



AARE news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

AARE NEWS No. 45

October 2003

President's Report

The past two months have been busy ones for the Association and for education research generally. In August the AARE made significant efforts to reach our far flung community of educational researchers by sponsoring two one day workshops at Monash University which, through Webex, were relayed to participants at distant locations. Those attending were able to interact with people from much further afield in discussions about the ethics of conducting educational research on the Thursday, followed on the Friday by a presentation aimed at early career researchers and postgraduates entitled "Writing a conference proposal and presenting the paper". We hope these workshops will be the first of many which take up the possibilities of interactive technology enabling conference-style communication among our members.

The mini-conference hosted in early October at Newcastle was another new and very successful venture. More details are available through a report later in this newsletter. I would like to express my appreciation to all concerned for providing an opportunity for AARE members to congregate around important educational issues connected with defining the doctorate. There are plans to incorporate regular mini-conferences into the AARE program, possibly on a biennial basis.

The September/October break offered many competing calls on educational researcher's time and attention with the ACSA conference happening in Adelaide and reported to be one of their best ever. At this time I was in Edinburgh attending the BERA (British Educational Research Association) conference, along with a small contingent of our members. Australian research continues to be well reported and apparently highly regarded in the BERA context. A highlight of the conference was the keynote address given by Professor Judyth Sachs from University of Sydney, a former president of AARE.

Earlier this year, following a meeting of the AARE executive, I wrote to the federal Education Minister, Brendan Nelson, outlining our concerns about the proposed establishment of a National Institute for Quality Teaching and School Leadership. In his reply he encouraged the AARE to participate in the consultation process and assured us that he will take our concerns into consideration. Although our objections have not swayed the decision to establish the Centre in a centralised location, in some small way this response indicates an increasing recognition of AARE in education decision making.

I met with the Minister again last week when I attended, on behalf of AARE, the launch of an independent study on *Australia's teachers: Australia's Future Advancing Innovation, Science, Technology and Mathematics*. The three volume report clearly comprised a good deal of research effort with work from many of our members represented among its acknowledgements. While the solemnity of the launch in Parliament House appeared to indicate a mix of concern with the topic and hope there would be substantial improvements for teachers, especially in the areas of science, mathematics and technology, it will be some time before the impact of the recommendations will take effect.

Judith Gill PhD
AARE President 2003
University of South Australia

AARE ACADEMIC AWARDS

Betty Watts Award

AARE introduced this award to encourage and support research about Australian Indigenous education and / or educational research by Indigenous researchers. The winner of the award will be announced at the Annual Conference. As the intent of the award is to honour and facilitate outstanding scholarship, applications will be judged on the basis of the following academic merit criteria:

Merit Criteria

- Originality
- Contemporary significance and /or scholarly relevance
- Conceptual, methodological and theoretical soundness
- Disciplined, focused and persuasive argument
- Coherent organisation and clarity of written expression
- Comprehensive reference to appropriate literature

To be eligible for consideration, applicants must demonstrate that they meet all the following criteria:

Eligibility Criteria

Applicants must:

- be a member of AARE
- identify as Australian Aboriginal or Torres Strait Islander and / or submit a paper related to Australian Indigenous education
- be able to attend the full conference in the year of the award
- be willing to present a conference paper or lead a symposium based on their research, and deliver the paper as scheduled
- have not previously received a Betty Watts award
- submit the paper for publication in AARE Conference Papers Collection and / or submit the paper to the AER for publication.

Only one paper per researcher / research team should be submitted for the Award in any year. Papers previously submitted may not be re-submitted.

Call for Nominations for the Betty Watts Award 2003

Closing date: October 30

To nominate for the Betty Watts Award, please send a hard copy of your paper with a covering letter to the AARE Office at PO Box 71 Coldstream 3770 Victoria. Also send an MSWord disk/digital copy attached to an email to aare@aare.edu.au

Early Career Researcher Award

AARE established this award to encourage early career researchers to present at the annual conference and to become actively involved in the Association. As the intent of the award is to honour and facilitate outstanding scholarship, applications will be judged on the basis of the following academic merit criteria:

Merit Criteria

- Originality
- Contemporary significance and /or scholarly relevance
- Conceptual, methodological and theoretical soundness
- Disciplined, focused and persuasive argument
- Coherent organisation and clarity of written expression
- Comprehensive reference to appropriate literature

To be eligible for consideration for the award, applicants must demonstrate that they meet all the following criteria:

Eligibility Criteria

Applicants must:

- be a member of AARE

- have been awarded a doctoral degree within the past 5 years
- have an appointment at no higher than Level B (or equivalent) if employed by a university
- submit one single-authored paper
- be able to attend the full conference
- be willing to present a conference paper or lead a symposium based on their research, and deliver the paper as scheduled
- have not previously received an AARE Early Career Researcher award

The winner of the award will be announced at the Conference and may be invited by the editor of The Australian Educational Researcher to submit the paper for consideration for publication in the journal.

Call for Nominations for the Early Career Researcher Award 2003

Closing date: October 30

To nominate for the Early Career Researcher Award, please send a hard copy of your paper with a covering letter to the AARE Office at PO Box 71 Coldstream 3770 Victoria. Also send an MSWord disk/digital copy attached to an email to aare@aare.edu.au

AARE DOCTORAL AWARD 2003

The AARE Doctoral Award Prize Committee received fifteen nominations for the doctoral thesis prize for 2003. Again this year, the field was strong with a number of excellent theses covering a range of areas within education. The number of nominations and the standard of the work is testimony to the strength of research being undertaken in Australia.

The initial selection of the top ranked theses was made on the basis of the examiners' reports and abstracts. The winning thesis examiners' reports (three in total) were the best I've read in the four years that I've chaired the panel. All examiners commented on the outstanding strengths of the thesis and two recommended that it be nominated for awards. All examiners were unreserved in their views regarding the strengths of the thesis.

