From the President

It's AARE's 40th Birthday Anniversary
Let's celebrate in Melbourne

Greetings to all members of AARE, as we prepare to celebrate our 40th anniversary as Australia’s leading association of educational researchers. As usual, there is a lot to report on to keep members up to date with what's happening for AARE. As we move inexorably toward the tail end of the academic year, and closer to our massive 40th Birthday celebration at the 2010 AARE annual conference in Melbourne next month, the excitement is mounting.

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This is likely to be the last AARE News before the announcement of the ERA outcomes. At this stage it is hard to know how the outcomes will be interpreted and used, either for individual schools and faculties or for the field of Education. [Read More]

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University of Wollongong
Thesis Title: Group Work in the Second Language Classroom: Where teaching meets learning in pedagogic discourse
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The Tertiary Education and Equity (TEE) Special Interest
Thursday 4th November from 9.00am-5.00pm. UTS, Sydney – Alison Lee and Claire Aitchison will be running a one-day thesis writing workshop that aims to offer doctoral students and early career researchers a rare opportunity to come together to work on their research writing.

The Tertiary Education and Equity (TEE) Special Interest Group

Alison Lee & Claire Aitchison

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Recently Awarded Theses

Alberto Bellocci
Learning in the Third Space: A sociocultural perspective on learning with analogies

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Contributing to the AARE Newsletter

Please feel free to contribute items to the AARE Newsletter. Closing date for next newsletter: 4th February 2011

Items may include:

* Recently Published Books
* Research Project Websites
* Updates on research
* Awards
Greetings to all members of AARE, as we prepare to celebrate our 40th anniversary as Australia’s leading association of educational researchers. As usual, there is a lot to report on to keep members up to date with what’s happening for AARE. As we move inexorably toward the tail end of the academic year, and closer to our massive 40th Birthday celebration at the 2010 AARE annual conference in Melbourne next month, the excitement is mounting, as Jan Wright and the Conference Standing Committee work to convene and organise this major annual event for our members. This year’s conference program is looking outstanding, and promises to have much value and interest to all, as our members showcase their research and scholarship across the increasing range of SIG strands and invitational symposia. There are several new features and highlights this year, with the ACDE early career researcher ‘Best Poster’ Award of $500 to be presented for the first time.

When I wrote the paragraph that was sent out to members as part of the annual election for Executive positions, just over three years ago, I talked of my concerns about the high cost of the annual conference for many of our members, many of whom are doctoral students or early career researchers, and most of whom receive only limited support from their institutions for conference travel. In voting me in as President Elect at that time, you as members (those of you who returned your forms, at least) gave me the challenge to do what I could to try to make our conference more affordable for the less well-salaried, and I am very pleased with the progress that has been made in this area. Our 40th anniversary conference is less expensive than our 39th, and this is largely through the efforts of Jan Wright and the Conference Standing Committee that she has conceived and led since this time last year. That committee called for tenders for the management of our
conference, and managed to secure the services of a local Melbourne group, National Curriculum Services, who have provided us with excellent service and support. We have taken the opportunity that our 40th anniversary celebration provides to change the format of the conference dinner, traditionally an additional expense that many of the newer members often cannot afford, and instead to invite all our members, including our foundation members, past presidents, Executive members and those who have served the Association in key roles of the last four decades, to our 40th BIRTHDAY PARTY, which promises to be a swinging celebration of all that AARE has achieved over the years.

In the last Newsletter I wrote about our plans to develop a living history archive on our website over time, and I want to alert everyone to the plans that Executive members Alison Lee, Annette Patterson, Marie Brennan and our new President Elect Chris Halse are working on to have an ORAL HISTORY BOOTH at the conference where we hope to collect digital recordings of our more venerable members’ accounts of their work with and for, and their memories of, AARE as it has evolved over almost half a century. If you are reading this and feel that you might have something to contribute, please take an information-and-consent form at the conference and plug yourself into any sort of recording device to reminisce and send us your memoirs.

Other important updates for members include the following:

**NEW AARE OFFICE**

After negotiations with Universities Australia (UA), AARE has been offered office space in the Australian Universities Centre, 1 Geils Place, Deakin, ACT. Our new office is located close to the new offices of two other key national associations, the Australian Council of Deans of Education [ACDE] and the Deans of Arts, Social Sciences and Humanities (DASSH).

Confirmation about the office arrangement from UA means that AARE will look to consolidate its various services in Canberra over the next 6 months or so, depending on negotiations with PRS to ensure the most effective process for this to occur.

Toni Downes (President ACDE)
The shared Meeting Room at UA. We should have a much clearer idea about this by the time of the AGM in Melbourne.

Members will soon be receiving information from us with a new membership number to allow you to log in to access the Australian Education Researcher and other members-only areas of the website.

