

Dr. Bella Ross
MNHS Education Portfolio
Email: Bella.Ross@monash.edu



Biography

Bella's current research interests include social work education, peer learning and the use of educational technology in higher education. She has conducted many research projects across higher education institutions, Victorian communities and indigenous communities using both qualitative and quantitative research methods.

Bella has extensive experience developing research projects, conducting interviews and focus groups, designing and administering surveys, and using statistical procedures to analyse data. She has reported on her findings at Australian and international conferences and in peer-reviewed journals.

Bella has a background in linguistics where her PhD investigated Australian indigenous languages and took her to indigenous communities throughout Arnhem Land. She has taught all things language-related: linguistics, academic language, ESL, business English and IELTS preparation.

Qualifications

Employment

Lecturer

MNHS Education Portfolio
MONASH UNIVERSITY
16 Jun 2017 → present

Researcher, Online Course Convenor

Swinburne University of Technology
Hawthorn, Australia
1 Jan 2014 → 1 Jan 2016

Project Officer Victorian/Tasmanian Promoting Excellence Network

Monash University
Clayton, Australia
1 Feb 2013 → 1 Jun 2014

Research Officer in Higher Education

Monash University
Clayton, Australia
1 Oct 2012 → 1 Jun 2014

Lecturer, Head Tutor, Tutor, Academic Skills Advisor, Researcher, Curriculum Designer

The University of Melbourne
Parkville, Australia
1 Jan 2006 → 1 Jun 2014

Publications

Carbone, A, Evans, J, Ross, B, Drew, S, Phelan, L, Lindsay, K, Cottman, C, Stoney, S & Ye, J 2017, 'Assessing distributed leadership for learning and teaching quality: a multi-institutional study' *Journal of Higher Education Policy and Management*, vol. 39, no. 2, pp. 183-196. <https://doi.org/10.1080/1360080X.2017.1276629>

- Abdekhodae, A, Chase, A-M & Ross, B 2017, 'Wikis for group work: Encouraging transparency, benchmarking, and feedback' *Australasian Journal of Educational Technology*, vol. 33, no. 5, pp. 15-31.
- Salmon, G, Pechenkina, E, Chase, A-M & Ross, B 2017, 'Designing Massive Open Online Courses to take account of participant motivations and expectations' *British Journal of Educational Technology*, vol. 48, no. 6, pp. 1284-1294. <https://doi.org/10.1111/bjet.12497>
- Drew, S, Phelan, L, Lindsay, K, Carbone, A, Ross, B, Wood, K, Stoney, S & Cottman, C 2017, 'Formative observation of teaching: Focusing peer assistance on teachers' developmental goals' *Assessment & Evaluation in Higher Education*, vol. 42, no. 16, pp. 914-929. <https://doi.org/10.1080/02602938.2016.1209733>
- Ross, B, Carbone, A, Lindsay, K, Drew, S, Phelan, L, Cottman, C & Stoney, S 2016, 'Developing educational goals: insights from a Peer Assisted Teaching Scheme' *International Journal for Academic Development*, vol. 21, no. 4, pp. 350-363. <https://doi.org/10.1080/1360144X.2016.1189427>
- Ross, B, Fletcher, J & Nordlinger, R 2016, 'The alignment of prosody and clausal structure in Dalabon' *Australian Journal of Linguistics*, vol. 36, no. 1, pp. 52-78. <https://doi.org/10.1080/07268602.2016.1109434>
- Carbone, A, Ross, B, Phelan, L, Lindsay, K, Drew, S, Stoney, S & Cottman, C 2015, 'Course evaluation matters: improving students' learning experiences with a peer-assisted teaching programme' *Assessment & Evaluation in Higher Education*, vol. 40, no. 2, pp. 165 - 180. <https://doi.org/10.1080/02602938.2014.895894>
- Salmon, G, Gregory, J, Lokuge Dona, K & Ross, B 2015, 'Experiential online development for educators: the example of the Carpe Diem MOOC' *British Journal of Educational Technology*, vol. 46, no. 3, pp. 542-556. <https://doi.org/10.1111/bjet.12256>
- Salmon, G, Ross, BB, Pechenkina, E & Chase, A-M 2015, 'The space for social media in structured online learning' *Research in Learning Technology*, vol. 23, 28507, pp. 1-14. <https://doi.org/10.3402/rlt.v23.28507>
- Carbone, A, Ross, B, Lindsay, K, Drew, S, Stoney, S, Cottman, C & Phelan, L 2014, A multi-institutional trial of a peer assisted teaching scheme: positive changes in course evaluation scores. in KB Laksov (ed.), *ICED 2014 Educational Development in a Changing World*. International Consortium for Educational Development, Stockholm Sweden, pp. 1 - 5, International Consortium for Educational Development (ICED 2014), Stockholm, Sweden, 16/06/14.
- D'Souza, D, Bauers, A, Carbone, A & Ross, B 2014, An experience with a peer assisted teaching scheme. in A Pears (ed.), *2014 International Conference on Teaching and Learning in Computing and Engineering, LATICE 2014*. IEEE Computer Society, Malaysia, pp. 306 - 310, International Conference on Learning and Teaching in Computing and Engineering (LaTiCE) 2014, Kuching Sarawak, Malaysia, 11/04/14. <https://doi.org/10.1109/LaTiCE.2014.65>
- Carbone, A, Ross, B & Ceddia, JD 2013, Five years of taps on shoulders to PATS on backs in ICT. in M Goldweber (ed.), *Proceedings of the 18th Annual Conference on Innovation and Technology in Computer Science Education (ITiCSE 2013): 1-3 July 2013, University of Kent, Canterbury, England*. Association for Computing Machinery (ACM), New York, USA, pp. 195 - 200, Annual Conference on Innovation and Technology in Computer Science Education 2013, Canterbury, United Kingdom, 1/07/13. <https://doi.org/10.1145/2462476.2465581>
- Halilovich, H, Carbone, A & Ross, B 2013, Spaces where learning takes place: rethinking contemporary approaches to learning and teaching. in S Frielick, N Buissink-Smith, P Wyse, J Billot, J Hallas & E Whitehead (eds), *Research and Development in Higher Education: The Place of Learning and Teaching*. vol. 36, Higher Education Research and Development Society of Australasia, Milperra, NSW, pp. 175 - 186, Higher Education Research and Development Society of Australasia Annual Conference 2013, Auckland, New Zealand, 1/07/13.
- Evans, NRD, Fletcher, J & Ross, BB 2008, 'Big words, small phrases: mismatches between pause units and the polysynthetic word in Dalabon' *Linguistics*, vol. 46, no. 1, pp. 89.

Fletcher, J, Evans, N & Ross, BB 2005, The intra-word pause and disfluency in Dalabon. in *Proceedings of DiSS'05, Disfluency in Spontaneous Speech Workshop*. ISCA Archive, pp. 77-81.

Ross, BB 2005, The verb lexicon of Golin. in N Evans, J Besold, H Stoakes & A Lee (eds), *Materials on Golin*. The University of Melbourne, Melbourne, pp. 75-87.

Fletcher, J, Evans, NRD & Ross, B 2004, 'Pausing strategies and prosodic boundaries in Dalabon' 10th Australian International Conference on Speech Science & Technology, Sydney, Australia, 8/12/04 - 10/12/04, pp. 436-439.