVIIth annual conference, Sydney: RMIT Press, 25-36.
14. **Barton, G. M.** (2005). The student voice: how they prefer to learn music. In Forrest, D. (Ed.). A Celebration of Voices. Australian society for music education inc. XV National Conference proceedings. Melbourne: Australian Society for Music Education.
15. **Barton, G. M.** (2005). Student preference for learning: the notion of music literacy [online]. In: K. Hartwig, (Ed.), Artistic Practice as Research: Proceedings of the XXVth Annual Conference. Melbourne: Australian Association for Research in Music Education, 2004: 11-17. <http://search.informit.com.au/documentSummary;dn=441595139842371;res=IELHSS>ISBN: 0958608652>.
16. **Barton, G. M.** (2004). The influence of culture on music teaching and learning. In Australian Association for Research in Music Education conference proceedings of the XXVIth annual conference, Tweed Heads, Southern Cross University Press, 1-12.
17. **Barton, G. M.**, & Hartwig, K. (2004). To do or not to do? In Australian Association for Research in Music Education conference proceedings of the XXVIth annual conference, Tweed Heads: Southern Cross University Press, 13-24.
18. Hartwig, K. & **Barton, G. M.** (2004). The implementation of the new P-10 arts syllabus: the teachers' voices [online]. In: K. Hartwig, & G. Barton (Eds.), Artistic Practice as Research: Proceedings of the XXVth Annual Conference. Melbourne: Australian Association for Research in Music Education, 2004: pp. 65-69. Availability:  
<http://search.informit.com.au/documentSummary;dn=442210027893891;res=IELHSS>ISBN: 0958608652>.

## Reports:

1. **Barton, G. M.**, Hartwig, K., Cain, M., & others. (2016). *Improving work placement for international students, their supervisors and other stakeholders*. Final report for the Office for Learning and Teaching (OLT). Australia.
2. Pendergast, D., Main, K., Kanasa, H., **Barton, G. M.**, Geelan, D., Hearfield, S., Dowden, T. (2014). *An Ongoing Journey: Evaluation of the Junior Secondary Leading Change Development Program*. Final report to the Department of Education, Training and Employment.
3. **Barton, G. M.**, & McKay, L. (2014). Impact report for Nerang State High School: A collaborative, community initiative.
4. Barrett, M.S., Rickert, D. & **Barton, G. M.** (2014). Pathways to the profession: an investigation of the professional learning and career development pathways of orchestral musicians in Australia. Interim report on commissioned research. University of Queensland: Brisbane.
5. Ryan, ME., Ryan, M., **Barton, G. M.** & Ryan, J. (2011). Developing a systematic, cross-faculty approach to teaching and assessing reflection in higher education ALTC Final Report. [www.olt.gov.au/system/files/.../PP9\\_1327\\_Ryan\\_report\\_2012.pdf](http://www.olt.gov.au/system/files/.../PP9_1327_Ryan_report_2012.pdf)
6. Bahr, N. Kidman, G. & **Barton, G. M.** et.al. (2011). Improving success in field experience. Queensland University of Technology.
7. Freebody, P.F. & **Barton, G. M.** (2006). Literacy education: Research and professional development – a discussion paper. Department of education, training and the arts, Queensland.
8. Bahr, N., Bahr, M., **Barton, G. M.** & Dole, S. (2007). Longitudinal evaluation of the effectiveness of professional development strategies. Education Queensland and Australian Government Quality Teacher Program.

## Blogs

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## Thesis

**Barton, G. M.** (2004). *The influence of culture on instrumental music teaching: A Participant-Observation case study of Karnatic and Queensland Instrumental music teachers in context*. PhD thesis, Queensland University of Technology.