EDUCATION RESEARCH WORKFORCE STRATEGY CONSULTATION PAPER - DIISR

As I indicated in the last Newsletter, Sarah Howard and I represented AARE in the consultation phase of the Education Case Study associated with the development of the Federal Government’s Research Workforce Strategy. We have continued to provide information and feedback to various drafts of this Education Case Study, as well as preparing a separate submission. The AARE submission can be found on the DIISR website [Click Here]

WERA-SIEP SYMPOSIUM IN PERU

The World Education Research Association (WERA) sponsored an invitational Symposium at the Peruvian Educational Research Society’s (SIEP in Spanish) II National Educational Research Seminar, which was held in Trujillo, Peru, on September 2-4, 2010. Their report says:

The WERA Symposium Educational Research for Indigenous and Afrodescendant People chaired by Juan Ansion (President of SIEP) included Martin Nakata (Australian Association for Research in Education; AARE), Denise Botelho (Brazilian Black Researchers Association; ABPN in Portuguese), Sylvia Schmelkes (Mexican Council of Education Research; COMIE in Spanish) and Madeleine Zuñiga (Peruvian Educational Research Society’s; SIEP in Spanish).
The invited speakers, representatives of WERA member institutions, presented on the following topics:

**Martin Nakata:**
The Cultural Interface

**Denise Botelho:**
Anti-racist Education: A path for decolonization. Brazilian Considerations

**Sylvia Schmelkes:**
“Educational Research and Education in and for Cultural Diversity”

**Madeleine Zuñiga:**
“Ethnographic Research: Looking from inside into Classroom Interculturalism”

This particular Symposium will be supplemented by a second Symposium with the same focus to be held at the South African Research Association’s annual conference in January 2011, and will allow WERA to produce a digital collection of a series of six to eight of the resulting papers/presentations across both Symposia that will form a strong basis for ongoing research and development in this area.

There are two other WERA symposia to be held in 2010 – one in Korea, and one in India – and several are planned for 2011. As the process for nominations becomes more refined, we will be advertising these on the website, to allow members to nominate scholars who may best represent our Association on the global stage.

Another piece of important WERA news that may involve many of our members is the recent CALL FOR WERA-IRN PROPOSALS

**INTERNATIONAL RESEARCH NETWORKS for the WORLD EDUCATION RESEARCH ASSOCIATION**
The World Education Research Association (WERA) invites proposals to establish International Research Networks (IRNs). The purpose of WERA-IRNs is to advance education research worldwide on specific scholarly topics. IRNs are temporary collaborative groups of scholars working on a specific research topic primarily through virtual communication. IRNs synthesize knowledge, examine the state of research, and stimulate collaborations or otherwise identify promising directions in research areas of worldwide significance. IRNs are expected to produce substantive reports that integrate the state of the knowledge worldwide and set forth promising research directions. Also, WERA-IRNs may present their work at a WERA symposium or keynote session or may meet at a WERA “Focal Meeting” held in cooperation with a WERA member association.

**ALL AARE MEMBERS ARE ELIGIBLE TO SUBMIT PROPOSALS and to JOIN AN IRN ONCE IT IS ESTABLISHED**

**Overview of WERA-IRN Proposals**
Proposals to establish International Research Networks may be submitted by scholars interested in the formation of a new research group or by scholars from an existing group. Proposals should set forth the education research topic, and the general outline of a plan for researchers with different expertise and backgrounds to work together in primarily virtual space (including through e-mail, electronic media, conference calls, and so forth). Proposals also need to indicate the
outcomes expected from establishing an IRN. In addition to a written product, an IRN could contribute to the development of a research conference, form new collaborations, or help stimulate future research. IRN proposals will typically be submitted by co-organizers with complementary expertise and from different countries or regions of the world. Proposals should set forth a process that would permit other experienced and emerging scholars, including graduate students, to join, once an IRN is selected and announced. The duration of an IRN can vary, with a maximum time length of three years. [Click Here] For the full text of the WERA proposal.

Finally, a quick report from the recent ACDE conference, where most of the Australian Deans of Education met in Canberra, and where a number of Deans and other senior staff, including several members of the ARDEN task groups following up the AARE/ACDE National Educational Research Futures Summit met to consider a range of possible collaborative research projects that will involve us giving leadership tasks to people around the country to bring together groups who have expertise in particular areas. We will talk more about this in Melbourne, but it is excellent to see the work from the Summit being taken forward in this way. [Click here for report]

I am really looking forward to meeting up with all our members at the Melbourne Conference. See you there!

Jo-Anne Reid
Research Development

ERA Outcomes

This is likely to be the last *AARE News* before the announcement of the ERA outcomes. At this stage it is hard to know how the outcomes will be interpreted and used, either for individual schools and faculties or for the field of Education. (Such is the thirst for *institutional* rankings that it’s safe to predict there will be at least one league table purporting to depict an overall pecking order among the universities.) There is no easy match between ERA’s ‘Fields of Research’ - Education being FoR 13 – and the organisational structures within universities that have oversight of Educational Research. Among other things, internal restructuring in many universities has, for good and ill, mixed Education in with other social and human sciences and/or other areas of professional preparation. Also, as we’ve discussed in these pages over the last couple of years, much that we would recognise as Educational Research has been defined for ERA as part of other fields: part of sociology, psychology, history, philosophy, economics, etc. Much of my own Faculty’s research output sits in these other fields. Conversely, more than a third of my University’s FoR 13 publications were written by academics from outside my Faculty. It will be very hard for ERA to produce the kinds of *intra-discipline* hierarchies that we have seen with the UK RAE – which is, on balance, a good thing. Using ERA outcomes to inform local research management will also be very problematic, and will strip away one of the few potential benefits of research quality assessment. Then we have to think about *inter-discipline* comparisons – the upsetting and reinforcing of status hierarchies that will flow from examining the proportions of academics, in each of the Fields of Research, who are judged to be well above or well below ‘world standard’.