Panel members all ranked the winning thesis at 1 (6 members) or 2 (1 member) on the initial ranking. In the overall rankings, the winning thesis was ranked 1.1 with a wider than usual gap to the next ranked thesis at 3.6. The two top-ranked theses were called-in for reading and comparison by the panel. The recommendation by the panel was in support of the winning thesis.

[Edited extracts from Prof. Annette Patterson's report to AARE Executive].

The AARE Doctoral Award Prize committee is pleased to recommend that the 2003 prize be awarded to:

The thesis was nominated by:

The thesis title is:

TO BE ANNOUNCED AT AARE CONFERENCE 2003

Postgraduate News - including items of interest to early career researchers

PG & ECR SIG News

Planning for activities for New Zealand is well underway. The symposium, 'PhD, Journey or Destination? Will involve postgraduate student members from AARE and NZARE, as well as prominent academics. Professor Jane Kenway and Professor Sue Middleton will act as discussants and respond to the presentations. This symposium promises to be a lively and interesting session.

Fiona Beals (NZARE) and I are still working on the concept of a 'Not the conference dinner' as an informal opportunity for postgraduate students to get together for an evening meal. We are currently attempting to locate some sponsorship, so if you have any ideas, please contact Jan Edwards.

Annual General Meeting

Included in the program for New Zealand will be an Annual General Meeting. At this meeting, the management and representation of students will be handed over to new Post-graduate representatives. Check your program for details of time and venue and come along to support the new representatives and celebrate our achievements to date.

Come to New Zealand ready to participate in the Symposium and the 'Not the conference dinner' and contribute to making the event as successful as possible for post-graduate students and early career researchers. If you are interested in assisting in any of these activities please contact me at Jan.Edwards@unisa.edu.au.

Jan Edwards
Post-graduate student representative

AARE NEWS 2004

Schedule for 2004 publication and associated inserts. Revised October 2003.

NEWS #	Copy Date for NEWS	Web Publication of NEWS	Printed version Distribution
# 46 March	1 March	8 March	15 March
# 47 May	1 May	10 May	17 May
# 48 July	1 July	7 July	12 July
# 49 October	11 October	18 October	31 October

RESEARCH NOTICES FROM INSTITUTIONS

This is a new section of AARE NEWS. We have invited institutions to submit brief reports of research preferably involving AARE members. The first response has been a bit mixed but we will persist and see if institutions are interested in advising us of their research work. I imagine that publicising the projects may lead to collaborative contacts. Submissions [in MSWord] should be sent to the Editor AARE NEWS pjeff@aare.edu.au

There was no response for research notices for the October AARE NEWS from institutions. A letter to Stuart Hughes at ACER Library however produced the following information. Stuart is very helpful to AARE in general and can be contacted by AARE members on hughes@acer.edu.au

News from ACER

Supporting, enhancing and delivering quality education research – A profile of ACER Cunningham Library

ACER Cunningham Library is Australia's leading collection of Australian education and educational research documents. Subject areas of the collection include teacher professional development, literacy and numeracy, curriculum, assessment, measurement and psychology. The Library holds over 50 000 book titles and over 400 Australian and overseas journals.

Australian Education Index

The Library produces the *Australian Education Index* (AEI), a database consisting of more than 130 000 entries relating to educational research, policy and practice from 1979. All items indexed in the Australian Education Index (AEI) are held in the Library. Other databases produced by the Library include *Education Research Theses* (details of over 10,000 theses on Australian education), *EdResearch Online*, the *Australian Education Directory* and the *National Database for Research into International Education*.

A key component of the Cunningham Library collection are AARE publications and AARE conference papers which are indexed in the *Australian Education Index* and other databases. The Library welcomes notification of publications by AARE members in order to ensure timely and comprehensive dissemination of research findings via its databases.

Library Membership

AARE Members can join the library to access items from the collection. Members can utilise library services and access a range of online databases available for remote use. The databases include the latest two years of the Australian Education Index and the Education Theses Database. Members can also take advantage of personalised information searches. For those people who are time poor, this added service is advantageous to assist with further research and study.

Who would benefit from joining library membership? Anyone with an interest in educational research, including postgraduate students, researchers and Educational Consultants. Interstate and overseas members are welcome.

Library membership also includes at 10% discount on other ACER products and services.

Complete Article Service

The Complete Article Service, a full text subset of the AEI, is freely available for searching on the world wide web, via *EdResearch Online*. Articles from over 100 Australian education journals are available for online purchase, at a cost of \$22 per article.

For details of all these services see our website, phone, email or visit the Library.

Web <http://www.acer.edu.au/library>

Email library.membership@acer.edu.au

Phone (03) 9277 5553

19 Prospect Hill Road

Camberwell VIC 3124

AARE SPECIAL INTEREST GROUP NEWS

Assessment and Measurement SIG

This SIG was launched at the Brisbane conference in December 2002 to provide a forum where AARE members with an interest in assessment and measurement can meet to discuss relevant research and its implications for practice. AARE conferences generally have an assessment and measurement program strand and this group intends that this aspect of educational research should continue to be prominent.

The SIG is open to any member of AARE who has an interest in any aspects of assessment, and quantitative approaches to research in this area. It is not limited to measurement "experts", and a warm welcome is extended to those who would like to know more about what is happening in the area of assessment in all areas of education. This includes vocational education, where there is a strong emphasis on assessment, as well as large and small scale research in school education, including classroom and psychological assessments. We welcome the opportunity to share experiences with our New Zealand colleagues in Auckland at the 2003 conference and again at the 2004 conference in Melbourne.

