From the President

Included:
*Introducing the new AARE Executive Committee
*Conference News, Awards, NZARE (New Zealand Association for Research in Education),
*Sydney 2012
*ERA Evaluation Panel

Christine Halse
President

Research Development

National Research Priorities
If you’ve written a grand proposal for Australian Research Council funding in recent years, you will know that it can take some very creative thinking to draw connections between the outcomes of an educational research project and the NRPs.

Peter Goodyear

Postgraduate Profiles

Jie Hao
The University of Sydney
My research investigates to what extent, if any, Australian Higher Education shapes international graduates’ career in China.

Juan Cristobal Castro-Alonso
University of New South Wales
The relevant areas of my current research are Cognitive Load Theory, Multimedia Learning, Animation and Video, Mirror Neurons, and Human Manipulative Tasks.

2012 Joint AARE/APERA Conference and WERA Focal Meeting

The 2012 AARE conference will be held in Sydney from Sunday 2 December to Thursday 6 December 2012.

Important Dates

14 May 2012
Closing date for abstracts for symposia, panels and papers

29 May 2012
Closing date for full papers for refereeing

10 August
Last day for notification of acceptance of abstracts

29 August 2012
Early-bird (discount) registration rate closes

2 December 2012
Research workshops and President's Reception

3 December 2012
Conference presentations commence

6 December 2012
Conference closes

New ECR Representative

Steven Hodge, University of Ballarat
I am the new ECR representative on the AARE Executive Committee. I’d like to thank Dr Kristina Gottschall for her work in the role before me. The role of ECR representative is primarily about ensuring that ECT interests are represented and promoted in the AARE.

AARE is now on Twitter!
Follow us now on: @AustAssocResEd

AARE Award Nominations

Are you eligible for a prestigious AARE award? AARE awards a range of prizes each year for papers and posters presented at our annual conference for ECRs, postgraduate students and Indigenous scholars. Check out our awards page and consider nominating yourself, or encouraging colleagues to apply. Please share this notice widely amongst your networks.

Moves and New Grooves

We would like to profile AARE member moves and/or new positions.
**Makki Ilaj**  
*University of Western Sydney*  
My research will focus on the concept of social integration, and its importance to the Iraqi community and the obstacles facing their integration in Australia.

**Wanasinghe Durayalage Chandrasena**  
*University of Western Sydney*  
My teaching and research focus on science education, with a particular emphasis on chemistry education.

**Iris E. Dumenden**  
*La Trobe University*  
My research interest is located in the intersection of language, education and the refugee settlement experience.

**Aloysious Dacunha**  
*Australian Catholic University*  
My present research seeks to study the relationship between school climate and students' academic achievement using the theoretical concept of Invitational Theory and Practice of Education.

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**Contributing to the AARE Newsletter**

Please feel free to contribute items to the AARE Newsletter.  
Closing date for next newsletter: 1st May 2012  
Send to: Lisa.Papatraianou@unisa.edu.au

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**Member Networks**

AARE provides a number of networks to link members together, support their work and develop research knowledge and capacity among our members.  
**Current Active Member Networks:**

- Australian Research Directors of Education Network (ARDEN)  
- Early Career Researcher Network (ECR)  
- Postgraduate Network

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**Past AARE Newsletter Issues**

<table>
<thead>
<tr>
<th>Year</th>
<th>March</th>
<th>May</th>
<th>July</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>#69</td>
<td>#70</td>
<td>#71</td>
<td>#72</td>
</tr>
<tr>
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<td>#73</td>
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<td>#77</td>
<td></td>
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<td></td>
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Connected to Microsoft Exchange
From the President

Introducing the New AARE Executive

I would like to thank those members of the AARE Executive whose terms on the AARE Executive finished at the end of 2011 for their invaluable contribution to AARE over many years: Jo Reid (CSU) who provided world-class leadership to education research throughout her term as President-Elect, President and Outgoing President; Kristina Gottschall (CSU) who injected new energy into the role of ECR Coordinator by introducing many exciting initiatives to support ECRs, including ‘speed dating’ at the annual conference; Helen Watt for her careful and thorough management of the important portfolio of Awards.

I am also delighted to welcome a number of new members to the Executive and to wish them well for their future work with the Association: Nicole Mockler (Newcastle) who takes up the role of Communications Coordinator; Steve Hodge (Ballarat) who is our new ECR Coordinator and Sue Saltmarsh (ACU) who will work as International Liaison and manage arrangements with our international partners in the 2012 conference.

The new Executive had the first of its first of the three annual meetings in Melbourne in February.

Conference News

Congratulations continue to flow in for the 2011 conference in Hobart that attracted significantly more participants (total 680) than is usual for a smaller city. Among the many highlights commended by participants were the high quality of the symposia, keynotes and the fabulous program of workshops and networking activities for PhDs and early career academics that enable newer education researchers to learn, connect and build relationships. The 2012 AARE Conference will take place in Hobart.
relationships. The success of the 2011 Conference was largely due to the outstanding work of the AARE Conference Standing Committee, chaired by Professor Jan Wright (UoW), and the local organizing committee headed by Jeanne Allen (UTas).

Awards

I would also like to congratulate all the 2011 winners of the highly prestigious AARE awards. These are presented at the annual conference and public recognition of the achievements and contributions of our colleagues.

Particular congratulations to the inaugural recipients of two new awards:

Ms Debbie Cunningham, who has served as Honorary of AARE for more than 15 years, was the very deserved recipient of the Distinguished Fellow Award for Outstanding Service. This award recognizes outstanding leadership within AARE by an individual who has made a significant contribution to developing and shaping the work of AARE.