This is, after all, one of the prime motivators for research quality assessment when looked at from the Commonwealth government’s perspective: how to decide which areas of research Australia is best at, and on which future investment should focus. As the ARC’s recent Annual Reports have shown, Australian Educational Research has a big international footprint, relative to other fields of research. It will be interesting to see whether ERA bears this out. It will be important to have some good explanations ready, whether it does, or does not. In this regard, I’d recommend reading the recent BERA/UCET review of the impacts of the 2008 RAE on Educational Research in the UK – AARE and ACDE will have much to gain from conducting a similar exercise next year.

Links

ARC ERA site  [Click Here]

ARC Annual Reports [Click Here]

BERA / UCET Review of the Impacts of RAE 2008 on Education Research in UK Higher Education Institutions [Click Here]
Recently Awarded Theses

Name: Alberto Bellocchi
Thesis title: Learning in the Third Space: A sociocultural perspective on learning with analogies
Supervisors’ names: Professor Stephen M. Ritchie, Professor Campbell J. McRobbie
University affiliation: Queensland University of Technology

Abstract
Research on analogies in science education has focussed on student interpretation of teacher and textbook analogies, psychological aspects of learning with analogies and structured approaches for teaching with analogies. Few studies have investigated how analogies might be pivotal in students’ growing participation in chemical discourse. To study analogies in this way requires a sociocultural perspective on learning that focuses on ways in which language, signs, symbols and practices mediate participation in chemical discourse. This study reports research findings from a teacher-research study of two analogy-writing activities in a chemistry class. The study began with a theoretical model, Third Space, which informed analyses and interpretation of data. Third Space was operationalized into two sub-constructs called Dialogical Interactions and Hybrid Discourses. The aims of this study were to investigate sociocultural aspects of learning chemistry with analogies in order to identify classroom activities where students generate Dialogical Interactions and Hybrid Discourses, and to refine the operationalization of Third Space.

These aims were addressed through three research questions. The research questions were studied through an instrumental case study design. The study was conducted in my Year 11 chemistry class at City State High School for the duration of one Semester. Data were generated through a range of data collection methods and analysed through discourse analysis using the Dialogical Interactions and Hybrid Discourse sub-constructs as coding categories. Results indicated that student interactions differed between analogical activities and mathematical problem-solving activities. Specifically, students drew on discourses other than school chemical discourse to construct analogies and their growing participation in chemical discourse was tracked using the Third Space model as an interpretive lens.

Results of this study led to modification of the theoretical model adopted at the beginning of the study to a new model called Merged Discourse. Merged Discourse represents the mutual relationship that formed during analogical activities between the Analog Discourse and the Target Discourse. This model can be used for interpreting and analysing classroom discourse centred on analogical activities from sociocultural perspectives. That is, it can be used to code classroom
discourse to reveal students’ growing participation with chemical (or scientific) discourse consistent with sociocultural perspectives on learning.

Recently been awarded your thesis or have a student who has recently been awarded theirs? Send your details to kgottschall@csu.edu.au
Special Interest Groups (SIGs)

Report

This year has been a very interesting one for SIGs. A number of new SIGs have been formed or proposed. 2010 has been the first year that a large award ($3000) has been made to SIGs to undertake a significant activity. There were a number of high quality submissions, with the selection committee deciding to grant two awards. Thanks to all those SIGs that applied. The awards were given to the Gender, Sexualities and Culture and the Sociocultural and Activity Theory SIGs.

SIG convenors (and others) have been heavily involved in supporting the conference in Melbourne acting as track directors, organising refereeing for papers and programming sessions for their SIGs – thanks again to all of those involved. A number of SIGs have also organised their own keynote speakers and/or planned activities for the conference.

Please keep an eye open for SIG meetings and dinners at the conference. These are ideal times to network with others, and to keep in touch with and support the work of SIGs. It is also a good idea to make sure your name is on a SIG mailing list as some SIGs have also been active organising or supporting events outside of the annual conference.

AARE always welcomes applications for new SIGs, details can be found on the AARE website. If you have any suggestion for, or inquiries about SIGs, please contact martin Mills at sigs@aare.edu.au. Contact details for individual SIGs can be found on the AARE website. Each Newsletter contains information about individual SIG activities.

NEW SIGS

The Arts Education Practice & Research SIG

The Arts Education Practice & Research SIG aims to facilitate networking opportunities, the dissemination of knowledge and creative collaborations amongst arts educators and arts education researchers across and beyond Australia. The SIG is keen to establish strong national cross-institutional links to foster future research partnerships within the Arts; particularly as the field approaches an increasingly significant period of discussion on the place of Arts Education within the Australian educational research landscape, the current context of national testing and the advent of the new National Curriculum. Research interests will cover: Arts Education; Arts Curriculum and Pedagogy; Arts Practice as Research; Creative Collaboration; Arts and the Community. Initial activities will include an inaugural SIG meeting and dinner to be held at the 2010 AARE Conference in order to discuss the focus of the
Arts Education Practice and Research (AEPR) SIG, in addition to current trends and topics in Arts Education such as recent National Curriculum developments. We welcome new members and inquiries throughout the year.

