

Publications for Valerie Harwood

2017

Harwood, V., McMahon, S. (2017). Amidst the reign of behaviour and disorder: Recalling schools as problems. *Journal of Historical Sociology*, Early view. [More Information]

Harwood, V., Jones, S., Bonney, A., McMahon, S. (2017). Heroic struggles, criminals and scientific breakthroughs: ADHD and the medicalization of child behaviour in Australian newsprint media 1999-2009. *International Journal of Qualitative Studies on Health and Well-Being*, 12(Sup 1), 1298262. [More Information]

McMahon, S., Harwood, V., Bodkin-Andrews, G., O'Shea, S., McKnight, A., Chandler, P., Priestly, A. (2017). Lessons from the AIME approach to the teaching relationship: valuing biepistemic practice. *Pedagogy, Culture and Society*, 25(1), 43-58. [More Information]

Allan, J., Harwood, V. (2017). Risking diagnosis? Race, class and gender in the psychopathologization of behaviour disorder. In J. Allan & A. J. Artiles (Eds.), *World yearbook of education 2017: Assessment inequalities*. Abingdon OXON: Routledge.

Harwood, V., Hickey-Moody, A., McMahon, S., O'Shea, S. (2017). *The politics of widening participation and university access for young people: Making educational futures*. London: Routledge. [More Information]

2016

McMahon, S., Harwood, V., Hickey-Moody, A. (2016). 'Students that just hate school wouldn't go': educationally disengaged and disadvantaged young people's talk about university education. *British Journal of Sociology of Education*, 37(8), 1109-1128. [More Information]

O'Shea, S., McMahon, S., Priestly, A., Bodkin-Andrews, G., Harwood, V. (2016). 'We are history in the making and we are walking together to change things for the better': Exploring the flows and ripples of learning in a mentoring programme for Indigenous young people. *Education as Change*, 20(1), 59-84. [More Information]

McMahon, S., Hickey-Moody, A., Harwood, V. (2016). Challenging the myth that 'the parents don't care': family teachings about education for 'educationally disengaged' young people. In S. Dagkas & L. Burrows (Eds.), *Families, young people, physical activity and health: Critical perspectives*, (pp. 41-56). Abingdon, Oxon and New York: Routledge.

McMahon, S., Harwood, V. (2016). Confusions and conundrums during final practicum: A study of preservice teachers' knowledge of challenging behaviour. In E. Bendix Petersen & Z. Millei (Eds.), *Interrupting the Psy-Disciplines in Education*, (pp. 145-166). London: Palgrave Macmillan. [More Information]

Information]

Garner, A., Harwood, V., Jones, S. (2016). Discourses of autism on film: An analysis of memorable images that create definition. In Michelle Oâ€™Reilly and Jessica Nina Lester (Eds.), *The Palgrave Handbook of Adult Mental Health*, (pp. 151-166). Basingstoke: Palgrave Macmillan. [More Information]

O'Shea, S., Harwood, V., Howard, S., Cliff, K., Delahunty, J. (2016). *Evaluation Report 2015: Investigating the effectiveness of the In2Uni Year 12 University Preparation Program*, Australia: Faculty of Social Sciences, University of Wollongong. [More Information]

Hickey-Moody, A., Harwood, V., McMahon, S. (2016). Feeling futures: The embodied imagination and intensive time. In D Bland (Eds.), *Imagination for inclusion: Diverse contexts of educational practice*, (pp. 128-140). Oxon GB & New York: Routledge. [More Information]

Uptin, J., Wright, J., Harwood, V. (2016). Finding education: Stories of how young former refugees constituted strategic identities in order to access school. *Race Ethnicity and Education*, 19(3), 598-617. [More Information]

McMahon, S., Harwood, V. (2016). Foucauldian archaeological analyses. In G. Ritzer (Eds.), *The Blackwell Encyclopedia of Sociology (2nd ed.)*. London: Wiley-Blackwell Publishing. [More Information]

Harwood, V., Allan, J. (2016). Medicalising the behaviour of children in disadvantaged contexts: Challenges from the field. In B. Boufoy-Bastick (Eds.), *Cultures of education inclusion*. Strasbourg, France: Analytrics.