The first AGM will be held at the joint NZARE-AARE 2003 conference in Auckland on Monday 1 December 2003. The time and venue for meeting will be announced in the Conference Program (available on the AARE web site prior to the Conference).

Rosemary Callingham (rcalling@une.edu.au)

AGM of the AARE Assessment & Measurement SIG December 1st 2003

Agenda

1. Apologies
2. Minutes of the inaugural meeting, December 2002, Brisbane
3. Matters arising not scheduled to be dealt with later in the agenda.
4. Reports
 - Chair (John Izard)
 - Program (Trevor Bond)
 - Membership (Rosemary Callingham)
5. Future activities
6. Draft operating principles for discussion (John Izard)
7. Election of officers for 2004
8. Any other business

Early Childhood SIG

Early childhood researchers from at least 4 countries will be attending the Auckland conference. The early childhood SIG get together on Monday 1 December (time and location to be announced) will be a great opportunity to catch up with international colleagues, discuss international trends and developments in the field and explore possibilities for collaborative, cross-national projects. Why not come along and join us? For more information, please contact Jennifer Sumsion (jennifer.sumsion@mq.edu.au).

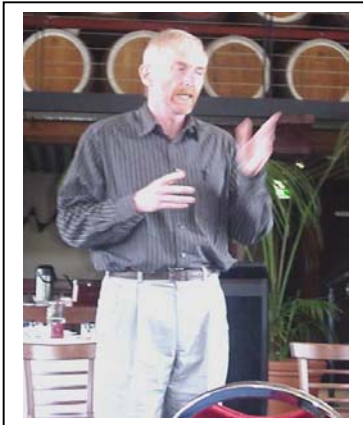
Information and Communication Technology SIG

The fledgling SIG for ICT would like to invite all members and prospective members for an informal meeting over lunch on Monday December 1st. Tony Loughland (aloughland@csu.edu.au) would love to talk to any prospective members at that lunch or via email before that date.

Philosophy of Education SIG

The Educational Philosophy SIG will hold its first meeting at the forthcoming AARE/NZARE Conference in Auckland on Monday 1 December at 7.00 pm (room to be announced). The purpose of the gathering will be to meet others at the conference interested in the philosophy of education and to discuss ways in which the newly established SIG may assist AARE/NZARE's broader educational programme. Several bottles of New Zealand's finest will be sacrificed to assure a convivial atmosphere after the manner of a Platonic Symposia. All welcome. For more information please contact Peter Reynolds (preynolds@canningcollege.wa.edu.au).

Possible new SIG from Newcastle Miniconference



Quite a large number of people registered their interest in becoming part of the foundation membership of a new SIG arising from the discussions at the Newcastle Miniconference.

Prof. Terry Evans volunteered to coordinate the SIG if it is approved by AARE Executive Committee.

It is possible that this group could organize a miniconference every second year starting in April 2005.

To register interest contact tevans@deakin.edu.au

Left: Terry Evans at AARE 2003 Miniconference.

Current Special Interest Groups

SIG	Coordinator	Contact details
Distributed Learning Environment and Multicultural Issues	Madhumita Bhattacharya	M.Bhattacharya@massey.ac.nz
Early Childhood	Jennifer Sumsion	jennifer.sumsion@mq.edu.au
Educational Philosophy	Peter Reynolds	preynolds@canningcollege.wa.edu.au
Gender and Sexualities	Mary Lou Rasmussen	rasmusml@deakin.edu.au
Health and Physical Education	Ross Brooker	Ross.Brooker@utas.edu.au
Information and Communication Technology	Tony Loughland	ALoughland@csu.edu.au
Leadership	Neil Cranston	n.cranston@qut.edu.au
Assessment and Measurement	John Izard (Chair) Rosemary Callingham (Secretary) Trevor Bond (Program Director)	john.izard@rmit.edu.au rcalling@une.edu.au Trevor.Bond@jcu.edu.au
Motivation and Learning	Judy MaCallum Helen Watt	jamac@central.murdoch.edu.au h.watt@uws.edu.au
Post Graduate and Early Career Researcher	John Cripps Clarke Jan Edwards	crippscl@deakin.edu.au pg@aare.edu.au
Sociocultural and Activity Theory	Jennifer Vadeboncoeur	vadebonc@mailbox.uq.edu.au
Teachers' Work and Lives	Catherine Scott	cscott2@pobox.une.edu.au

Interested in establishing a new SIG?????????

AARE is keen to assist! For more information, please contact Jennifer Sumsion the AARE SIG Coordinator at jennifer.sumsion@mq.edu.au.

Gender and Sexualities Special Interest Group - Symposium on research into sexualities and schooling

At this annual conference members of this fairly newly formed SIG thought it might valuable to have a symposium that showcases some of the cutting edge research that is taking place in Aotearoa/New Zealand relating to sexualities and schooling. As such we are happy to announce that Kathleen Quinlivan (University of Canterbury) and Louisa Allen (University of Auckland) will speak about their existing research in this field. Please come along and support the SIG and get to meet other members in an informal atmosphere. Time and venue will be announced closer to the time.

Dr Kathleen Quinlivan is based as a Research Associate and Lecturer in the Education Department at the University of Canterbury in Christchurch, New Zealand. She is undertaking research for the New Zealand Ministry of Education which works towards addressing the implications of current approaches to understanding gender and diversity for classroom practice within secondary schools using action research models.

Recent and forthcoming publications include;

Quinlivan, K. (2003). Whose problem is this? Framing Lesbian and Gay Secondary School Students within "at risk" Discourses. In From Here to Diversity: The Social Impact of Lesbian and Gay Issues in Education in Australia. New York: Haworth Press.

Quinlivan, K. (Under review). Affirming Sexual Diversity in Two New Zealand Secondary Schools: Challenges, Constraints and Shifting Ground. Journal of Lesbian and Gay Issues in Education. New York: Haworth Press.

