

# Jessica Martin

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Language skills: Native English speaker, German *B1*

## EDUCATIONAL QUALIFICATIONS

- 2017 – 2019      **PGDip. in Social and Political Thought** *GPO 6.5 (80%)*  
Australian Catholic University (North Sydney Campus)
- 2012 – 2014      **M.A. in Anthrozoology** *Pass with Merit*  
University of Exeter (U.K.)
- 2011 – 2012      **PGCert. In Anthrozoology** *Pass with Distinction*  
University of Wales, Trinity Saint David (U.K.)
- 2007 – 2010      **B.A. (Hons) in Anthropology with TEFL 2.1**  
University of Wales, Lampeter (U.K.)
- 2004 – 2006      Strode's Sixth Form College (U.K.)  
A Levels: **Business Studies (B)**, **English Language (B)**,  
**Film Studies (A)**  
A/S Level: **Philosophy (B)**  
City & Guilds Diploma: **Media Production: TV and Video  
Technique (Distinction)**
- 2003 – 2004      Heathside Secondary School (U.K.)  
1 A/S Level in **Business Studies (B)**  
10 GCSE's A-C including **English, Maths, Science, and ICT**

## AWARDS AND SCHOLARSHIPS

- Dec 2016      **Australian Postgraduate Award (APA)**  
Australian Catholic University (North Sydney Campus)  
Awarded a full scholarship for The *Doctoral Program in Social and  
Political Thought*

## CONFERENCE PAPERS

- Sep 2018      **ASA, Oxford**  
  
Paper: *Imagining (Re)Practicing Landcare Practices in Haraway's  
Chthulucene*
- Apr 2015      **ASA, Exeter**  
  
Paper: *A Question of Attitude Regarding the Keeping of Nonhuman  
Animals in Livestock: What Role Can Visual Media Play in Influencing*

*or Affecting Change in Current E.U. Nonhuman Animal Livestock Policy and Legislation?*

## **AFFILIATIONS**

Oct 2019

### **Refugee Outreach and Research Network (ROR-n) Vienna, Austria**

An independent and transdisciplinary transnational network, composed of researchers and experts on refugee studies aiming to produce and share knowledge about processes of human displacement around the world.

Since October 2019, attended monthly meetings and gave a presentation titled *How did Australia get away with torturing refugees? A discussion of the offshore processing system in Manus and Nauru for 'Irregular Maritime Arrivals'*.

## **RESEARCH PORTFOLIO**

Jun – Oct 2018

### **PhD preliminary fieldwork research**

#### **Osaka and Tokyo, Japan**

Method: multi-locale participatory observation and reflexive autoethnography

Research Proposal title: *Affective Play: Developing Derrida's Radical Hospitality with Multispecies Cosmopolitanism as an Approach for Managing Climate Change Displacement*

May 2017 – Jun 2018 **Bush Regeneration Volunteer**

#### **Conservation Volunteers Australia, Sydney**

Duties:

- Working as part of a team with hands-on conservation in bush regeneration, involving habitat restoration on various sites around the Greater Sydney area. Some sites were revisited.

Research Approach: multi-locale participant observation, embodied research, informal interviewing, returning to field sites.

Text: multi-locale reflexive autoethnography

Title: Exploring the Intersectional Framework of Decolonizing (Eco)Feminism with Indigenous Relational Ontologies: *An Approach for Decolonizing Human-Land Relations*

Jun 2013

### **Post Graduate Fieldwork Researcher Skanda Vale Multi-faith Ashram, United Kingdom**

Duties:

- Through the method of participant observation, supporting a team of undergraduate anthropology students conducting fieldwork research.
- By conducting informal interviews, gaining insight into how nonhuman animal care is managed and run on the ashram.
- Participating in land cultivation activities to support the ashram's self-sufficiency.

Jul – Aug 2012

### **Volunteer Researcher and Filmmaker**

#### **The Great Primate Handshake, Kenya**

Research Approach: team fieldwork research, living in the field, participant observation, visual anthropology.

