



AAREnews

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

President's Report

Welcome to AARE members for the year 2007!

This year has all the makings of being a momentous, unpredictable (and hopefully propitious) one for educational research. The RQF momentum continues to build and expectations will become clearer as the various panels are established and develop more specific discipline criteria and instructions. Where this momentum will go if Labor wins office is very uncertain. Kevin Rudd has declared that it would scrap the RQF and put in place a new scheme to 'metrics based' program to determine the quality of publicly funded research. Given the potential for educational research to speak to its social, economic and cultural benefits to society in the current model, it is hard to know at this stage whether Education researchers would fare better under the Labor model or the current one. A key issue for any scheme will be the funding model that follows. This continues to be an unknown.

On a more optimistic note, the House of Representative Report of the Inquiry into Teacher Education has now been tabled in Parliament. The full report, plus the Australian Council of Dean's press release, is available on <http://www.acde.edu.au/> There are many references to research in the report and it will take some time to analyse all of the implications but the most exciting news for educational researchers are the first two recommendations which address educational research and its funding. The first recommendation is to fund a longitudinal study into the effectiveness of different models of teacher education hopefully this can become a collaborative research project across institutions and the second proposes the establishment of a specific Educational Research Fund, distributed in a way similar to NHMRC grants. There is no need to expand on the difference this could make to the capacity of educational researchers and to the profile of education in universities. The difference the Carrick Institute has made to the recognition of research in Higher Education is already noticeable.

To return to developments with the RQF, AARE members, Peter Goodyear, Allyson Holbrook and myself were invited to attend an RQF Discipline workshop designed to advise the yet-to-be formed Panel 11 for Law, Education and Professional Studies on discipline specific criteria and expectations for impact and quality. A more detailed description of the workshop by Peter Goodyear follows in the newsletter, suffice to say, from my point of view, there seems to be quite considerable potential for education research to be recognised for its impact on practice and policy. How expectations, which often seem quite subtle, will be agreed upon by

what will be quite a disparate assessment panel, and agreed to by the reference group, which has a moderating role, will be worth close attention.

I recommend the latest reports on Research Impact and Quality Metrics published in September 2006 on the DEST website and suggest that members should keep a watch out for the report from the current round of workshops.

The relevant website is

http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/research_quality_framework/rqf_development_2006.htm

To assist those responsible for interpreting and responding to the RQF, the AARE Focus Conference for 2007 is devoted to the issue of research impact and research capacity building. The conference will have speakers who are involved in the process of developing and administering the RQF but its primary focus is the sharing of ideas and assisting education researchers build the resources they need to respond to current issues. An update on progress is provided in this newsletter.

... the most exciting news for educational researchers are the first two recommendations ...

EDITOR

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AARE the association for active educational researchers



From the President continued...

Other related issues are the journal banding survey being conducted by SORTI from Newcastle University in collaboration with AARE. The survey is now being extended to an international audience. Discussions at the RQF Discipline Workshop suggest that journal 'quality' as indicated by position in 'tiers' will be a metric used for educational research so the more comprehensive the responses to the survey the better the chance of having the specificity of research journals in education recognised. AARE is also developing a guide to accessing metrics for full text downloads for researchers who have published in AER and the AARE conference proceedings. These are unlikely to be used for specific indicators of impact at this stage but they may be useful for context statements in portfolios.

The new constitution being developed by Ray Debus and Debra Cunningham is now very close to being ready to take to the membership. This has taken a considerable amount of consultation and redrafting and AARE has benefited enormously from this work. Many thanks go to Ray Debus, Debra Cunningham and to the consultative group who have responded to the many issues raised in this process.

I would also like to draw members' attention to our invitation from BERA, AERA, APERA and CSSE to provide an AARE symposium. For AARE this is a chance to showcase excellent Australian education research. This has been proposed as a new AARE Award and guidelines will be developed before the next newsletter. The purpose here is to invite members to propose symposia for BERA and APERA this year and to begin to plan for conferences in 2008.

There are many challenges for the Executive this year. We have several new members who will bring their energy to the Executive and, as agreed at the last AGM, we have advertised for an Executive Officer to be shared with the ACDE and that position should be filled by the end of March. I am honoured to have been elected President and want particularly to thank the 2006 Immediate Past President, Trevor Gale, who is no longer on the Committee for his assistance in finding my feet as President Elect.

Professor Jan Wright
President

Research Development Report

One of my main jobs as AARE Research Development Officer is to convene the AARE Research Directors in Education Network (ARDEN) a task with which I helped Jan Wright last year. We had a very productive ARDEN meeting at the Adelaide conference last November, following on from a presentation by Andrew Pollard and colleagues about the UK's Teaching and Learning Research Programme. At the ARDEN meeting we discussed activities for 2007, as well as a number of policy developments and other issues of concerns to directors of research in schools and faculties of education. We agreed on the need for a shared document repository and online discussion space to supplement the existing email list. Details of the new facilities will be circulated to people on the ARDEN email list later in March. If you want to be sure that you're on this list (or that your research director is on this list!) please email me soon.