O'Shea, S., Lysaght, P., Roberts, J., Harwood, V. (2016). Shifting the blame in higher education - social inclusion and deficit discourses. *Higher Education Research and Development*, 35(2), 322-336. [More Information]

Murray, N., Harwood, V. (2016), *The importance of Aboriginal Protocols in promoting educational futures*. [More Information]

Allan, J., Harwood, V. (2016). The risk factors for psychodiagnosis? Gender, racialization and social class. In E. Bendix Petersen & Z. Millei (Eds.), *Interrupting the Psy-Disciplines in Education*, (pp. 185-202). London: Palgrave Macmillan. [More Information]

2015

Garner, A., Jones, S., Harwood, V. (2015). Authentic

representations or stereotyped 'outliers': using the CARS2 to assess film portrayals of Autism Spectrum Disorders. *International Journal of Culture and Mental Health*, 8(4), 414-425. [More Information]

McMahon, S., Wright, J., Harwood, V. (2015). Concept mapping: Is it a useful method when there is no 'correct' knowledge on the topic? *Sage Research Methods*. London, England: Sage. [More Information]

O' Shea, S., Chandler, P., Harwood, V. (2015). Getting students into uni is one thing, but how to keep them there? *The Conversation*. [More Information]

Clapham, K., Winch, S., Harwood, V., Kelly, P., Chandler, P., Senior, K., Wu, D. (2015). *Illawarra Aboriginal community profile: A snapshot of an Urban Aboriginal community*, Australia: University of Wollongong. [More Information]

Harwood, V. (2015). Leaving Melancholia: Disruptive Mood Dysregulation Disorder. In M. O'Reilly and J.N. Lester (Eds.), *The Palgrave Handbook of Child Mental Health*, (pp. 75-193). Basingstoke: Palgrave Macmillan. [More Information]

Harwood, V. (2015). Neither good nor useful: Looking ad vivum in children's assessments of fat and healthy bodies. In J. Wright & V. Harwood (Eds.), *The impact of new health imperatives on educational policy and schooling*. New York: Routledge.

Priestly, A., Lynch, M., Wallace, C., Harwood, V. (2015). Pathways to success: AIME's educational mentoring model. *Learning Communities: international journal of learning in social contexts*, 17, 44-53. [More Information]

Harwood, V., McMahon, S., O'Shea, S., Bodkin-Andrews, G., Priestly, A. (2015). Recognising aspiration: the AIME program's effectiveness in inspiring Indigenous young people's participation in schooling and opportunities for further education and employment. *Australian Educational Researcher*, 42(2), 217-236. [More Information]

2014

O'Shea, S., Chandler, P., Harwood, V., McMahon, S., Priestly, A., Bodkin-Andrews, G. (2014). AIME and the University of Wollongong. In National Centre for Student Equity in Higher Education [NCSEHE] (Eds.), *Partnerships in education*, (pp. 62-64). Perth, W.A.: NCSEHE. [More Information]

Kervin, L., McMahon, S., O'Shea, S., Harwood, V. (2014). Digital storytelling: Capturing the stories of mentors in Australian Indigenous Mentoring Experience. *Sage Research Methods*. London, England: Sage. [More Information]

Harwood, V., Muller, J., Olssen, M. (2014). Foucault, power,

and education (book review). *British Journal of Sociology of Education*, 35(6), 933-945. [More Information]

Harwood, V., McMahon, S. (2014). Medicalization in schools. In L. Florian (Eds.), *The SAGE Handbook of Special Education (2nd ed.)*, (pp. 915-930). London: Sage. [More Information]

Allan, J., Harwood, V. (2014). Medicus Interrupts in the behaviour of children in disadvantaged contexts in Scotland. *British Journal of Sociology of Education*, 35(3), 413-431. [More Information]

Harwood, V., Allan, J. (2014). *Psychopathology at School: Theorizing Mental Disorders in Education*. London: Routledge. [More Information]

2013

Uptin, J., Wright, J., Harwood, V. (2013). 'It felt like i was a black dot on white paper': examining young former refugees' experience of entering Australian high schools. *Australian Educational Researcher*, 40(1), 125-137. [More Information]

Bodkin-Andrews, G., Harwood, V., McMahon, S., Priestly, A. (2013). AIM(E) for completing school and university: Analysing the strength of the Australian Indigenous Mentoring Experience. In Rhonda G. Craven, Janet Mooney (Eds.), *Seeding Success in Indigenous Australian Higher Education (volume 14)*, (pp. 113-134). Bingley, UK: Emerald Group Publishing Ltd. [More Information]

O'Shea, S., Harwood, V., Kervin, L., Humphry, N. (2013). Connection, Challenge, and Change: The Narratives of University Students Mentoring Young Indigenous Australians. *Mentoring and Tutoring: Partnership in Learning*, 21(4), 392-411. [More Information]

Harwood, V., O'Shea, S., Clapham, K., Wright, J., Kervin, L., Humphry, N., McMahon, S., Hogan, M., Bodkin-Andrews, G. (2013). *Final Report: Evaluation of the AIME Outreach Program*, (pp. 1 - 124). Wollongong, Australia: University of Wollongong. [More Information]

Harwood, V., Rasmussen, M. (2013). Practising Critique, Attending to Truth: The pedagogy of discriminatory speech. *Educational Philosophy and Theory*, 45(8), 874-884. [More Information]

Harwood, V., O' Shea, S., Uptin, J., Humphry, N., Kervin, L. (2013). Precarious education and the university: Navigating the silenced borders of participation. *International Journal on School Disaffection*, 10(2), 23-44.