Contacts: Mia O’Brien (UQ) mia.obrien@uq.edu.au and Margaret Baguley (USQ) baguley@usq.edu.au

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The Language and Literacy SIG

The Language and Literacy SIG has started up again and will be using the annual conference as the way to work out future activities and directions. The SIG is intended to draw on a range of research interests. Traditionally much of the research into these areas in Australia has been split between specific journals and associations: literacy policy and practice, English, approaches to discourse analysis, TESOL, Modern Languages, Community Languages, Applied Linguistics, Systemic Functional Grammar and so on. The motivation for this SIG is that education is a uniting factor for these approaches and a lot is to be gained by working across these areas. If you have interests in the English curriculum area, Languages, Community Languages or TESOL, perspectives on discourse or literary analysis, and applied linguistics (a very large and small 'c' catholic, range), please contact Ken Cruickshank ken.cruickshank@sydney.edu.au to join the email network for the SIG. We look forward to meeting you at the SIG strand and throughout the conference.

The Rural Education SIG

The Rural Education SIG aims to foster and promote research and scholarly work into the needs of rural, regional and remote schools and other educational settings and their communities. A focus on rural education is imperative for the economic and social well being for vibrant and productive rural communities. Across Australia there are many different research and scholarly groups focusing on the needs of rural schools and their communities. This SIG will provide a place for these researchers to share their work and to build from each other’s work. The SIG will be a forum for dissemination as well as a platform to engage with policy makers. The SIG will also enable cross international opportunities with members from other Education Associations such as the Rural Education SIG in AERA.

Contact: Simone White: swhite@deakin.edu.au

The Inclusive Education SIG

The Inclusive Education SIG is a new SIG that will meet for the first time at this year’s Conference. At the Canberra Conference (2009) some delegates discussed the need to raise the profile of Inclusive Education at AARE and it was decided to see if there was enough interest among the members. There are now well over 20 full members of AARE who have indicated their willingness to be involved in this SIG. The membership so far covers a range of sectors in Education and a range of locations throughout Australia.
I am very much looking forward to the Inaugural dinner on the SIG night at this year’s conference in Melbourne.

Contact: Rose Dixon from University of Wollongong: roselyn@uow.edu.au

PROPOSED SIGS

The Sociology of Education SIG

The Sociology of Education SIG which aims amongst other things to network researchers interested in sociological approaches to education and stimulate debate and discussion; to pursue joint activities with the Sociology of Education SIG in The Australian Sociological Association and to build a network of researchers as a resource for developing a stronger profile of research and research training in sociology of education.

A strong interest in facilitation of communication between researchers and strengthening sociological approaches has been expressed at a recent meeting in Melbourne at Monash University, addressed by Raewyn Connell and Michael Young. This meeting was part of an Australian Sociological Association event, however many who attended the meeting are AARE members rather than TASA members. Therefore we are seeking to establish a ‘sister’ SIG to the recently established TASA SIG so that a coherent program of research drawing on sociological approaches can be advanced at a national level. We envisage activities within the respective associations, communication between the SIGs, and joint SIG activities. This structure will promote communication across administrative, academic and organizational boundaries.

Contacts: Joel Windle joel.windle@monash.edu and Mary Lou Rasmussen MaryLou.Rasmussen@monash.edu

Higher and Professional Education

A new SIG is being proposed called ‘Higher and Professional Education’. The purpose in establishing this new SIG is to incorporate and focus the interest in research in higher and professional education among AARE members. Many papers are submitted to the conference at present that have nowhere to find this focus, often being submitted to SIGs like the Tertiary Education and Equity SIG, which is not concerned with higher education per se but is focused on equity. A goal of the SIG is to bring new perspectives and widen the theoretical and methodological frames for higher and professional education research, and to link with HERDSA and other professional bodies concerned with research in higher and professional education.

Catherine Manathunga and Alison Lee will hold a meeting of members potentially interested in joining this new SIG at the Melbourne conference (time to be established in the final program).

Contact details: c.manathunga@uq.edu.au and Alison.Lee@uts.edu.au

SIG AWARDS

The Gender, Sexualities and Culture SIG Grant.
The grant will be used for a symposium/workshop in early April 2011. The symposium/workshop aims to give a critical overview of educational research concerned with gender & sexualities and the insights of cultural studies. Two key Australian education researchers working in these areas will facilitate, and all SIG members are invited. The event is aimed at supporting SIG members to refine and develop their understandings of these fields in Australian educational research, and fostering the possible submission of future AARE conference papers, and journal publications.

The SIG convenors, Claire Charles and Kristina Gottschall, would like to thank SIG members for their support and enthusiasm with the application. Please contact Kristina Gottschall kgottschall@csu.edu.au if there is a particular facilitator you would like the SIG to consider inviting to present at this event.