A major event we're organising this year is the AARE Focus Conference in Canberra, Wednesday and Thursday 13th & 14th June. The theme of the conference is: Education, innovation & research: strategies for capacity building. Our aim in running this conference is to address two critically important issues - research impact and capacity building - and to identify routes forward that involve a coherent response to both. How can we make research more usable? How can we improve the ability of the education sector to make better use of good research? How can we strengthen recruitment to the community of educational researchers? These are not new questions, but the time is right to address them once again, with some fresh thinking and the impetus of changes in higher education policy and funding allocations. The conference will involve a mix of presentations from invited speakers, papers and workshops and is the year's 'must attend' event for everyone leading the development of research capacity in the education sector.

The RQF is an important part of the background for the Focus Conference, of course. We expect to have contributions from the Minister and Shadow Minister, from Clair Donovan the RQF's leading expert on research impact and from Allyson Holbrook and Sid Bourke reporting the outcomes of the Education journal banding exercise. Further details can be found on the Focus Conference website.

Jan Wright, Allyson Holbrook and I took part in a DEST RQF workshop at the end of February: part of DEST's activity in developing the detailed specifications for the RQF. This was one of seven workshops aimed at alerting DEST to issues that may be of particular importance to one or more of the 13 expert assessment panels. There was considerable agreement with colleagues from the other fields represented on the panel Law, Social Work, Journalism Communication & Media, Librarianship and Curatorial studies about ways of approaching the documentation and assessment of research quality and research impact. We share doubts about the current value of citation measures, and see some merit in producing our own quality hierarchies for journals (rather than having to use the hierarchies created by others). We understand the complexity of demonstrating research impact and the subtle chains of influence that can be involved in connecting research outcomes to public benefits. At a more technical level, we also shared doubts about the current version of the rating scale for research impact and gained some sense that there may be scope for further changes both here and in the research quality rating scale descriptors. It also seems likely that, for impact and quality, panels will be open to assessing a much broader range of kinds of research output than those for which we currently get DEST points. At a more fundamental level, it seems there are still mixed opinions about the extent to which 'Research Groups' should be real collections of researchers who actually work together. My reading of *The Recommended RQF* (October 2006) is that 'Research Groups' are a bureaucratic fiction - no more than an aggregation of people who share an RFCD code. It seems that the detailed specifications that will eventually give us guidance about how to write our Context Statements may assume that Research Groups have some foundation in real life, or that 'real' research groups will fare better than fictitious ones. I came away with a strong sense that there is still a lot of detailed work to do before the RQF is ready to fly, and that the pre-implementation trials scheduled for later this year may raise lots of new questions about the mechanics and logistics of the exercise - and about some of its fundamental assumptions.

Links

AARE Focus Conference
<http://www.aare.edu.au/conf2007/index.htm>
RQF www.dest.gov.au/research/rqf
TLRP <http://www.tlrp.org/>

Peter Goodyear

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AARE Research Development Officer
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Redrafting of AARE Constitution

Last year the Executive appointed Dr Ray Debus, a Founder Member of the Association and an Honorary Life Member, to redraft the AARE Constitution to reflect developments in both the Association and its context since the original Constitution was drafted over thirty years ago. While a small number of amendments have been made to selected clauses over the intervening years, the Constitution as a whole has not been reconsidered until now. With the assistance of the Association's long-term Honorary Secretary and a reference panel of active members with experience on the Executive or conference committees, Dr Debus has been working on a new Constitution that is also informed by the constitutions of other similar organizations. A number of Issues Papers have been produced, to which the reference panel has responded.

Some of the issues considered are: the addition of a preamble setting out the purpose and role of the Association, changes in technology (for instance the possibility for conducting ballots via email), the desirability of building succession management procedures into the structure of the Executive, membership composition of the Executive, the duration of members' terms of office, and provision for specific committees.

Dr Debus attended the Executive Committee's meeting in February 2007 to present an advanced draft of the new Constitution. A number of minor modifications suggested by the Executive will be taken into account in further development. It is intended that a final version will be made available to the full membership later this year ahead of a ballot and general meeting where the new Constitution will be ratified. Members will be asked to approve the new Constitution as a whole. Members unable to attend the meeting will be able to record a postal vote.

AARE Executive meets in Canberra

The AARE Executive Committee held its first meeting for the year on Thursday 22 and Friday 23 February 2007, in Canberra. This meeting was the first held under the Executive's recently adopted policy of meeting in the nation's capital in order to emphasise the Association's national status, enhance its profile, and facilitate opportunities to meet with federal bureaucrats and politicians.

The Executive welcomed three new members who were elected late last year: Associate Professor Neil Cranston from the University of Queensland, Professor Noel Gough from Latrobe University, and Dr Julie White, also from Latrobe. Also welcomed to the meeting was Dr Peter Reynolds from the WA Department of Education and Training, a member of the conference committee for the 2007 annual conference, attending in place of the convenor Associate Professor Rob Cavanagh. The meeting was ably chaired by the new President, Professor Jan Wright of the University of Wollongong.