Louisa Allen is currently a post-doctoral fellow in the School of Education at the University of Auckland where she is designing a sexuality education resource for 16-19 year olds. Her research interests include feminist theory, post-structuralism, theories of embodiment, sexualities, masculinities and sexuality education.

Recent publications include;

2003 Allen, L. 'Girls want Sex, Boys want Love: Resisting dominant discourses of (hetero)sexuality. Sexualities. Vol.6 (2) May. pp.215-236.

2003 Allen, L. 'Power Talk: Young People Negotiating (Hetero)sex'. Women's Studies International Forum. Vol.26 (3). pp.235-244

'The Life of Brian: Masculinities, Sexualities and Health in New Zealand' (2002, joint editor with H. Worth and A. Paris), Otago University Press: Otago.

Mary Lou Rasmussen
School of Social and Cultural Studies in Education
Deakin University
Geelong, Vic 3217
Phone: 613 5227 1484
Email: rasmusml@deakin.edu.au

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OVERSEAS RESEARCH PERSPECTIVES

This is a new section of AARE NEWS. We invited Canada and the UK and several other countries to supply a one page news item for AARE NEWS. As Michael Bassey of BERA has now retired we do not have any news from him. It would be good if a member with contacts with overseas associations could intervene to encourage them to contribute news to AARE NEWS. For next issue we hope to have entries from countries where we have affiliated association links.

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DEFINING THE
DOCTORATE
D

AARE MINI-CONFERENCE

2 - 4 October 2003

Crowne Plaza Hotel - Newcastle - Australia

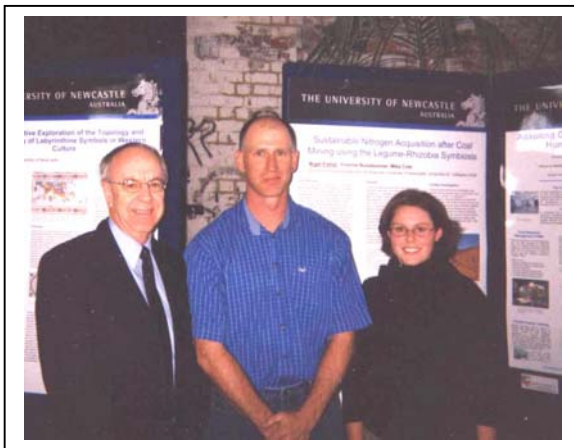
Doctoral Studies in Education
and the Creative and Performing Arts

COMPLETED IN STYLE!

AARE Mini conference 2003 - Newcastle

- 65 members attended the mini conference.
- A number [24] of PG students attended the event including AARE Executive PG Student Reps.
- Student Bursary Places [SBPs] were offered to student members of AARE shortly before the event to encourage more students to attend. Three SBPs were awarded.
- AARE Executive members , T. Gale, J. Cripps-Clark , J. Edwards and P. Jeffery attended.

- Trevor Gale spoke on behalf of the President emphasising AARE's intentions regarding the importance of doctoral studies and some other matters.
- The *Program & Abstract Book*, was fully published and indexed and will be lodged in the Australian National Library. [All AARE publications are there and also in the State Library of Victoria].
- AARE gained 40 new members at the mini conference. [Delegates who were not AARE members before the event became members under our usual rule]. Some were former members who had to re-join to attend.
- AARE website and AARE NEWS supported the conference before the event. Both will carry follow-up reporting and documentation.
- Work is in progress on the CD of 'proceedings' so that RAI points can be gained by those who submitted fully refereed papers.
- The full paper refereeing process was organized by AARE Office [Wendy Shilton] who also did the DTP on the Program & Abstract Book.
- AARE Conference evaluation forms were created and distributed. Responses are being fully analysed but our impression is that delegates were generally supportive.
- The conference visited the University of Newcastle for a reception.
- A large SIG was formed to carry the work forward under Terry Evan's leadership. If the SIG is approved by AARE Executive it plans to hold a mini-conference every second year in April starting in 2005.
- This conference had many competing events on at the same time, adversely affecting the number of attendees. AARE needs to claim a date for its mini-conferences and thus 'take the high ground' and advertise at least 18 months in advance.
- The conference addressed its highly specific topic in a way quite different to the usual large smorgasboard annual conference. There was time to discuss and plan further work to progress the particular agenda.
- The venue [the Wine Centre quite near the Crowne Plaza hotel] was pleasant but not entirely practical for a series of presenters.
- There was no opportunity to have WebEx because neither the hotel nor the wine centre buildings had broadband internet available.
- It is too soon to report the financial balance sheet because accounts are still arriving for the event. It appears likely that the conference will "break even" financially.
- Sponsorship of note pads was done by AARE's usual printer Commodore Press.



