Biography

Michael Phillips is a Senior Lecturer in the Faculty of Education, Monash University. His work focuses on the knowledge expert teachers develop when integrating educational technologies into their practice. Additionally, Michael researches the ways in which expert teachers make active decisions about their classroom technology integration. Michael's research regularly involves collaboration with colleagues from Australia, the United States, Europe, Asia and the sub-continent. These projects have resulted in a range of books, book chapters, peer reviewed journal articles and conference presentations including a Highly Commended Paper Award from the Australian Council for Computers in Education (ACCE) and the Best Paper Award at the Society for Information Technology and Teacher Education (SITE) conference in 2016 and 2019. Michael has also received the Dean’s Award for Excellence in Teaching and Learning (2015), the Vice-Chancellor’s Award for Programs that Enhance Learning (2016), the Monash Postgraduate Association Lecturer of the Year Award (2016) and the Dean's Award for Outstanding Research by an Early Career Researcher (2017).

Prior to joining Monash University in 2013 Michael was a senior teacher for 15 years in secondary schools. He is also an Associate Editor for the Australasian Journal of Technology in Education and his work enhancing the professional learning of ICT teachers in Victoria was recognised in December 2013 with an Outstanding Professional Service Award from the Council of Professional Teaching Associations of Victoria.

Related Links:

Personal webpage via the Digital Education Research Group
ResearchGate profile

Qualifications

Employment

Senior Lecturer
Maths Science & Technology
MONASH UNIVERSITY
1 Jan 2014 → present

Research output

Feedback modes matter: Comparing student perceptions of digital and non-digital feedback modes in higher education

The challenges of feedback in higher education

A construct map for TPACK: developing an empirically derived description of increasing TPACK proficiency

What do published abstracts reveal about the TPACK research community? Let us tell you!
What do teacher educators think of teacher education technology competencies?

What makes for effective feedback: staff and student perspectives

Challenges for IT-enabled formative assessment of complex 21st century skills

Conditions that support effective assessment feedback in higher education

Designing for technology-enabled dialogic feedback

Feedback for Learning: Closing the Assessment Loop

If there's TPACK, is there technological pedagogical reasoning and action?

PCK and TPCK/TPACK: more than etiology

Technology and feedback design

A cross-disciplinary evaluation of digitally recorded feedback in higher education

Building intercultural competence and professional confidence through collaboration in an Italian IPE

Processes of practice and identity shaping teachers' TPACK enactment in a community of practice
Revisiting conceptions of knowledge as part of the TPACK framework

The influence of an international context on a teacher educator’s knowledge, practice and identity

Unpacking TPACK: reconsidering knowledge and context in teacher practice

Using rich media to facilitate dialogical feedback processes

"Written feedback doesn't make sense": Enhancing assessment feedback using technologies

Contextualising teachers’ TPACK development and enactment

Digital Technology, Schools and Teachers’ Workplace Learning: Policy, Practice and Identity

Disrupting teachers’ knowledge and practice: augmented reality in out-of-classroom settings

Looking outside the circles: Considering the contexts influencing TPACK development and enactment

Multimodal feedback is not always clearer, more useful or satisfying

Professional Learning: A research report for Trinity Grammar

Re-contextualising TPACK: exploring teachers’ (non-)use of digital technologies

Enhancing education by augmenting outdoor environments
Enhancing inclusion in Geography classrooms

Video-based feedback on student assessment: scarily personal

TPACK as workplace learning

Team teaching with technology: Upsetting the TPACK applecart

Technology enhanced feedback on assessment

Investigating in-service teachers' workplace TPACK development

Legal risks and social networking: removing the blinkers on cyber safety

Giving research students a 'Second Life'

The role of community in teachers' knowledge development

Randoms vs weirdos: teen use of social networking sites and perceptions of legal risk

Teenagers, Legal Risks and Social Networking Sites

Understanding legal risks facing children & young people using social networking sites

Teachers' beliefs and their influence on technology adoption

'I like, stalk them on Facebook': teachers' 'privacy' and the risks of social networking sites
Legal risks for students using social networking sites

Students' use of social networking tools: legal risks and other implications

Prizes
Ann Thompson TPACK Paper Award
Michael Phillips (Recipient), 2016

Dean's Award for Excellence in Teaching and Learning
Michael Phillips (Recipient), 2016

Dean's Award for Excellence in Research by an Early Career Researcher
Michael Phillips (Recipient), 2017

Monash Postgraduate Association - Lecturer of the Year
Michael Phillips (Recipient), 2016

Reimagine Education
Michael Phillips (Recipient), 2017

Vice-Chancellor's Award for Programs that Enhance Learning
Michael Phillips (Recipient), 2016

Press / Media
‘Ruffy’ in a class of his own.
Michael Phillips
2/02/19
1 media contribution

2015’s popular tech trends
Michael Phillips
4/02/15
1 media contribution

Augmented Reality makes everyday life a classroom
Michael Phillips
15/04/15
1 media contribution

Augmented and Virtual Reality in schools
Michael Phillips
18/01/17
1 media contribution

Augmented reality in the Royal Botanic Gardens
Michael Phillips
Could video feedback replace the red pen?
Michael Phillips
26/01/15
1 item of media coverage

Digital literacy ‘substantially declining’ in Australian students.
Michael Phillips
17/11/15
1 item of media coverage

Emerging technologies in our schools
Michael Phillips
27/01/15
1 media contribution

Has video killed the red grading pen? Teachers are experimenting with video feedback as a replacement for traditional written mark-ups.
Michael Phillips & Michael Henderson
23/05/18
1 item of media coverage

Helping students bridge digital literacy gap will be no quick fix
Michael Phillips
18/11/15
1 item of media coverage

How virtual reality technology is changing the way students learn
Michael Phillips
11/01/17
1 item of media coverage

ICT is failing in schools. Here’s why
Michael Phillips
19/11/15
1 item of media coverage

Movies feedback: Teachers at Australian university give each student feedback in the form of film clips
Michael Phillips
27/01/15
1 item of media coverage

School devices v school books
Michael Phillips
1/04/19
1 media contribution

Schools and emerging technologies: what to expect next
Michael Phillips
27/01/15
1 media contribution

Students want digital feedback
Tracii Ryan, Michael Henderson & Michael Phillips
Texting isn't enough: Australian students' computer skills drop, new report shows
Michael Phillips
17/11/15
1 media contribution

The future of digital technologies in schools
Michael Phillips
28/01/15
1 media contribution

Video critiques work for students and teachers
Michael Phillips
14/01/15
1 item of media coverage

Video gives valuable feedback
Michael Phillips
19/01/15
1 media contribution

Virtual language schools in New South Wales
Michael Phillips
25/08/17
1 media contribution

Virtual reality: How Oculus Rift could change the way students learn
Michael Phillips
23/08/15
1 media contribution

Visionary feedback: Teachers 'mark' essays with videos to students
Michael Phillips
25/04/14
1 media contribution

Projects

Feedback for Learning: Closing the Assessment Loop
Henderson, M., Boud, D. J., Dawson, P., Molloy, E. & Phillips, M.
Department of Education and Training (Comm)
2/06/16 → 5/05/18

In school Professional learning Project: An assessment of the processional learning needs of Trinity Grammar School
Loughran, J., Cooper, R., Fitzgerald, A., Phillips, M. & Smith, K.
16/05/16 → 28/11/16

Multi-modal Feedback for Distance Education: Researching learner and teacher perspectives
Phillips, M. & Henderson, M.
Distance Education Centre Victoria
30/01/19 → 30/06/19