Text: short films and ethnographic writings.

Title: *Ecotourism: A Lens of Knowledge into the Local Conservation Effort in Various Sites across Kenya.*

The Great Primate Handshake is a registered U.K. charity which visits local conservation sites in several African countries, producing communication media as an international platform for raising awareness of local conservation projects throughout Africa.

Contributions

- Conducted first-hand field research with primate conservation and reforestation groups, through the methods of ethnography, interview, and the use of visual anthropology media.
- Worked as part of a media production team in producing short films in collaboration with local individuals, promoting local conservation projects throughout Kenya.
- Worked with and on behalf of WWF Kwale, The Size of Wales Project, Sweetwaters Chimpanzee Conservancy, and The Colobus Trust.

Dec 2011

### **Student Volunteer**

#### **Amakhala Game Reserve, South Africa**

Research Approach: ethnographic participant observation.

Text: multi-locale comparative ethnography.

Title: *The Postmodern Zoo: A Critique of the Eurocentric Approach; toward a more animal-centred understanding of care in nonhuman animal conservation.*

Amakhala Game Reserve is a private reserve on the East Cape of South Africa which offers a hands-off conservation ecotourism experience.

Role:

- Student volunteer duties involved game drives (nonhuman

animal identification, tracking and telemetry), general reserve maintenance, land management (managing invasive / exotic plant species), and fence patrolling.

- Attending lectures on conservation, reserve management and maintenance, pertinent to both local and global current issues.
- Visiting conservation education centres and nonhuman animal rescue and rehabilitation centres.

Nov 2011

**Volunteer Carer**

**The Swan Sanctuary, United Kingdom**

Research Approach: Participant observation in the field.

Text: reflexive and collaborative ethnography.

Title: *An Inter-Species Study of the Attitudes and Relationships Between and Regarding Mute Swans and their (Human) Carers at The Swan Sanctuary, United Kingdom.*

The Swan Sanctuary is a registered U.K. charity which provides palliative care of injured swans, birds, and other nonhuman animals brought to their rescue. They also provide longer term residency for nonhuman animals unable to be released / reintroduced into their previous home environment.

Contributions

- Preparing feeds, cleaning and preparing beds, observing veterinary procedures and minor operations on site, assisting bathing swans and their general daily care.

**EMPLOYMENT HISTORY**

Jun – Sep 2020  
Aug – Sep 2019

**Pre-sessional EAP Tutor**  
**Loughborough University, England, U.K.**

Delivering pre-sessional English for Academic Purposes courses to international students, predominantly from China. 2020 course is online.

Key Responsibilities:

- Planning and delivering academic English lessons focusing on key skill areas including: reading for academic purposes; planning, structuring, and writing essays; reflective writing; paraphrasing, summarising, and paragraph construction; reading and listening note-taking skills; archival-based research skills; presentation skills.
- Marking assignments using an assessment criteria rubric as well as giving meaningful feedback

- Holding student tutorials and attending regular staff meetings and training sessions
- Keep student records
- Examining summative assessments, with examination training.

Oct 2019 – May 2020 **Foreign Language Assistant (English)**  
**Bundesministerium Bildung, Wissenschaft und Forschung (BMBWF) (Austrian Federal Ministry of Education, Science, and Research), Vienna, Austria**

Participating in the bilateral foreign language assistance programme for the school year 2019/20, a cultural exchange partnership programme between Austria and the U.K.

Key Responsibilities:

- Collaborating with local teachers in the delivery of English lessons and activities to students at two Gymnasiums (Grammar Schools).
- Preparing and teaching supplementary lessons on culture and Matura (A Level) exam topics.
- Providing individual student listening skills assessment and advice.

May 2019 – July 2019 **English Language Instructor (University)**  
**Westgate Corporation, Japan**

Delivered conversational English classes, using the communicative method, to students of Japan Women's University (JWU), Mejiro campus, Tokyo.