Among items on the agenda for the meeting were:

- Developments regarding the RQF and its implications for universities
- Progress regarding the appointment of an Executive Officer for the Association
- Financial matters including current accounts, the size of the floats provided by the Executive to conference committees, and matters arising from copyright of AARE conference papers
- Progress reports on planning for this year's focus conference in Canberra (June 13-14) and annual conference in Fremantle (November 25-29)
- Initial planning for the 2008 annual conference, to be held in Brisbane and convened jointly with the NZARE
- A presentation by staff members from the Canberra Convention Bureau as part of a Canberra bid to host the 2009 annual conference
- Issues concerning the listing of the Association's journal, *Australian Educational Review*, with Ingenta and publication of the journal on the AARE website
- The role and co-ordination of AARE's Special Interest Groups
- Co-ordination of processes regarding the AARE awards for 2007
- Progress regarding the redevelopment of the AARE Constitution (Dr Ray Debus from the University of Sydney joined the meeting for this item -- see item elsewhere in this News)
- Initial planning for the 40th anniversary of the Association in 2010

Executive members, who volunteer their time and energy for the benefit of the Association in the interests of Australian educational research, look forward to working further on these and other matters on behalf of the Association throughout 2007. A list of current Executive members can be found on the AARE website.

The Australian Education Index at 50

Cunningham Library, ACER

"The ACER library has for many years helped administrators, teachers and students to find information about Australian education. The sources are numerous, the task is growing as years pass, and the indexing of information is an increasingly onerous task". These were the words of Australian Council for Educational Research director W. C. Radford fifty years ago, in the introduction to the first specimen number of the Australian Education Index – the AEI - issued in October 1957. Radford added that he expected the AEI to "be a boon to all those faced either with the task of trying to keep in touch with what is published about education in Australia, or concerned to find comprehensive information about particular subjects".

Half a century later, the Cunningham Library at ACER, continues the task of compiling the AEI, which goes from strength to strength as the primary access point to Australian educational research findings. First produced online in the late 1970s, the AEI database now details over 155,500 documents on all aspects of Australian education. Details of over 7,000 documents – journal articles, books, research reports, conference papers and theses – are added each year. Twenty-two percent of the items listed in the AEI, the majority of them recent, are readily available online. This represents over 34,000 documents available at the click of a button. The comprehensiveness and the currency of the database have improved dramatically in recent years, in particular through the use of the Web in the ongoing challenge to identify publications for indexing, and the resourcing given to the AEI by ACER. The AEI is one of the many ways ACER fulfils its mission "to create and disseminate knowledge and tools that can be used to improve learning".

A key component of the AEI is, of course, the work originating from the Australian Association for Research in Education (AARE). Over 4 per cent of the publications noted in the current AEI dataset – some 6,700 records – are directly attributable to AARE, through its journal AER, its annual conference, and other publications. The work of Peter Jeffery, through the collection of papers presented at AARE conferences for deposit in Cunningham Library, and through the building of an online repository on the AARE website of over 4,700 of these papers (all linked to from the AEI) represents possibly the biggest individual contribution to the quantity of education research findings accessible via the AEI. In addition to the direct efforts of the AARE, the AEI also benefits from the contribution of individual AARE members through the writing, editing and publishing of journal articles as well as the preparation of research reports and monographs, the presentation of conference papers, and the supervision of research theses. The Australian Education Index aims to capture, disseminate, and make available as much of this work as possible, as soon after publication as is feasible.

A large part of the day to day work of the AEI team consists of identifying and acquiring publications suitable for indexing. This is a ceaseless task which involves monitoring publishers' websites, subscribing to newsletters and journals, cross-checking the entries in bibliographies, checking lists from the National Library of Australia and a number of other methods. The principal challenge lies in hearing about and obtaining items outside the mainstream of publishing, such as items of limited circulation, new journal titles, articles in overseas journals we do not subscribe to, copies of proceedings supplied only to conference attendees and many other such transient publications. Publishers, editors, and authors can all take steps to boost the impact of their works by adding the AEI to their mailing lists, sending a single copy hot off the press to the Cunningham Library, or emailing the AEI a tip-off. This greatly assists in maintaining the currency of the AEI and reduces the odds that we may not receive news of a publication before it becomes unavailable.

In contrast to AARE, there are some publishers of conference proceedings (in particular) that choose not to disseminate their proceedings via the AEI or anywhere else. Some decide to 'go it alone' or hope that being 'probed' by Google will suffice. In effect they may be consigning their publishing efforts to quick obscurity and inaccessibility. Although it is always pleasing to fill a gap, a small percentage of publications only reach us via the disposal lists of other libraries and donations from personal collections.

By taking steps to see that their publications are appropriately noted by the AEI, researchers are making them accessible to other researchers searching with similar interests now and in the future. Collectively, this also contributes to improving the overall quality of a common resource available to all interested in education within Australia. It also serves to disseminate this research overseas. The AEI is sold by a variety of international vendors, including Dialog, which sells it alongside the British Education Index as "International ERIC". In Australia and overseas, the AEI is sold by Informit as both the AEI and A+Education, a "plus text" database.

AEI keeps a copy of items indexed, through long term retention in the Cunningham Library, or through the National Library archive for digital items. As well as promulgating news of publications through the AEI, Cunningham Library offers various other databases and services that make educational research publications accessible: the EdResearch Online and the Education Research Theses databases, its online Library catalogue, recent acquisitions listings, and its Membership Services. The AEI also shares data with services such as EdNA Online.