2012

Harwood, V. (2012). Disorderly. In S. Talburt and N. Lesko (Eds.), *Keywords in Youth Studies: Tracing Affects, Movements, Knowledges*, (pp. 116-120). New York: Routledge. [More Information]

Harwood, V. (2012). Neither good nor useful: Looking ad vivum in children's assessments of fat and healthy bodies.

Discourse: Studies in the Cultural Politics of Education, 33(5), 693-711. [More Information]

Harwood, V., Wright, J. (2012). Policy, schools and the new health imperatives. *Discourse: Studies in the Cultural Politics of Education*, 33(5), 611-615. [More Information]

Harwood, V. (2012). Theorizing Biopedagogies. In J. Wright and V. Harwood (Eds.), *Biopolitics and the 'Obesity Epidemic': Governing Bodies*, (pp. 15-30). Abingdon: Routledge. [More Information]

2011

Harwood, V. (2011). Connecting the dots: Threat assessment, depression and the troubled student. *Curriculum Inquiry*, 41(5), 586-609. [More Information]

Graham, L., Harwood, V. (2011). Developing capabilities for social inclusion: Engaging diversity through inclusive school communities. *International Journal of Inclusive Education*, 15(1), 135-152. [More Information]

2010

Harwood, V. (2010). Mobile asylums: Psychopathologisation as a personal, portable psychiatric prison. *Discourse: Studies in the Cultural Politics of Education*, 31(4), 437-451. [More Information]

Harwood, V. (2010). Political acts? Toward the recuperation of opinion. *Educational Theory*, 60(1), 117-128. [More Information]

Harwood, V. (2010). The new outsiders: ADHD and disadvantage. In L. J. Graham (Eds.), *(De)Constructing ADHD: Critical guidance for teachers and teacher educators*, (pp. 119-142). New York: Peter Lang.

Harwood, V. (2010). The place of imagination in inclusive pedagogy: Thinking with Maxine Greene and Hannah Arendt. *International Journal of Inclusive Education*, 14(4), 357-369. [More Information]

2009

Wright, J., Harwood, V. (2009). *Biopolitics and the 'Obesity Epidemic': Governing Bodies*. Abingdon: Routledge. [More Information]

Jones, S., Harwood, V. (2009). Representations of autism in Australian print media. *Disability and Society*, 24(1), 5-18. [More Information]

Rasmussen, M., Harwood, V. (2009). Young people, education and unlawful non?citizenship: spectral sovereignty and governmentality in Australia. *Globalisation, Societies and Education*, 7(1), 5-22. [More Information]

2008

Hickey-Moody, A., Rasmussen, M., Harwood, V. (2008). How to be a Real Lesbian: The Pink Sofa and Some Fictions of Identity. In S Driver (Eds.), *Queer Youth Cultures*, (pp. 123-138). New York: State University of New York Press.

Harwood, V., Humphry, N. (2008). Taking exception: Discourses of exceptionality and the invocation of the 'ideal'. In Susan Gabel and Scot Danforth (Eds.), *Disability & The Politics of Education: An international reader*, (pp. 371-383). USA: Peter Lang Publishing.

2007

Harwood, V., Rasmussen, M. (2007). Scrutinizing sexuality and psychopathology: a Foucauldian inspired strategy for qualitative data analysis. *International Journal of Qualitative Studies in Education*, 20(1), 31-50. [More Information]

Rasmussen, M., Mitchell, J., Harwood, V. (2007). The queer story of the heterosexual questionnaire. In N. M. Rodriguez & W. F. Pinar (Eds.), *Queering straight teachers: Discourse and identity in education*. New York: Peter Lang.

2006

Harwood, V. (2006). *Diagnosing 'disorderly' children: A critique of behaviour disorder discourses*. London: Routledge.

Blackmore, J., Wright, J., Harwood, V. (2006). *RARE 6: Counterpoints on the quality and impact of educational research*. Melbourne: Australian Association for Research in Education (AARE).