Aug 2011 – Apr 2019 **Director of Studies, Senior Teacher, EFL Teacher**  
**English in Action, Europe and Worldwide**

English in Action provides short intensive communicative English courses to students in the comfort of their home schools and universities. They are a U.K. based company which operates worldwide. I have personally delivered courses ranging from beginner to C1 at schools and universities in Austria, Azerbaijan, Bulgaria, Hungary, Italy, Germany, Japan, and Poland.

Key Responsibilities:

- Delivering academic programmes to tailored specifications, including exam preparation.
- Adapting course material to meet student ability and interest.
- Designing and implementing lessons with the aim of increasing student confidence in communication.
- Encouraging students to explore a creative use of English.
- Facilitating project research and presentation sessions, culminating in a formal end of week presentation, including video production and stop-motion animation.

- Running drama and performance art workshops; coaching students in preparation for a formal end of week production of student sketches and plays.
- Managing, training, and supporting academic teams on site.
- Having responsibility for the overall co-ordination and delivery of the programme at the client school.

Oct 2017 – May 2018 **English Teacher**  
**City East College, Bondi, Australia**

City East College provides vocational and language courses to adults.

Key Responsibilities:

- Designing and running IELTS examination preparation courses
- Designing and running Grammar Crash courses tailored to students' needs

Jul 2010 - Aug 2013 **EFL Teacher**  
**Studio Cambridge, United Kingdom**

Studio Cambridge is a private language school, providing English language courses throughout the year in Cambridge and residential summer schools for international school pupils at various sites in the south of England. I worked at a residential summer school in Richmond, London, for four consecutive summers.

Key Responsibilities:

- Planning, creating resources, and teaching EFL lessons to classes of mixed nationality students aged between 12 –19.
- Writing end of course student reports.
- Attending regular staff meetings and teacher development workshops.

Feb – Apr 2011 **Voluntary Administrator and Teacher's Assistant**  
**The Film and Video Workshop, United Kingdom Film and Video Workshop, United Kingdom**

The Film and Video Workshop is a registered U.K. charity which provides free animation and film production workshops to school children in London. They also provide discounted adult evening courses.

Key Responsibilities:

- General office administrative tasks including: updating personal records and data maintenance; preparing administration / paperwork and course materials; updating the company website; logging payments and maintaining accounts; liaising with international film festivals and submitting short films; conducting and compiling database research for prospective future projects.
- Assisting teachers hands-on in running animation workshops on site and at schools.

Sep 2009 – Sep 2010 **Childcare Nursery Assistant**  
**Kangacrew Childcare Solutions, United Kingdom**

Kangacrew Childcare Solutions is an agency who provides temporary cover / relief staff for various childcare nurseries in the south of England.

Key Responsibilities:

- Supervising infants with a duty of care.
- Teaching the first building blocks of education.
- Keeping reports on children's activities and daily habits.

## **VOLUNTARY UNIVERSITY POSITIONS**

May 2008 – May 2010 **'Night Time' Support Counsellor**  
**UWL Student Union, Student Welfare, United Kingdom**

The Student Welfare section in The University of Wales Lampeter Student Union ran a voluntary counselling scheme whereby students could volunteer between the hours of 11pm and 5am as a 'Night Time' support counsellor for students, in person or via telephone.

Key Responsibilities:

- Providing confidential listening support for troubled students.

Oct 2008 – Jun 2009 **Second Year Undergrad. Anthropology Student Rep.**  
**UWL, Department of Archaeology and Anthropology**

Key Responsibilities:

- Representing the undergraduate student voice at student-faculty staff member departmental meetings.

## **SKILLS**

**Computer applications:** Microsoft Office, Adobe Photoshop, Apple Final Cut Pro

**Research skills:** Qualitative research design and implementation including (semi-) structured and informal interviewing, participant observation, taking and maintaining field notes. Quantitative research design, implementation, and analysis including: questionnaire design, database management, and statistical analysis.

**Relevant workplace skills:** Academic copyediting, ability to teach and mentor, course design, forming student-centred learning development plans, public speaking, teamwork, team leadership and communication, and problem-solving skills.