The Australian Education Index welcomes contact from AARE members interested in submitting publications for indexing. Please contact us at aei@acer.edu.au to discuss. For access to the AEI, just ask your librarian. For details of Cunningham Library Services visit www.acer.edu.au/library or contact 61 +3 +9277 5553.

Australian Educational Researcher Report

Annette Patterson
Managing Editor, AER



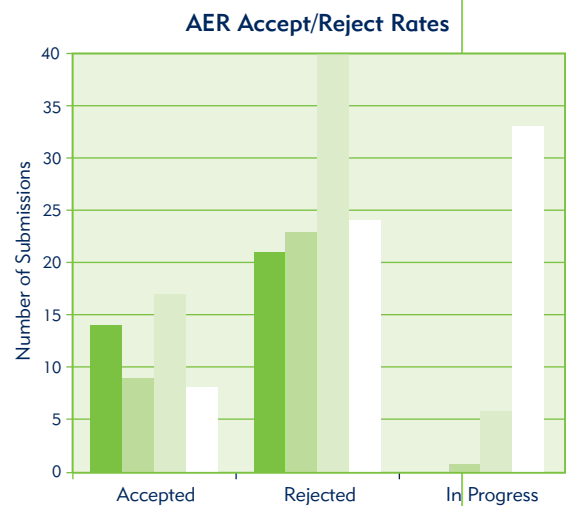
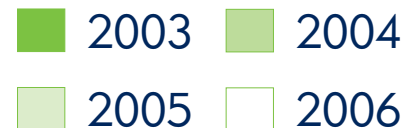
2006 was a good year for AER which is now one of a handful of Australian Education journals listed on ISI. At this stage the journal has a low impact rating relative to some USA education journals, however, open access to AER on the AARE website combined with Ingenta's indexing service and Google Scholar have resulted in a rapid increase in citations for AER papers. The journal is well placed to serve AARE membership and the education research community through publication of highly regarded and widely cited papers.

The journal continued to attract high numbers of submissions throughout 2006 – see graph. While many papers were not accepted, the quality of accepted papers continued to improve.

AER reviewers continued to provide outstanding service by reviewing the many papers submitted to the journal and providing extensive feedback on papers. Researchers report that reviewers' comments assist them to rewrite their papers and sharpen their ideas. The editor and administrator receive a high number of 'thank you' emails for the reviews they receive. It is rare for a researcher to decide not to address the reviewers' comments and resubmit their paper to AER. This is an encouraging sign of an active, engaged research community. The journal maintains a rigorous blind, peer review process and this contributes to the high standard of published research and an increasing reputation internationally.

AER Managing Editor, Annette Patterson has moved from JCU to QUT and the journal is now being administered from QUT. Annette's new email is Annette.patterson@qut.edu.au Due to technical problems, emails sent to Annette's JCU address after December 1, 2006 are unlikely to have been received.

Ms Woendi Hampton at JCU provided 2 years of excellent service as administrator for AER. I would like to take this opportunity to thank Woendi for her outstanding work on the journal. Her attention to detail and pursuit of excellence ensured that the journal continued to build on its already solid reputation. The new administrator is Mr Atholl Murray at QUT. Atholl can be reached at atholl.murray@qut.edu.au



AARE 2007 Focus Conference 13 - 14 June 2007 Canberra, ACT

theme

Education, innovation & research:
strategies for capacity-building



Canberra

Preparations for the Focus '07 conference are proceeding with some interesting papers and speakers being assembled.

- If you are interested in or involved with research development and impact this event is for you.
- Likewise if you want to be completely up-to-date with the RQF you should register.
- An on-line registration form is available at <http://www.aare.edu.au/secure/focus2007.htm>

FOCUS '07

Research impact!

Usage for each issue of AER

In this issue of AARE NEWS we display analyses of some statistics on use of the articles published in *The Australian Educational Researcher* [April 2003 to August 2006] and downloads of *2005 Conference Papers* during 2006. We do not have space to print all of each document for AER or *2005 Conference Papers* but there is a URL to each of the full documents which you can download from AARE website and work on in any way you wish. For example if you want to re-group the papers in *2005 Conference Papers* by subject as opposed to author alphabetic order, you can do that using Excel.

Research impact is possibly preceded by reading the research work. People can and do read the work by downloading files from AARE website. As you can see by looking at the webstats details for any year, AARE members' work is downloaded a great deal. From this we can presume "usage" even if the paper is not subsequently read, studied, filed, printed, photocopied for students or otherwise distributed. Have you "used" an article if you glance at the title and maybe the abstract and decide it is "not relevant" to what you are studying?

