

Dr Jen Cope

Research Project Manager, Australian Research Council Discovery Coding
Animated Narratives as Contemporary Multimodal Authorship in Schools



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Jen is a research project manager with the ACU Institute for Learning Sciences and Teacher Education (ILSTE), North Sydney. In her role, she manages co-ordination of the ARC-funded multi-institutional research project across Australian states and internationally. She deals with ethics committees at ACU and state-based authorities, liaises with project participants, monitors data collection across project schools, established and maintains a secure data management system. Jen generates coding frameworks and conducts analyses of teacher knowledge and pedagogy and student animations. Jen supports and contributes to academic publications and other reports arising from the project.

At ACU ILSTE, Jen has contributed to research which investigates image-language relations in national and international assessment tests (NAPLAN, TIMSS, PISA, PIRLS and IELTS), and image-language integration in school science education. She has assisted with grant applications and budgets.

Jen was awarded a PhD in Education (2016) and Masters in Education (TESOL) at the University of Sydney, and a BA (Honours) degree in French Studies at Warwick University, England. Her PhD examined cross-cultural English language variations in the media; she developed a theoretical positioning model to analyse how language is communicated, and a pedagogical approach to developing critical literacy skills.

Jen has extensive experience of teaching English to migrants and international students at TAFE NSW, was an academic tutor on the University of Sydney's M.Ed TESOL program and the Scaffolding Literacy in Academic and Tertiary Environments project (SLATE).

Research experience and interests:

Multimodal and digital literacies

Critical literacy skills

Multimodal analysis

Image-language relations in NAPLAN and international assessment tests

Critical and positive discourse analysis

Selected publications & working report:

- Cope, J., & Herrington, M. (2021). Internal CAN project working paper on preliminary teacher knowledge and pedagogy.
- Cope, J. (2020). Quoting to persuade: A critical linguistic analysis of quoting in US, UK, and Australian newspaper opinion texts. *AILA Review*, 33(1), 136-156.
- Unsworth, L., Cope, J., & Nicholls, L. (2019). Multimodal literacy and large-scale literacy tests: Curriculum relevance and responsibility. *Australian Journal of Language and Literacy*, 42(2), 128-139.
<https://search.informit.com.au/fullText;dn=391298101238786;res=IELHSS>
- Cope, J. (2018). Expressions of blame for the Global Financial Crisis in US, UK and Australian opinion texts. In M. Patrona (Ed.), *Crisis and the Media: Narratives of Crisis across Cultural Settings and Media Genres* (Chapter 3). Amsterdam, The Netherlands: John Benjamins
- Cope, J. (2015). Empowering English language learners: The importance of developing critical literacy skills. *The IAFOR Academic Review*, 1(7), 23–26.
- Cope, J. (2015). From critical analysis to critical literacy in ESP: Developing skills for greater understanding of UK, US and Australian English texts. In P.N. Shrestha (Ed.), *Current Developments in English for Academic and Specific Purposes: Local innovations and global perspectives* (pp. 9-26). Reading, UK: Garnet Education.
- Cope, J. (2009). Accessing the vocational college from an ESL perspective: A system of genres analysis. *University of Sydney Papers in TESOL*, 4, 21–55.