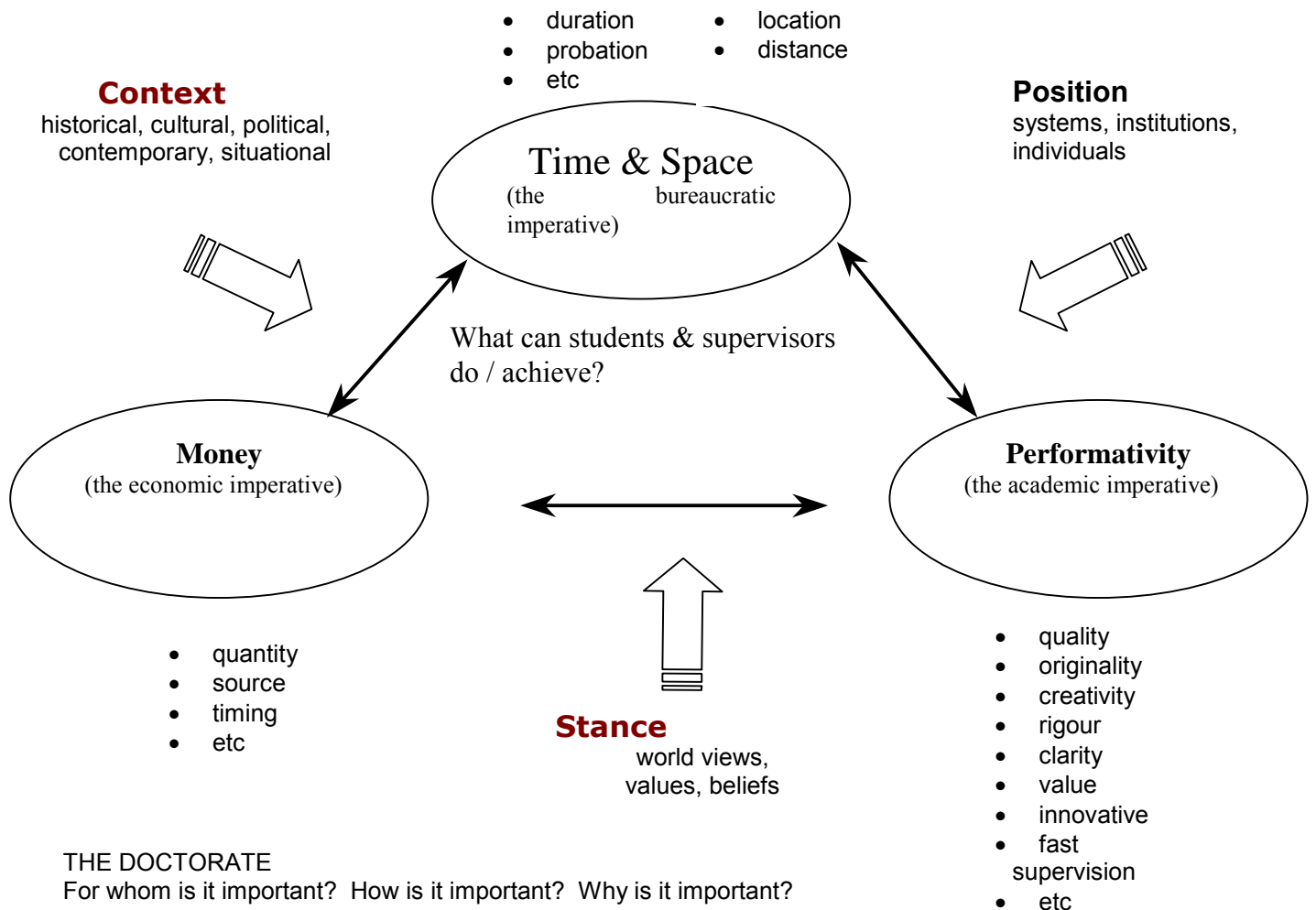
A special session at AARE 2003 Mini-conference : Newcastle was a designated poster 'plenary' session.

Students of the University of Newcastle brought and displayed very high quality extra large posters. Authors remained with their work to explain the work to delegates.

AARE Seeks Convenor for 2007 Conference

AARE Executive is seeking expressions of interest from members interested in convening the 2007 annual conference, particularly from members in major regional centres. A member in Darwin is considering a proposal to AARE and another member in North Queensland is also considering the opportunity. Contact Debra Cunningham AARE Hon. Secretary debrac@btr.qld.edu.au

What defines the doctorate?



Adapted from a graphic created by Assoc. Professor Trevor Gale to focus discussion during a summary session at the Defining the Doctorate Conference [There is a second part to this diagrammatic representation. Contact Trevor Gale for information].

Abstracts for future AARE Conferences

AARE Executive has resolved that submissions of abstracts or papers for future AARE conferences will not be accepted from persons who have not paid their accounts for a previous year's conference. AARE members' funds underpin the operations of the Association, including the AARE Annual Conference. All persons attending must pay registration fees to completely recover all costs of conferences and contribute to operations of the Association.

AARE 2003 MINICONFERENCE NEWCASTLE



Above: Allyson Holbrook and Mini-conference Convenor Robert Cantwell after the introductory keynote address given by Allyson.

Left: Student Bursary Place recipient Sabita D'Souza, UTS in a coffee break conversation.

Left below: Kerry Dally makes a point.



Speeches against an artistic backdrop, in the Gallery at the University of Newcastle.

Prof. Phil Foreman Dean of Education and Head of School of Education, University of Newcastle.

PhD Scholarship Available

RMIT University together with the Department of Education and Training (Victoria) and the Department of Education Tasmania have been awarded an Australian Research Council Linkage Grant to explore the efficacy of an assessment guided approach to improving student numeracy outcomes in Years 4 to 8. The scholarship is for full-time study under the APAI scheme (Australian Postgraduate Awards Industry) which provides \$A27, 771 per annum (Tax free). The position will be located at the Bundoora campus of RMIT University in Melbourne, Victoria. The starting date is negotiable but enrolment needs to be completed by December 2003. Contact Dianne Siemon siemon@rmit.edu.au

NEWS FROM THE EXECUTIVE

An election will be held for several positions on the AARE Executive Committee. Members will receive voting material in the post soon.

The procedure requires members to enclose their marked ballot papers in a small envelope then enclose that small envelope and a signed statement slip into an outer envelope for return to AARE. Note that AARE does not supply the outer envelope for the return of the voting material so that you can use your institution's mail system by placing the label addressed to Hon. Secretary Debra Cunningham on your institution's envelope. Some institutions will not allow envelopes with AARE imprint to be used.