Hits	Kbytes	Issue
7,066	387,660	Vol 30 No. 1 April 2003
6,330	613,232	Vol 30 No. 2 August 2003
8,214	1,081,021	Vol 30 No. 3 November 2003
5,934	381,994	Vol 31 No. 1 April 2004*
6,906	687,463	Vol 31 No. 2 August 2004*
8,340	616,571	Vol 31 No. 3 December 2004*
11,498	834,586	Vol 32 No 1. April 2005*
6,302	745,290	Vol 32 No 2. August 2005*
6,747	691,766	Vol 32 No 3. December 2005*
4,717	507,923	Vol 33 No. 1 April 2006*
1,871	213,234	Vol 33 No. 2 August 2006*
73,925	6,760,740	Totals

* indicates same issue is published on Ingenta

(Table 1 of 12)



website report

Peter Jeffery

URLs for documents about web usage:

<http://www.aare.edu.au/userstats/05in06.xls>

<http://www.aare.edu.au/userstats/aer01.pdf>

AARE 2005 Conference Papers Collection

USAGE 2006

Papercode order

Downloads	Code	Subject	Author	Title
2,012	agh05116.pdf	29	Kingsley Agho, and James Athanasou	Estim
1,474	ald05749.pdf	4	Sharon Alderson and David Gilles,	Enab
538	ali05332.pdf	5	Jinnat Ali and Dennis McInerney	Testin
743	ali05403.pdf	5	Jinnat Ali and Dennis McInerney,	An a
612	all05295.pdf	15	Jennifer Allen	Teach
749	all05471.pdf	15	Jennifer Allen	Journ
712	all05494.pdf	21	Michael Allan	Cultu
536	and05154.pdf	13	Judy Anderson and Maxine Moore,	Evalu
709	and05224.pdf	35	Kim Beswick, Rob Andrew and Karen Swabey	Repe
535	arn05532.pdf	2	Roslyn Arnold, and John Hughes	Inter-
2,142	ask05152.pdf	14	Helen Askeff-Williams, Rosalind Murray-Harvey and Michael Lawson	Exter
534	ath05117.pdf	29	James Athanasou	Some
294	aul05175.pdf	22	Glenn Auld,	Facto
1,257	bar05352.pdf	5	Alan Barnett, Herb Marsh and Rhonda Craven	The f
845	bar05373.pdf	5	Katrina Barker, Martin Dowson and Dennis McInerney	Direc
435	bar05385.pdf	5	Katrina Barker, Martin Dowson and Dennis McInerney	The f
659	bar05419.pdf	5	Alan Barnett, Herb Marsh and Rhonda Craven	Wha
724	bat05131.pdf	6	Richard Bates	Educ

For active educational researchers

Hits	Kbytes	Issue	Author(s)
237	8,033	Forematter	
293	4,986	Editorial	Jane Kenway
762	47,294	<i>Knowing a World in Common: The Role of Workplace Educators in the Global Production of Working Knowledge</i>	Lesley Farrell
424	29,170	<i>'Research as Dialogue' and Cross-Cultural Consultations: Confronting Relations of Power</i>	Von Sanderson & Andrea Allard
506	36,805	<i>Silence, Sexuality and HIV/AIDS in South African Schools</i>	Robert Morrell
1,261	106,408	<i>Inclusive Schooling Policy: An Educational Detective Story?</i>	Julianne Moss
735	45,875	<i>On Leadership and Fitting in: Dominant Understandings of Masculinities within an Early Primary Peer Group</i>	Amanda Keddie
479	33,915	<i>A Genealogy of Media Studies</i>	Robyn Quin
1,755	58,370	Book Reviews	
235	5,187	Contributors	
184	5,969	Notes for Contributors	
195	5,648	End Notes	
7,066	387,660	Vol 30 No. 1 April 2003	Totals

(Table 2 of 12)

Hits	Kbytes	Issue	Author(s)
211	20,896	Forematter	
190	10,777	Editorial	Jane Kenway
586	43,995	<i>Collaboration, Community and Collective Intelligence Will Eclipse the Cartography of Collision</i>	Jillian Dellit
349	25,057	<i>'Send Three- and Four-pence; We're Going to a Dance': Forward Generating Research</i>	Jan Edwards
735	62,912	<i>The Impact of Educational Research: Teacher Knowledge in Action</i>	Lindsay Fitzclarence
620	77,056	<i>The Relationships Between Research and Decision Making in Education: An Empirical Investigation</i>	Terence Lovat
278	31,243	<i>Phelan's Bibliometric Analysis of the Impact of Australian Educational Research</i>	Richard Bates
687	69,617	<i>Educational Research for Professional Practice: More Than Providing Evidence for Doing 'x Rather Than y' or Finding the 'Size of the Effect of A on B'</i>	Bev Rogers
1,442	165,114	<i>After the Marketplace: Evidence, Social Science and Educational Research</i>	Allan Luke
438	45,304	<i>Review Essay: Gramsci Right and Left: Michael Apple's View of the Wars of Position Along Educational Fronts</i>	Lew Zipin
418	33,674	Book Reviews	
215	15,537	Contributors	
161	12,050	Notes for Contributors	
6,330	613,232	Vol 30 No. 2 August 2003	Totals

(Table 3 of 12)

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ling Dialogue
ng the invariance of a motivation model across seven cultural groups
analysis of the predictive validity of the Inventory of School Motivation (ISM)
ners heard or herd: when research silences teacher stories
neys: Supporting innovation in teacher education throughout Australia
ral differences in teaching and learning styles
ating the professional learning of secondary mathematics teachers: Reflecting on their reflections!
rtaires for diversity: Effective higher order pedagogies for inclusive practice
intra subjectivities: Empathic intelligence and students' voices
nding teacher education students' mental models of teaching and learning through Problem Based Learning (PBL)
e issues with adult self-evaluations in education and training
ors to consider when planning to submit a digital thesis
allacy of laissez-faire leadership: A multilevel analysis of the influence of leadership avoidance behaviours on aspects of school learning environment
tion of causality: Examining causal relations between motivational goals, academic self-concept and academic achievement
irst step toward examining the question: What do students' motivational goals and self-concept have to do with academic achievement?
t type of school leadership satisfies teachers? A mixed method approach to teachers'
ational administration and social justice

(Page 1 of 7)

Recent Doctoral Theses in Education



The column in AARE News dedicated to publishing news on recent doctoral theses in education.