**Sociocultural and Activity Theory SIG Grant**

This SIG event will bring together experienced and early career researchers with an interest in furthering the oral tradition of sociocultural and activity theory (SAT). In this tradition of SAT research, the SIG proposes a three-step process that aims to further Australian scholarship in this area, with a particular focus on SAT-based research in education:

Step 1) A full-day seminar preceding the 2010 AARE annual conference that brings together experienced and early career researchers in SAT. The seminar will involve 20-minute individual presentations of SAT-related educational research, followed by 20 minutes for questions and discussion. Date/Place: Pre-Conference - November 28, 2010, The University Of Melbourne

Step 2) From Step 1, a group of “focus papers” will be identified, and scholars will be invited to develop their initial presentation and feedback into full papers. This will form the basis of a two-day symposium where researchers come together to discuss (rather than present) full papers, led by discussants in each area. Proposed Date/Place: Fri/Sat late-January, 2011, Monash University, Peninsula

Step 3) From Step 2, full discussion papers will be refined on the basis of feedback/discussion from the symposia to form the basis for a proposal for either a themed special-edition of an international peer-reviewed journal (e.g. AER (AARE), or Mind, Culture, and Activity (the international ISCAR-affiliated journal published by Routledge)), or an edited book on SAT-based research in education for a leading academic publisher. Proposed Deadline: Special issue/book proposal to be submitted by mid-May, 2011

For further details please contact Russell Cross r.cross@unimelb.edu.au

**SIG EVENTS AT THE CONFERENCE**

**Motivation & Learning SIG and Teachers’ Work & Lives SIG Co-Sponsored Keynote**

Within-teacher stability and variability: An unexplored dimension of teachers’ self-efficacy development
Dr. Malmberg will commence with a summary of recent advancements in the field, and address areas that appear to be under-investigated namely, (a) the distinction between person- and situation-specific characteristics of teachers’ beliefs, perceptions and behaviours; and (b) the distinction between longer-term teacher development and shorter-term stability and variability in situation-specific (intrapersonal) beliefs, perceptions and behaviour. The presentation will conclude with an outline for further research on teachers’ interpersonal and intrapersonal beliefs, perceptions and behaviour, and particularly on how such studies should be designed. Moreover, Dr Malmberg will outline how modern technology can facilitate new methods of data collection, how cutting edge statistical techniques can be used for testing of quality of measurement and modelling of substantive results, and how advances in our knowledge concerning teacher development can provide insights into the challenges teachers are face in the 21st Century.

**ML-SIG Student Focus Research Session**

*Facilitators: ML-SIG Postgraduate Student Representative Kevin Quin: Together with co-Convenors Helen Watt & Katrina Barker*

Due to the positive feedback from participants last year, we are offering another research student session. The purpose is to facilitate discussions and networks together with student and staff colleagues who research in the field of motivation and learning. Experienced researchers and supervisors are invited to participate, particularly in the initial group discussions, to facilitate their work. We will also discuss useful information, such as the availability of new grants, events, courses, various pathways and careers in research.

**ML-SIG / AM-SIG Co-Sponsored Keynote Panel Session**

*Scientific Approaches to Measuring Student Engagement*

*(Panel Participants: Helen Watt, Monash University, Rob Cavanagh, Curtin University, Gawaian Bodkin-Andrews, UWS. Chair / Discussion Moderator: Katrina Barker, UWS)*

Following the positive reception of our first Keynote Panel in 2009, we are continuing this initiative in 2010. Members in both ML-SIG and AM-SIG suggested this would be a useful and interesting event for us to put together. The 2010 panel includes researchers who are expert within different scientific methodological approaches to researching student engagement. Each Panellist will initially present a short overview of her/his research on this
ML-SIG Student Presentation Award

The AARE ML-SIG Student Presentation Award was introduced in 2009. Last year’s winners were Mr Kevin Quin & Ms Wai Shan Ku. We are keen to continue to encourage students to present high quality papers in this field at the annual conference. To achieve this aim, we will award up to 2 student awards for excellent conference presentations. Winners will receive a Certificate of Excellence.

Award Criteria:

The ML-SIG Convenors will judge the awards, based on the

- content of the presentation;
- ability of the presenter to convey with clarity and interest;
- theoretical and methodological bases and findings of the research; as well as
- quality of discussion points or conclusions drawn from the findings.

Eligibility Criteria: Students from all geographic regions are eligible to apply. To be eligible, candidates must:

- be currently enrolled (part-time or full-time) in an Honours or postgraduate degree, or must be presenting from their thesis research completed in the current or preceding year;
- have had a first-authored conference paper proposal accepted for presentation within the ML-SIG strand;
- deliver the presentation as scheduled; and
- have not previously received an AARE ML-SIG Award for Student Presentations.

How to Apply: To be considered, please email the following to the ML-SIG Convenors <Helen.Watt@monash.edu> and <k.barker@uws.edu.au> by 29th October. Use “ML-SIG Award for Student Presentation” as the message subject, and include the following information:

- a cover letter addressing eligibility criteria;
- a letter of support from your thesis supervisor;
- evidence of paper acceptance for the annual conference.

Winner/s of the Award will be announced at the ML-SIG AGM at the end of the conference.