Focus on New AARE Members

This is a new section of AARE NEWS. In this section we feature short bio/research interest statements from new members. Actually only one new member wrote for us this time and her statement follows. Thanks for being brave enough to start off our new section Judy. I hope some members or others who are interested in your work contact AARE Office so that we can inform you and perhaps trigger some collaboration.

Research interests of Doreen Rorrison

After working in education since the mid-seventies as a secondary school teacher, R-12 co-ordinator, middle-school and senior school head, educational broadcasting coordinator and teacher educator at 3 Universities, I decided to make the move into teacher education full-time and now coordinate the Graduate Diploma in Secondary Education at the Northern Territory University (the Charles Darwin University from October 1 2003).

While studying with John Smyth at Flinders University from 1998-2001 and completing a Master of Teaching I began to critically analyse my own life as a teacher, the 'work' of teachers and the social politics there in. This led me to question the hegemony that positions teachers and in many ways leads them to collude in their own oppression. I began to research other possibilities and new perceptions of what teachers really do.

I am currently researching the relationships that pre-service teachers build with their mentors and students (pupils) during the practicum and how this intersects with their sense of self as a teacher. The power politics within the mentor/pre-service teacher relationship is of particular interest and I hope to deconstruct this while at the same time supporting the need for the pre-service teacher to develop meaningful connections with their pupils. I hope to find somewhere in this dialectic a way to really support preservice teachers in their practicum and give them the resilience or at least an 'edge' to help them through the first few (difficult) years of teaching.

Doreen Rorrison

AARE Website News

AARE web site is easily found. Search engines like Google wonder if you have miss-typed because of the double "A' when you enter AARE but never-the-less Google finds the description of AARE off our front page with a "top billing"! Likewise a search for Australian Educational Researcher gets the result of several entries in the 1 - 10 listing.

The web [Internet] has become "the" database of the world. Some specialised databases struggle to compete against the global World Wide Web but it appears that they may be increasingly irrelevant in face of the huge power of the web. Have specialised databases a role in educational researchers' work? Will you take a minute to assist your volunteer web site manager?

HELP WANTED

To ensure the widest possible dissemination of members' research work I need to contact search engines and database providers to make sure they know about AARE. Please write to me pjeff@aare.edu.au and list the search engines or databases you use and find useful in your work. Please assist filtering of incoming emails by giving your email the subject SEARCH ENGINES.

Peter Jeffery
AARE Website Manager

AARE CONFERENCE Papers on web and CD Publication Dates

Please note that the normal publication date for AARE Conference papers Collection on CD [Proceedings] and on AARE Website is **December of the year that the conference is held**. This allows members to claim for the RAI on the work completed in the year of the conference at the beginning of the following year. There may be some delays in production and distribution, but the papers are **published** immediately after the conference. This is why normally presenters must hand in their final version papers on the last day of the conference. Publication processing is prior to Xmas in the year of the conference.

Peter Jeffery, Compiler , **AARE Conference Papers on Disk**.

Arrangements for the depositing of papers and their publication for the NZARE-AARE Conference 2003 are in the hands of the NZARE-AARE Conference Committee in New Zealand.

RECENT DOCTORAL THESES IN EDUCATION

*This issue marks the fourth consecutive year that this column has appeared in **AARE News**, resurrected after John Knight initiated it in the mid 1990s. Over this time I have enjoyed reading the thesis abstracts we have been able to publish and the tradition we have established in celebrating with recent doctoral graduates (and supervisors) their successes but also the excellent Australian education research that their work represents. You will recall that the DEET (2000) study on the impact of education research in Australia noted that much of this is conducted by research higher degree students in faculties and departments of education. Of course, as this report revealed, their work is also worth celebrating for its quality not just its quantity.*

*From 2004, Associate Professor Sue Grieshaber (QUT and AARE Executive member) will take over responsibility for this column. Abstracts of completed doctoral theses can be sent to her at: s.grieshaber@qut.edu.au Guidelines for your submission can be found in **AARE News Issue 42** (available on AARE's website). Please note that **we are now publishing the names of candidates' supervisors**, to include them in the celebration of the work completed.*

*Finally, congratulations to the authors below for their contributions to Australian education research. This is the largest number of doctoral abstracts we have ever published in **AARE News**. I trust you enjoy reading them as I have.*

*Trevor Gale
Executive Member*

Some interesting titles and abbreviated abstracts:

Dr Ria Hanewald (EdD), Monash University, *A journey without maps*. Supervisor: Bernard Holkner.

This research was undertaken to obtain an insight into teacher professional development (PD). Both traditional and online modes of delivery were investigated. A major focus was the utilisation of information technology for PD of German language teachers and their subsequent application in the classroom. Thus, this study spans across several disciplines: teacher professional development, which is situated in education; information technology; and language teaching and learning, which is part of the field of linguistics. The interdisciplinary nature of this research makes it necessary to unpack the historical, social and political past within each field in order to gain a fundamental understanding of the issues.

Dr Lisa Hunter (PhD), University of Queensland, *Young people, physical education, and transition: Understanding practices in the middle years of schooling*.