Abstracts of completed doctoral theses can be sent to me at vharwood@uow.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' supervisor(s), to include them in the celebration of the work completed.

Some key points to remember are:

- the abstract must be no longer than 300 words
- the thesis must be recently conferred by your institution (last 6-12 months)
- the abstract is from a doctoral thesis (PhD or EdD), and from an education faculty/department/school in an Australian University
- Include your name, postal address, email, and the name of the conferring institution
- Include your supervisor(s) names

Valerie Harwood,
Executive Member

Dr Catherine Doherty

The production of cultural difference and cultural sameness in online internationalised education

PhD

Faculty of Education, Queensland University of Technology

Supervisors: Professor Parlo Singh and Associate Professor Sandra Taylor

This research investigates cultural politics in the design and conduct of an Australian university's online MBA unit involving domestic, students and students in Malaysia. The study is theoretically framed in the cultural processes of globalisation, and educational marketisation. In this more fluid cultural landscape, the social practices supporting online education were understood to offer new identity resources. Pedagogy, rather than being an inert medium, was understood to play an active role in invoking and legitimating possible orientations for student identities. This virtual ethnography drew on: virtual interaction in the unit's website; interviews with academic staff; email interviews with some students; course artefacts and related documentation. The methodology addressed the complexity of culture as lived in globalised times, and its invocation in virtual interactions. Using Bernstein's theory of pedagogic discourse in dialogue with Systemic Functional Linguistics, the analysis highlights contradictory aspects in the unit's macrogenre design. On one hand, the design attempts *cultural saming* to deliver undifferentiated curriculum and pedagogy to diverse students. On the other, it also aims for *cultural differencing* through student subsidy, of the curriculum, allocating students to mixed groups in order to enrich the curricular treatment of diversity issues. This design precipitated expressions of cultural identities and knowledge claims about cultural difference. These claims were analysed with reference to how they were legitimated, and who invoked what culture on behalf of whom. The conduct of the unit also displayed pedagogical problems in regulative flares, whereby students complained about being overly or insufficiently differentiated. The analysis unpacks three such flares: troubles with naming protocols; troubles around genre expectations for assessment; and trouble over local, markers in Malaysia. These events were related to the unit's default settings, and presumptuous assumptions about whose cultural terms applied in this educational setting.

Dr Kim McShane

Technologies Transforming Academics: Academic identity and online teaching

PhD

Faculty of Education

The University of Technology, Sydney
Supervisors: Lyn Yates and David Boud

As the discourses of the "technological imperative" and student-centred learning have gained momentum in university teaching and learning, one way for the lecturer to signal excellence has been to adopt the flexible, student-centred practices of online teaching. This thesis investigates academics' insights and experiences about their changing teacher identities in the context of being, or becoming, a facilitator of online student learning. This was an empirical research project, a collective case study that explores the teaching experiences of twelve university lecturers in two Australian universities who taught online, or were making the move online. Primary research data were drawn from semi-structured conversations with the lecturers, online teaching artefacts and email communications. The interpretative analysis was organised according to three overlapping lecturer identities: the teaching metaphors of performance, care and creative direction. From the perspective of each metaphor position, the move to becoming a facilitator of blended learning was uneasy. The performer/carer/director lecturer struggled to entertain, care and intervene in familiar ways in asynchronous, computer-mediated communication. Online, the performing/caring/directing lecturer was ignored by students, and became instead a helpless and highly reflexive bystander to students' learning. The findings suggest that the teaching values and practices of the performing/caring/directing lecturer, in particular lecturer-student responsiveness and reciprocity, do not adapt to online pedagogies. Indeed, blended learning establishes the conditions for a new moral order in university education, with the move to online facilitation best understood as a move to management-centred regulation of teaching and student learning. And so, overlooked in higher education policy and research, and ignored by her students online, the performing/caring/directing lecturer is under erasure, at the same time as the work of the facilitator is being archived.

For active educational researchers

Sandie Wong

Early childhood education and care in New South Wales: Historicising the present

PhD

Macquarie University, from the Division, Australian Centre for Educational Studies
Supervisors: Jennifer Sumsion and Margaret White

This study critically analyses contemporary early childhood education and care (ECEC) in New South Wales (NSW), Australia, by historicising the present. In doing so, it contributes to a growing body of work that problematises current constructs of ECEC. Taking a social constructionist perspective that meanings are socially constructed within discourses, I use critical discourse analysis to identify and problematise multiple constructions of ECEC evident in a range of written public, government and professional texts; first in the contemporary NSW context and then in the period 1893 – 1915, the 'moment' when ECEC first emerged as separate education in Australia.