EVENTS OUTSIDE THE CONFERENCE

The Tertiary Education and Equity (TEE) Special Interest Group co-hosted
with the School of Education Cluster for Research in Education for Sustainability and Social Inclusion (CRESSI) and the National Centre for Student Equity in Higher Education (NCSEHE) a seminar *Inclusive Assessment* by Christine Hockings, Professor of Learning and Teaching in Higher Education, University of Wolverhampton at RMIT University on October 13.

The seminar addressed the ways in which assessment methods and practices enable all students to demonstrate to their full potential what they know, understand and can do. Whilst much of the mainstream assessment research highlights weaknesses in the processes and systems of assessing and grading students’ work, the widening participation literature tends to focus on the ways in which different groups of students experience assessment in higher education and the impact of this experience on their attainment.
Postgraduate Profile

Title: Group Work in the Second Language Classroom: Where teaching meets learning in pedagogic discourse

Institution: University of Wollongong

Contact details: philc@uow.edu.au

Supervisors: Professor Beverly Derewianka and Dr Honglin Chen

The central concern of this thesis is the nature and the role of small group work in classrooms where the main educational object is the teaching and learning of English as a foreign language. This concern emanated from the author’s own teaching praxis whilst engaged as a language teacher, language teacher mentor, language teacher trainer, and member of the main professional association of language teachers in Thailand. The following questions were addressed: How does small group work contribute to language teaching and learning in an adult, English as a Second Language classroom? How is group work successfully enacted in an adult, English as a Second Language classroom? What roles do the students and the teacher play in the implementation of effective group work?

Although the central concern of the thesis stems from practical pedagogical issues, the focus shifts to theoretical concerns, with a proposed theoretical framework drawing on Vygotsky’s mediational theory of mind, Halliday’s systemic functional linguistic theory, and Bernstein’s theory of pedagogic communication. Complementarities of these theoretical approaches to human learning and development are established which provide a level of analysis which captures the dynamics of the classroom context in which the group work takes place, thus allowing for comprehensive data to be gathered to enable descriptions and explanations of the nature and the role of group work in the language classroom. Significantly, the dominant theoretical approaches to second/foreign classroom interaction are critically reviewed, with suggestions for how they would benefit from a shift in emphasis from the individual to the social.

The research is sociogenetic in orientation, which entails an interpretive, naturalistic approach, adopting principles of ethnography within a compressed time frame. Data comprise video recordings (audio and visual) of all classroom activity over the period of one term, representing a complete curriculum cycle. Data also comprise interviews with the teacher before and after each of the fifteen lessons, field notes, classroom materials, and curriculum documents from the educational institution. The approach to data analysis follows a
curriculum genre/macrogenre model, starting at the longer unit of curriculum macrogenre, then working down to the curriculum genre level, and then discrete segments, or structural elements and phases of lessons, where group work is enacted. The talk is captured holistically by utilising Bernstein’s model of pedagogic discourse, with the talk representing interactions between the teacher and students analysed using systemic functional grammar.

Findings reported include a description of the pedagogic functions of group work revealed in one curriculum macrogenre. Activity directed toward the object of each of these functions represents a variety of interactions all representing intersections of language and cognitive development in the complex milieu of the classroom. An understanding of this milieu involving language and human activity, it is argued, is essential for delving deeply for answers to the central questions focused on the nature and role of group work. The findings also reveal a successful enactment of the foreign language curriculum. This is an exemplar of where an institute’s policy and program has productively recontextualised theory and the policy has in turn been successfully recontextualised by the teacher into effective foreign language teaching practice in the classroom.

If you are a Postgraduate Student and would like to share your research and related experiences with our AARE Community please send a 200 word bio and photo of yourself to kgottschall@csu.edu.au

Include details about yourself, your work and your contact details so that any interested readers can get in touch with you.
Upcoming Events

AARE DOCTORAL THESIS WRITING: ISSUES AND PRACTICALITIES

Thursday 4th November from 9.00am-5.00pm. UTS, Sydney – Alison Lee and Claire Aitchison will be running a one-day thesis writing workshop that aims to offer doctoral students and early career researchers a rare opportunity to come together to work on their research writing. The aim of the workshop is to provide opportunities for participants to explore issues and develop their thesis and related writing. Topics include considerations of what counts as good doctoral writing, issues of voice, how to manage the writing task, including barriers to writing and strategies for enhancing the experience of being a doctoral student writer. Participants will engage in discussion, hands-on-activities, and writing.

Please stay posted for more info in the coming month or email me kgottschall@csu.edu.au
Springer Update

The move of The Australian Educational Researcher to Springer is in progress. Springer has established the new webpage at http://www.springer.com/education+%26+language/journal/13384

The online manuscript submission process for AER has been established and authors can now submit papers directly through the Editorial Manager from the AER page. This is an exciting development and will enhance and streamline the management of manuscripts, ensure an efficient means for reviewers to keep track of reviewing tasks and result in timely feedback to authors.

AARE Website

AARE is establishing a secure section for members and from January 2011 the journal will be freely accessible by members only.