Schooling is charged with the formal and compulsory education of young people yet processes and practices go well beyond formal curriculum and constitute society within the individual (Bourdieu, 1977; 1990). In Australia, knowledge around the experiences of young people in their middle years of schooling and the influence of 'practice' as enculturation and/or agentic processes is minimal. Chapter 1 contextualizes the study within Australian education, the field of physical education and the middle years of schooling, literature informing these fields being visually mapped in Chapter 2. Chapter 3 outlines the

theoretical perspectives drawn from (critical pedagogy, post-structural feminism, cultural studies, and youth studies). Through the use of these perspectives the relational positioning of 24 students within their physical education class is suggested using Bourdieu's conceptual tools of habitus, field, capital, and practice. The participants included 24 students in one Year 7 class (final year of primary school) into their Year 8 classes (first year secondary or middle school), and 7 teachers. Data was generated through a multi-method approach (interviews, field observations, questionnaires, journals, videoring, photography, and Qsorts), then analyzed using grounded theory, critical discourse analysis, descriptive statistics and Qmethodology to constitute a theory of practice (Bourdieu, 1977; 1990). Issues arising from the reflexive research process between data, theory, and my own habitus were ongoing throughout the study and reflected upon in an Epilogue. Chapters 4 to 6 present literature, data, and discussion focussing on three dimensions relating to the thesis questions. Chapter 4 centres on the practices and processes of transition within the middle years of schooling. Physical education as a social field acts as the organizing theme for Chapter 5 before concentrating on student habitus in Chapter 6. Key findings suggest that schooling in general, and physical education in particular, needs to redefine and refocus practices within the middle years, before, during and after transfer.

Dr Carl Leonard (PhD), University of Newcastle, *Quality of life and attendance in primary schools*. Supervisors: Sid Bourke & Neville Schofield.

This dissertation presents the results of a study to assess the impact of a stress management, a self-development, and a relaxation technique on the quality of school life and attendance of 448 Year 5 and 6 students in 16 classes at 4 Lower Hunter Valley primary schools in New South Wales, Australia, in 2000. The importance of contextualising student quality of school life as a key indicator of school effectiveness and measure of school improvement is also argued. The Quality of School Life questionnaire (Ainley & Bourke, 1992) scales were used pre- and post- intervention as indicators of student perception of aspects of their school life including stressful and satisfying elements. Various student, teacher, and class contextual variables were also investigated. Overall, the interventions implemented in this study appeared to have had some small impact on student quality of school life, student absence, teacher stress, teacher satisfaction, and teacher absence. Of particular interest are the apparent differential effects of some of the interventions for: teachers and students, classes, schools, and, at least in part, the effectiveness of the implementation of the interventions. Possible explanations of these differences are discussed while implications including the apparent importance of positive peer relationships and an exciting and enjoyable curriculum in ensuring students have a high quality of school life are described. In the broader context of school effectiveness and school improvement, it is hoped that further investigation will be undertaken of the intervention strategies explored and refined in this study, and perhaps other strategies intended to enhance student quality of school life. In particular, interventions are needed that facilitate the establishment of classroom environments where students and teachers want to be, where educational outcomes are enhanced, and students are led to a broader life experience.

Dr Tholimpilo Masango (EdD), Monash University, *White Paper on Higher Education: An evaluation of government university policy proposals in the post apartheid South Africa*. Supervisor: Simon Marginson.

This thesis evaluates policies for the restructuring of higher education in post apartheid South Africa, including policy implementation in three universities. A qualitative approach on performance was followed and the analyses offered of the state of education. The transformation of higher education reflected the need to produce economically productive citizens and the political imperatives of redress and transformation of an authoritarian, undemocratic society into the more democratic one. A strong emphasis was placed on expansion and redress occurring in a context of fiscal austerity. Educational transformation in South Africa is driven by internal socio-political transformation imperatives – a commitment to redressing apartheid inequalities in education, work opportunities and political power, and by external economic efficiency imperatives – a recognition that South Africa has joined a globalised world economy and has, thus, become subject to rapid changes in knowledge and work taking place there, as well as the need for a skilled and productive work force that can compete globally. The thesis concludes with recommendations for improving higher education so as to better serve the needs of the mass of the people in the context of the global economy.

Dr Junaidi Mistar (PhD), Monash University, *Strategies of Indonesian learners of English across individual differences*. Supervisor: David Harvey.

This thesis investigates the strategies of Indonesians in learning English, what variables affect their use, and how they predict proficiency. Three-hundred and eighty six students from the three universities in Malang, Indonesia, participated in the study, nine of whom were selected for interviews. The Modern Language Aptitude Test (MLAT), the short form of the revised Eysenck Personality Questionnaire (EPQ-R short Forms), the Attitude/Motivation Test Battery (AMTB) and the Strategy Inventory for Language Learning (SILL) were administered for data collection. An interview protocol was also prepared for

interview sessions. Factor analysis and standard regression analyses were used to analyse the collected data. The findings show that the students are moderate users of learning strategies, that attitude and motivation are more significant than aptitude and personality traits in predicting strategy use, and the strategy use affects proficiency attainment. These suggest that strategy training programs are beneficial for the students.

Dr Philip Morgan (PhD), University of Newcastle, *Personal school experiences, attitudes, & efficacy beliefs: A causal analysis focusing on the primary school physical education teacher*. Supervisor: Allyson Holbrook.

This study aimed to investigate the relationships between a number of variables relating to personal school experiences in physical education, involvement in sport and physical activity, and attitudinal disposition and efficacy beliefs towards physical education teaching for prospective and practising teachers of primary school physical education. Currently, little is known about these relationships, particularly for non-specialist teachers. A major focus of this study was to examine the influence of theoretically substantiated variables on a teacher's personal physical education teacher efficacy. Quantitative data were gathered by questionnaires administered to 570 preservice teachers (in 2nd, 3rd, and 4th Year of their degree studies) and 111 inservice teachers. Of the total respondent sample of 681, 485 were non-specialists and 196 were specialists. To answer many of the research questions of this investigation, a causal model was developed which allowed complex multidimensional effects to be analysed by testing hypothetical cause and effect relationships between developed constructs. Measurement constructs were developed for the main outcomes of interest using LISREL8 fitted one-factor congeneric measurement models. The existence and strength of relationships were then tested at the same, and also at different, levels of a multilevel structure comparing findings from both non-specialist and specialist multilevel structural equation models. The results for both models demonstrated a causal link between personal school experiences and a range of pertinent attitudinal and efficacy belief constructs considered important for effective teaching in physical education. The multilevel analysis revealed that slightly more than half of the variation in personal physical education teacher efficacy could be explained by the explanatory variables for both the non-specialists and the specialists. Some interesting findings emerged upon examination of level-2 effects. For non-specialists, there was a tendency for scores on attitudinal measures to be higher for more advanced cohorts in preservice education, and to wane to various extents for inservice teachers. For specialists, scores on various constructs seemed to vary depending on the nature and depth of teaching experience.