I found that both in the historical and contemporary contexts, ECEC was constructed as: separate education; scientific education and care; progressive education; socially just education; national work and women's work; and that these constructs emerged within: economic; liberal/progressive; scientific; nationalist and gender discourses. I highlight how power operated through these constructs to uphold dominant ways of being. I argue that the remarkable similarities between the ways ECEC was constructed in the two periods suggests that these discourses create a discursive framework which creates the opportunity for multiple constructs of ECEC to be produced, but which also limits and confines what ECEC 'is' or can 'be'.

These findings assist those of us who advocate for ECEC to recognise and understand how alternative, and even contradictory constructs of ECEC may exist concurrently, facilitating dialogue between parties who may differ in their views about the purposes of ECEC. The findings also place a burden on us to continually critically reflect upon and clearly articulate how and why we view ECEC in the ways we do. Further, they provide incentives for us to look beyond the ways ECEC is constructed and to challenge the discourses that make up the discursive framework in which ECEC is situated.

Anna Podorova

Creating Common Ground: Use of English as an International Language

PhD

Faculty of Education,
Monash University
Supervisor: Jill Brown

Despite numerous theoretical frameworks and debate, empirical research on the specific characteristics of the international use of English is scarce.

This study has documented a number of specific characteristics of this use of English. The results of this study indicate that establishing of 'common ground' plays an important role in situations where English is used as a means of intercultural communication. It is suggested that awareness of the features of EIL is crucial in situations when speakers of English find themselves in communication with users of other world Englishes.

The findings of this project have potential importance for all English speakers in today's world as well as for all those involved in teaching/learning English as a foreign or second language.

Joanne Lucas

Retrieving social justice as an aim of education: The importance of dialogical inquiry

PhD

University of South Australia
Supervisors: Sue Shore and Jack Cross

This thesis seeks to illustrate the important contribution that philosophy of education can make to the work of educators. It develops and advocates an *ideal of dialogical inquiry* as the preferred methodological basis for this practice. Underpinned by a dialogical or relational ontology, this ideal suggests that educators, as philosophical inquirers, should attempt to pursue more comprehensive and inclusive understandings of the aims of education, through processes of open and ongoing dialogue with other educational stakeholders that are involved in and/or affected by these aims. Illustrating the importance of this approach to philosophy of education, I argue that dialogical inquiry may go some way toward retrieving the primacy of *social justice* as an important aim of education, in an intellectual, political and economic context that has witnessed a considerable retreat of concern with this public good. Constructing a dialogical text across the voices of social theorists and thirteen practicing South Australian teacher-educators, the thesis explores some of the current challenges and possibilities, both for pursuing social justice in education, and for exemplifying and fostering dialogical inquiry in teacher-education institutions.

Educational Leadership and Management SIG

The Leadership SIG is flourishing, following a successful symposium at the 2006 conference in Adelaide (*Emerging ideas in school leadership: What has current Australian research got to add?*) and a growing number of people indicating an interest in the area.

Following the Adelaide conference, a database of members has been established to share research interests and identify potential areas for future collaborations. We also have a number of New Zealanders "registered" with the SIG. Members of AARE who would like to be included on the database and keep up to date with developments, but who are not already listed, please contact the Coordinator, Neil Cranston at n.cranston@uq.edu.au

Academic freedom from political interference in research... Defending academic freedom in the interests of democracy

Academic freedom to pursue research for the public good...

by Michael Singh
Immediate Past President

Academic freedom in research and teaching took lengthy struggles to establish. To maintain academic freedom in research and teaching it is necessary to struggle beyond the dismay of it being attacked.

Importantly, Clive Hamilton and Sarah Maddison's *Silencing Dissent* (2007) shows that the whittling away of academic freedom is linked to a range of efforts to control public thought and to curtail public debate.

Two contributors to this book, Stuart Macintyre and Ian Lowe, provide members of AARE with a timely exploration of four key dimensions of academic freedom integral to the work of educational researchers.

Academic freedom to pursue research for the public good

Macintyre argues that academic freedom to pursue research for the public good is secured by:

- 1 having procedures to guard against any conflict of interest
- 2 reputable arrangements to ensure a buffer between paymasters and investigators
- 3 making decisions on the basis of merit and the careful and adequate documentation of these
- 4 processes of peer review that rely on independence and integrity
- 5 publicly explaining and justifying the rigorousness of peer assessment in ensuring the merit of research projects and findings
- 6 assuring governments that research operations are efficient, that research projects are relevant to the public good, that research findings are robust, and that research is conducted without interference
- 7 the need for peer-reviewed, independent research, as one form of public information, that can increase public awareness of (economic, social, environmental, health etc.) issues and inform public debates about effective responses that lead to policy directions that are in the national and global interest
- 8 the right to publish, to make public, research so that it might be subjected to review and debate
- 9 providing society, including industry, with the independent, expert knowledge needed to address issues of public good and interest.

