

Fiona Mayne
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Biography

Fiona Mayne has a PhD in early childhood research ethics and participation. She teaches technology education (early childhood/primary) at the Graduate School of Education. Her current research interests include enhancing the quality of young children's research participation, empowering children to have their voices heard, digital influences on children's learning environments, and use of digital technologies and mixed reality in pre-service teacher education. Fiona is the co-convenor, with Dr Gemma Scarparolo, of the inaugural Children's VOICE Conference 2019 hosted by UWA in partnership with UNICEF Australia.

<https://childrensvoice.net/>

https://twitter.com/VOICE_UWA

Qualifications:

- Bachelor of Early Childhood Education (Honours), Curtin University (2006)

- PhD in early childhood research ethics and participation, UWA (2016)

Employment

Lecturer

Graduate School of Education

The University of Western Australia

27 Jun 2016 → present

Research output

Mixed Reality Learning Environments in Teacher Education: An Analysis of TeachLive™ Research

Ersozlu, Z. N., Ledger, S., Ersozlu, A., Mayne, F. E. & Wildy, H. R., 2020, (Submitted) In : Computers & Education.

Embedding Young Children's Participation Rights into Research: How the Interactive Narrative Approach Enhances Meaningful Participation

Mayne, F. & Howitt, C., 14 Nov 2019, International Journal of Early Childhood, 51, 3, p. 335–353.

Using mixed-reality simulation technology with pre-service teachers to increase their self-efficacy for explaining differentiation to parents

Scarparolo, G. & Mayne, F., 13 Jul 2019, p. 61. 62 p.

Rights, power and agency in early childhood research design: Developing a rights-based research ethics and participation planning framework

Mayne, F., Rennie, L. & Howitt, C., 1 Sep 2018, In : Australasian Journal of Early Childhood. 43, 3, p. 4-15 12 p.

A hierarchical model of children's research participation rights based on information, understanding, voice, and influence

Mayne, F., Howitt, C. & Rennie, L. J., 2018, In : European Early Childhood Education Research Journal. 26, 5, p. 644-656

Kinder partizipativ in Forschung einbeziehen-ein kinderrechtsbasiertes Stufenmodell

Buker, P., Huppig, B., Mayne, F. E. & Howitt, C. J., 2018, In : Diskers Kindheits-und Jugendforschung. 13, 1, p. 109-114

Using interactive nonfiction narrative to enhance competence in the informed consent process with 3-year-old children
Mayne, F., Howitt, C. & Rennie, L. J., 24 Jan 2017, In : International Journal of Inclusive Education. 21, p. 299-315 16 p.

Enhancing young children's meaningful participation in research ethics processes through an interactive narrative approach
Mayne, F., 2016, (Unpublished)

How far have we come in respecting young children in our research?: A meta-analysis of reported early childhood research practice from 2009 to 2012
Mayne, F. & Howitt, C., 2015, In : Australasian Journal of Early Childhood. 40, 4, p. 30-38

Meaningful informed consent with young children: Looking forward through an interactive narrative approach
Mayne, F., Howitt, C. & Rennie, L., 2015, In : Early Child Development and Care. 186, 5, p. 673-687

Reporting of ethics in early childhood journals: A meta-analysis of 10 journals from 2009 to 2012
Mayne, F. & Howitt, C., 2014, In : Australasian Journal of Early Childhood. 39, 2, p. 71-79

The ethics of early childhood research: An historical perspective
Mayne, F. & Howitt, C., 2014, Every Child, 20, p. 30.

The ethics of research in practice
Mayne, F., 2014, Every Child, 20, 3 36 p.

The ethics of informed consent
Mayne, F. & Howitt, C., 2013, Every Child, 19, 3 34 p.

Do-it-yourself astronomy: Getting the best out of a science kit
Rennie, L. J., Howitt, C., Evans, R. & Mayne, F., 2010, In : Teaching Science. 56, 4, p. 13-17

Factors affecting the use and outcomes of interactive science exhibits in community settings
Rennie, L. J., Evans, R., Mayne, F. & Rennie, S. J., 2010, In : Visitor Studies. 13, 2, p. 222-237

Awards and Scholarships

2017 – EECERA 2017 Student Research Award (European Early Childhood Education Research Journal EECERJ): Awarded to the student whose doctoral thesis exhibits the highest standard of scholarship and practitioner research originality

2017 – UWA Centre for Education Futures Scholarship \$10,000 – Using mixed-reality simulation technology to enhance classroom readiness of pre-service teachers: TeachLivE as the virtual classroom

2017 – The Cameron Prize in Education (Graduate School of Education, UWA): Awarded to the student whose Doctor of Philosophy (PhD) thesis is the best piece of research submitted for a PhD in a designated 12-month period

2016 – Dr Teck Jin Lian Memorial Prize in Education (Graduate School of Education, UWA): Awarded to the student who demonstrated the best track record of research achievements over the period of their candidature

Nominated for 2013 WA Early Childhood Education & Care Pre-Conference Research Symposium Postgraduate Colloquium Award

Australian Postgraduate Award (APA) Scholarship (2011-2014)

Curtin Vice-Chancellor's List Honours – 2002, 2003 and 2004 (Membership of Curtin University's Vice-Chancellor's List is granted to the top 1 per cent of undergraduates across all disciplines.)

Golden Key International Honour Society Award – 2003 (Recognizes the top 15 per cent of academic achievement over two semesters)