Special Issue

A special issue, Probabilities and possibilities within Australia’s future: rethinking educational research, edited by Alison Lee (UTS) and Nicola Johnson (Monash) is scheduled for publication in December 2010. The following papers emerged from a Summit on Educational Research Futures, held at the University of Technology, Sydney in February 2010. The Summit was a national joint venture of the Australian Association for Research in Education (AARE) and the Australian Council of Deans of Education (ACDE). A number of professional associations contributed to the Summit which proposes a range of possible ways of thinking about research futures in education.

Contents include:

Can we Escape the Program? Inventing Possible~Impossible Futures in/for Australian Educational Research
Noel Gough

The Knowledge Question in Educational Research
Bill Green

What Counts as Educational Research? Spaces, Boundaries and Alliances
Alison Lee

Digital Media, Technologies and Scholarship: Some Shapes of eResearch in Educational Inquiry
Lina Markauskaite

Moving Ideas and Mobile Researchers: Australia in the Global Context
Johannah Fahey and Jane Kenway
The August issue of AER, vol 37, Number 2, is available via the AARE home page and includes the following papers and book reviews:

Using the Method of Pairwise Comparison to Obtain Reliable Teacher Assessments  
Sandra Heldsinger and Stephen Humphry

Standards-driven Reform Years 1-10: Moderation an Optional Extra?  
Val Klenowski and Claire Wyatt-Smith

Prior Achievement, Effort and Attitude as Predictors of Current Performance  
Brian Hemmings and Russell Kay

Data Feedback for School Improvement: The Role of Researchers and School Leaders  
Femke P. Geijsel, Meta L. Krüger and Peter J. C. Sleegers

The Nature of Pedagogic Teacher-student Interactions: A Phenomenographic Study  
Denise Beutel

A Conversation of Teachers: In Search of Professional Identity  
Brigitte Smit, Elzette Fritz and Valencia Mabalane

Looking “Outward and Onward” in the Outback: Regional Australian Students’ Aspirations and Expectations for the Future as Framed by Dominant Discourses of Further Education and Training  
Leanne Dalley-Trim and Nola Alloway

Book Reviews

Troubling Terrains: Tactics for traversing and transforming contemporary educational research  
Reviewed by Carol Reid

Gender and Occupational Outcomes: Longitudinal assessments of individual, social, and cultural influences  
Reviewed by Rhonda G. Craven

Arlathirnda Ngurkarnda Ityirnda Being Knowing Doing: De-Colonising Indigenous Tertiary Education  
Reviewed by Nina Burridge

Critical Lessons - What our schools should teach  
Reviewed by Jennifer Alford

Thank you to all of our authors and reviewers for your continuing support.

Annette Patterson – Managing Editor
Cushla Kapitzke – Associate Editor
Mary Ryan – Book Reviews Editor
Betty Watts Indigenous Researcher Award

AARE makes this award to encourage and support educational research by Indigenous Australian researchers. The winner of the award will be announced at the Annual Conference. Winners also receive a complimentary future conference registration, to be used within the following 2 years.

Eligibility Criteria

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

§ Be a member of AARE
§ Identify as Australian Aboriginal or Torres Strait Islander
§ Submit a first-authored conference paper proposal by the closing date for conference paper proposals and have it accepted for presentation
§ Submit a full copy of this first-authored paper to aare@aare.edu.au by the Award closing date
§ Be able to attend the full conference
§ Deliver the paper at the conference as scheduled
§ Have not previously received a Betty Watts Indigenous Researcher award

The conference paper may be based on a paper that has been published elsewhere since the start of the prior calendar year.

Merit Criteria

As the intent of the award is to honour and facilitate high quality scholarship, applications will be judged on the basis of the following academic 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
§ Relevance to the conference

Please Note:

§ Proposals, using the online submission system, must be submitted by the closing date for proposals for the Annual Conference.
§ The full paper for the award must be submitted by the closing date for the Award as stated in the relevant year’s conference brochure/website.
§ The Award is made in conjunction with the Annual Conference, not any special conference such as a focus conference.
§ Proposers may opt for full paper refereeing for their proposed paper at the time of lodging the proposal. If so, the closing date for a full paper for refereeing applies.
§ Only one paper per researcher / research team should be submitted for the Award in any year. Papers previously submitted may not be re-submitted.

**Application Process**
Eligible persons may apply for the Award themselves, or may be nominated by another person (e.g. a colleague or supervisor or a conference paper reviewer or referee). Applicants should preferably indicate their intention to apply for the award at the time they submit their paper proposal.
In any case, the following should be emailed to aare@aare.edu.au
This e-mail address is being protected from spambots. You need JavaScript enabled to view it by the Award closing date:
1. Cover letter addressing eligibility criteria
2. Your conference paper
3. Evidence of its acceptance including its assigned papercode

**Nominations close 31st October by submission of full paper**
(Proposal must be accepted at the 2010 conference).
Early Career Researcher Award

AARE established this award to encourage early career researchers to present their research at the annual conference and to become actively involved in the Association.