Academic freedom from political interference in research

Macintyre and Lowe argue that the integrity of the above procedures is violated, and the country's international research reputation is put at risk, when governments:

- 1 directly and arbitrarily intervene in the awarding of research grants and suppress research
- 2 refuse to award grants judged under procedures established to pursue the public good
- 3 carpet those responsible for protecting the pursuit of research for the public good
- 4 refuse to make transparent the reasons for these interventions, to be held to account to the public and put on public record the reasons for doing these things
- 5 do not inform the victims of such intervention about the reasons for so doing
- 6 tie research grants to government (national) objectives to steer research funds away from the public interest
- 7 reward people for not saying anything that might be interpreted as (even implicitly) criticising government policy
- 8 cause scientists to be made redundant and/or ban them from their labs.

Violations of academic freedom in research

Macintyre and Lowe document the following examples of the violation of academic freedom through political interference in research:

- 1 unilaterally closing research agencies
- 2 arbitrarily cancelling research contracts
- 3 intensifying the surveillance of research centres
- 4 capriciously appointing research directors
- 5 directly funding research without peer review
- 6 cutting funding to research centres
- 7 instructing research reports to be withdrawn from websites
- 8 calling for the postponement of research seminars
- 9 telling scientists not to comment on the policy implications of their research
- 10 gagging scientists from speaking to the public about their research and instructing them to remove reference to certain issues (e.g. Regarding climate change, environmental refugees, endangered habitats)
- 11 denying research funding to those who criticise government policies
- 12 controlling public debate on issues of public interest by gagging or intimidating scientists
- 13 refusing to release reports, even after findings have been distilled or deleted
- 14 misrepresenting certain research reports and deliberately undermining their credibility with misinformation and thus misleading the public
- 15 telling researchers to withdraw manuscripts from publication
- 16 making awards only to those not critical of government policy and who are preferably government agents.

It is in this context that peer-reviewed, independent research, as one form of public information, can contribute to the education of the public about issues of public interest and so inform public debates about effective responses that they might see as appropriate policy directions that serve the national and global interest.

Macintyre suggests that there are three issues that researchers might now usefully consider in moving to defend academic freedom:

- the reworking of the relationship between researchers and non-academics or lay-persons in the research process
- the place of honesty, rigour, professionalism, independence, objectivity and the pursuit of truth in research
- defining academic freedom to pursue research for the public good in terms of a civil society and democracy now based on an information economy

To these Lowe suggests a fourth issue be added:

- rapprochement between the natural and human sciences, recognising the formers' ethical concerns for honesty, human dignity, respect for the global environment and responsibility for future generations.

These short chapters by Macintyre and Lowe provide a stimulus for entering the debates around a range of issues, some of which are signalled in the references listed below.

The RQF as a measure of academic freedom?

Political interference violates the academic freedom to pursue research for the public good.

This raises questions about the capacity of RQF to measure the national and international research reputation of this country; its reputation to serve the public good, nationally and internationally.

Will the RQF measure academic freedom to pursue research in the interest of the public good? What is to be made of a system that judges the quality and esteem of all researchers where some researchers are denied grants, refused opportunities to undertake research projects, robbed of opportunities to supervise research students, deprived of the right to publish, snubbed when seeking promotion or new employment opportunities, besmirched in the press and rebuffed when awards was made?

Further reading

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Mooney, C. (2005), *The Republican War on Science*. Cambridge: Basic Books.

Nanda, M. (2003), *Prophets Facing Backward: Postmodern Critiques of Science and Hindu Nationalisms in India*. Piscataway (NJ): Rutgers University Press.

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Wright, C. (2001), On basic logical knowledge. *Philosophical Studies*. 106, 1-2, 41-85.

Defending academic freedom in the interests of democracy

Macintyre recalls that Prime Minister Robert Menzies believed that, because of the services rendered by universities to the public and humanity generally, governments should not trespass on universities' freedom to engage in research and teaching.

Aristotle argued that for a nation-state to have the constitution, character and virtues of a healthy democracy it must provide for the education of the public so that they have the constitution, character and virtues necessary to give form and substance to a democratic nation-state.



Some Important Dates

Closing date for proposals for Fremantle	30 APRIL
Closing date for full papers for refereeing for Fremantle	31 MAY
AARE Executive meets in Canberra	21 JUNE
Focus '07 Conference in Canberra	22 & 23 JUNE
Early-bird registration closes for Fremantle	31 AUGUST

Four Day Conferences

This is an educational research quality issue.

Research development requires discussion and collaboration.

AARE Conferences, except Focus Conferences, are four day affairs with workshops and pre-registration and President's Reception on the Sunday before.

AARE is making special efforts to provide ongoing discussion opportunities across the four days and the program cannot be formulated in a cohesive educational content sense without all presenters registering for four days.

If there are special circumstances preventing a four day registration they should be brought to the attention of the Secretariat and hence the committee in writing prior to programming in September at the latest. Would be presenters cannot choose the day or days on which they will attend – the program planning committee uses all four days for streamed content according to research topics. This is to eliminate the occurrence of 'isolated' presentations which attract only small audiences.

AARE NEWS 2007

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# 58 April	1 April 2007	8 April 2007	11 April 2007
# 59 July	1 July 2007	8 July 2007	11 July 2007
# 60 October	1 October 2007	8 October 2007	11 October 2007