Dr Brad Shipway (PhD), Southern Cross University, *Implications of a critical realist perspective in education*. Supervisor: John Barrie

Critical realism has established itself as a significant intellectual force in the social sciences, and its potential in a number of theoretical and practical disciplines continues to be explored. This thesis explores the implications of a critical realist perspective for the field of education. Areas of consonance and divergence between two traditions of critical realism which have previously not referenced each other are outlined. It is argued that both theological critical realism and "Bhaskarian" critical realism are consonant in terms of their base tenets, and support the concept of a postfoundational, dialectical, stratified and alethic model of truth. The implications of this model, and the potential of other critical realist doctrines for education are then examined. It is argued that the combination of critical realism's epistemological relativism and ontological realism allows it to steer a course between the extremes of other dominant positions, which are ultimately susceptible to either the foundationalism of positivism, or the regression of idealism. It is suggested that critical realism is uniquely positioned to provide an antidote to the problems besetting contemporary educational research – especially in instances where modern and postmodern influences are involved in a recalcitrant, self-sustaining conflict. The postfoundationalist doctrines of critical realism enable it to appropriate deconstructionist research methods, but deploy them from within a realist framework. The implications of a critical realist perspective also go beyond educational research, indicating a conception of education as an emancipatory enterprise. By virtue of its evolutionary, stratified model of human rationality, critical realism raises significant challenges to dominant views of pedagogy and praxis in education. Given its concern with absencing constraints upon human freedom, it is claimed that critical realism reveals the real task of education as *facilitating the emergent rationality of students towards emancipation*. In light of this emancipatory mission, the possible contribution of critical realism to the field of education is too significant to ignore.

Dr Richard Taffe (PhD), University of Sydney, *Social skills training with young, aggressive-rejected children: The effects of self-as-model technique on behavioural, social cognitive and peer assessment variables*. Supervisors: Ray Debus and Elaine Chapman

The study was designed to evaluate the effectiveness of self-as-model videotape feedback on the improvement of aggressive-rejected children's social functioning. The study also sought to confirm whether social self-efficacy played a mediating role in effects resulting from the implementation of a

Social Skills Training (SST) program. Study participants included six and seven-year-old children from 3 rural primary schools who were classified as aggressive and rejected (N= 26). A combination of behavioural observations, social self-efficacy ratings, and peer behaviour nominations and play ratings was employed both before and after the execution of a 6-week SST program delivered by the experimenter and a concurrent classroom program delivered by the classroom teacher. The same measures were re-administered six weeks later as a follow-up. A series of interviews was also conducted with participating classroom teachers, targeted children and their training partners to allow a more fine-grained examination of the effects of the training program on particular participants. Further interviews were conducted with a small selection of participants and their current classroom teachers one year later. Results showed that target children's playground behaviour improved significantly over time and they became more accepted over the duration of the study. Possible effects of overestimation of efficacy affected the interpretability of the social self-efficacy data. These effects placed limits on the study's ability to confirm the mediating role of social self-efficacy perceptions in peer relations interventions like SST. The interview data showed that aggressive children experience rejection on a number of different levels within the school including at the level of peers, teachers, and at the institutional level of the school. Such a multi-layered experience of rejection is considered to contribute to the development of reputational stability and therefore make aggressive-rejected children more resistant to programs of behaviour change such as SST. Such stability, it is argued, creates particular difficulties for interventions designed to treat aggressive-rejected children because treatment programs must not only address target children's behaviour and social cognitions, they must also modify reputational effects found at each level of the school ecology.

Dr Chi-Yan Tsui (PhD), Curtin University of Technology, *Teaching and learning genetics with multiple representations*. Supervisor: David Treagust

This study investigated the teaching and learning of genetics using an interactive computer program BioLogica in senior high schools. Genetics is important for academic study, research, and understanding of contemporary issues but it remains a conceptually and linguistically difficult topic at school. Latest computer multimedia provide new learning opportunities as they represent knowledge with multiple external representations (MERs) which, as researchers claim, support learners by complementing information or processes, constraining interpretation of phenomena and promoting construction of deeper understanding. Using an interpretive, case-based research approach with multiple methods, the study focused on teaching and learning genetics with BioLogica alongside other resources. The theoretical framework drew on psychology, science education, cognitive/computational sciences and teacher education. Teaching and learning were analysed and interpreted using a multidimensional conceptual change framework that includes social/affective, epistemological and ontological dimensions. Triangulation was used to increase the rigour of analysis and interpretation. The case studies--conducted during 2001 and 2002 in four senior high schools in Perth, Western Australia--involved five science teachers and their Years 10 and 12 students. The findings suggest that teachers idiosyncratically incorporated and implemented BioLogica activities in their teaching based on their beliefs and referents with their actions being affected by their knowledge, institutional support, technical issues, and time constraints. Motivation, enjoyment and active engagement were not enough for students to improve their conceptual learning; they also needed mindfulness, learning with peers, and scaffolded learning within their zone of proximal development. Overall, students exhibited social/affective and epistemological conceptual change but little or no ontological change. The findings have implications for future research into the use of conceptual status in analysing conceptual learning, new learning opportunities and challenges of MERs, the ways to improve genetics teaching and learning and the notion of multiple representations for unifying theories in teaching and learning science.