Eligibility Criteria
To be eligible for consideration for the award, applicants must meet all the following criteria:
§ be a member of AARE
§ have been awarded a doctoral degree within the past 5 years
§ submit a first-authored conference paper proposal by the closing date for conference paper proposals and have it accepted for presentation
§ submit a full copy of this first-authored paper to aare@aare.edu.au by the Award closing date.
§ be able to attend the full conference
§ deliver the paper as scheduled
§ have not previously received an AARE Early Career Researcher award

Merit Criteria
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:
§ 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

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. Winners also receive a complimentary future conference registration, to be used within the following 2 years.
Please Note:

§ Proposals, using the online submission system for the Annual Conference, must be submitted by the closing date for proposals.

§ The full paper for the award must be submitted to aare@aare.edu.au by the closing date for the Award as stated in the relevant year's conference brochure/website.

§ The Award is made in conjunction with the Annual Conference, not any special conference such as a focus conference.

§ Proposers may opt for full paper refereeing for their proposed paper at the time of lodging the proposal. If so, the closing date for a full paper for refereeing applies.

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

Please email the following to aare@aare.edu.au This e-mail address is being protected from spambots. You need JavaScript enabled to view it by the Award closing date:

1. cover letter addressing eligibility criteria
2. your conference paper
3. evidence of its acceptance including its assigned papercode

The subject line of your email should state the papercode that was assigned to your accepted conference paper

Nominations close 31st October by submission of full paper (Proposal must be accepted at the 2010 conference).
Preconference Workshops

There are still some places left for the AARE Preconference Workshops, Melbourne, Sunday, 28th November 2010

This year’s Pre-Conference Workshops will be a full day of Post-graduate & Early-Career activities!! The draft program to date looks like this:

9 - 11am  PG/ECR & Exec breakfast & Research Speed Dating
11 - 1pm  SESSION 1a: Rob Cavanagh - Constructing measures
          SESSION 1b: Julianne Moss - Visual methodologies
1 - 2.00pm Lunch (provided)
2 - 3.30pm SESSION 2: Publishing in the era of ERA
4 - 5.30pm Registration
5.30pm  President’s drinks

Session One will cost $65 and Session two will cost $65, but this INCLUDES breakfast and lunch. Register on the AARE Conference website when you register for the conference: http://www.aare.edu.au/AARE2010/

Breakfast session: Research Speed Dating
A group of researchers gathers at a known venue. Armed with a nametag, a note card and their sparkling personality, couples are paired up to begin their first ‘date’. They are allowed to discuss anything related to their research. Following five minutes of conversation, a bell will ring, and they have 1 minute to fill out a “note card”. On the note card, participants record features of their ‘dates’ research and identify any aspects that they would have an interest in following up on and/or possibly connecting with. At the end of this minute another bell will ring and people move on to meet their next date. A list of all participants will be available so that follow-up networking can occur.

Session 1a: Rob Cavanagh, Constructing Measures – two hour workshop
The workshop will cover theoretical and practical issues that arise in the measurement of human abilities and attributes. Specifically:
The nature of measurement
Construct models
Uni-dimensionality and multi-dimensionality
Sufficiency and invariance
Discrimination
Generalisability
Targeting
Response scales
Evidence of validity

Prior knowledge of statistics and/or instrument construction is not required as this will be a course for beginners. It will lay the foundation for further training in objective measurement, particularly in applications of the Rasch model.

[Rob Cavanagh is a Professor in the School of Education at Curtin University. He is the Director of Research and works with Higher Degree by Research students in the design and reporting of their investigations. Rob is passionate about well-being metrics – the measurement of attributes of persons and phenomena in the human sciences that contribute to individual and collective well-being. He believes that in Education, too much attention is given to what is readily available and easily quantified such as economic and psychometric data. This is in contrast to constructing new measures to learn more about learning, teaching and other interpersonal activities.]

Session 1b: Julianne Moss, Visual Methods – two hour workshop

Researching education visually
The workshop is an introduction to visual methods. Foundational theoretical and ethical issues that recur in the use of visual methods within educational research will be addressed. The workshop is intended for ECR researchers who have an interest in understanding the potential applications in policy and applied research.

Session 2: Publishing in the era of ERA – one and a half hours
This round-table discussion/workshop aims to bring together experienced journal editors and the next generation of Educational Researchers to discuss and debate the challenges of publishing in the era of ERA. Early-Career Researcher Nicola Johnson will also contribute to the discussion, drawing from her 2010 book 'Publishing from your PhD: Negotiating a Crowded Jungle' (http://www.gowerpublishing.com/isbn/9780566091629). Sharing "insider stories" of their knowledge of the "tools of the trade", this workshop will ideally help to fast track you into print.

[Dr Nicola F. Johnson is a senior lecturer in the Faculty of Education at Monash]
University, Gippsland. She has published ‘The Multiplicities of Internet Addiction: The Misrecognition of Leisure and Learning’ (Ashgate, 2009). She teaches units within the primary education degree and the Graduate Diploma of Education program that focus on professional practice, multiliteracies, and curriculum integration.

PG Student dinner at Conference

This is a dinner planned again this year! Please say posted for more info in the coming month or email me kgottschall@csu.edu.au. Everyone is welcome and it’s a great night to meet other students also doing the hard slog!

SIG Dinners

Keep an eye out for SIG dinners at the Conference too. Another great place for postgrads and early-career researchers to hobnob!