The inaugural AARE-Springer prize for best AER paper went Melinda Miller, Meg Knowles and Susan Grieshaber for their article ‘Cultural support workers and long day care’ in Vol. 38, 3, 2011, pp.275-291.

NZARE

As you know, AARE has a long-term close relationship with NZARE. I am pleased to announce that the NZARE Executive has decided to encourage NZARE members to attend the 2012 AARE/APERA/WERA conference as delegates and will schedule its annual conference so it doesn’t clash. The NZARE Executive has also proposed a joint conference with AARE and we are in discussion about the details and will keep you posted.

AARE Symposia at BERA and AERA

Selection for one of the limited Invited Symposia slots at the AARE conference is a very competitive process with successful symposia being eligible to represent AARE at the next British Education Research Association (BERA) and/or American Education Research Association (AERA) conferences. If you are attending BERA or AERA this year, don’t forget to go to the AARE presentation and support your Australian colleagues. The BERA presentation is ‘Cultural Studies in Education: New Approaches to Research’ and is convened by Anna Hickey-Moody (Sydney) and Daniel Marshall (Deakin). The AERA presentation is ‘Education Equity: Opportunities, Outcomes and Mechanisms’ and the convenor is Laura Perry (Murdoch).

Sydney 2012

If you have haven’t already done so then do block out 1-6 December 2012 for the joint AARE/APERA/WERA conference in Sydney. The conference theme is ‘Regional and Global Cooperation in Education Research’. A stellar line-up of keynote presenters has been organized including David Berliner, Chen Kuan-Hsing and Arnetha Ball, the 2012 President of AERA. Alan Reid will deliver the 2012 Radford Lecture. Among the conference highlights will be a special AERA symposia organized by Bill Tierney, President-Elect of AERA.

Important dates for the 2012 conference

14 May – closing date for symposia, panel and paper abstracts
29 May – closing date for full papers for refereeing
29 August – closing date for early-bird (discount) conference registration


ERA evaluation panel

The ARC has announced the membership of the ERA 2012 Research Evaluation Committees. The members of the Education & Human Society panel are listed at: http://www.arc.gov.au/era/recs 2012/EHS.htm
Research Development

Sorting out our priorities

Ten years ago, the Commonwealth Government announced that it would use four new national research priorities (NRPs) to focus investment in publicly-funded research, with a view to generating greater economic, social and environmental benefits. The NRPs are: An Environmentally Sustainable Australia; Promoting and Maintaining Good Health; Frontier Technologies for Building and Transforming Australian Industries and Safeguarding Australia. Each of these NRPs has between four and seven lower-level ‘priority goals’.

If you’ve written a grant proposal for Australian Research Council funding in recent years, you will know that it can take some very creative thinking to draw connections between the outcomes of an educational research project and the NRPs. Many of the proposals I see align themselves with the priority goal ‘Promoting an innovation culture and economy’, which is part of the third NRP. While it’s not that difficult to talk about education and innovation in the same sentence, it can be very constraining to have to situate the argument in the broader context of ‘Frontier Technologies…’. ‘Promoting an innovation culture …’ wasn’t actually mentioned when the NRPs were released in 2002. It was added in 2003, partly in response to lobbying by the humanities, arts and social science disciplines, who rightly pointed out that the NRPs marginalised HASS research.

Last year, the Commonwealth Government began to take another look at the NRPs and decided to ‘refresh’ them. Not scrap them. Not give them a remake. The word is ‘refresh’. What this means is that the four existing NRPs are to be preserved but (a) a fifth NRP is to be added and (b) some judicious editing will be done to the language explaining the NRPs and their associated priority goals.

The consultation paper on refreshing the NRPs was released in February and by the time you read this, AARE and a few dozen sister organisations will have submitted responses. There are four pieces of good news. (1) The proposed new NRP is Enhancing Society, Culture and Communities – with a tag line of ‘Stimulating the development of an Australia which celebrates culture, knowledge, inclusion, wellbeing and active citizenship’. That should provide a home big enough for most of our research. (2) To make things more explicit, the new NRP has a priority goal labelled ‘Knowledge and society’, which is currently explained as ‘Effecting change through the transformative power of education, lifelong learning and community development, and increasing the skills needed for innovation, leadership, and making connections between people and organisations.’ AARE has proposed some better wording, but many of us could live with the current draft. (3) The NRP provides an even more congenial home when one looks at its other six priority goals – including ‘Culture, heritage and identity’ (tagged as ‘Understanding Australia’s identity, culture, heritage and histories’), ‘Social inclusion, diversity and equity’ (‘Fostering tolerance, diversity, multiculturalism and social engagement’) and ‘Indigenous Australia’ (‘Fostering understanding, improving wellbeing and celebrating the knowledge and creativity of indigenous Australians’). (4) The existing NRPs have new text that opens up further opportunities for educational research. For instance, the ‘Frontier technologies…’ NRP is no longer restricted to the transformation of industry – it now explicitly includes institutions and services.
explicitly includes institutions and services.

OK, so we might have theoretically-sophisticated reasons to shudder at some of this language. We are all fluent in cynicism and have been schooled by the hard knocks of trying to do research that makes a difference. But. This is a move in the right direction. It makes it much easier for us to explain how educational research can contribute to the national good, without stretching our beliefs or the assessors’ credulity. If the draft NRPs make it through to the Minister, proposal writing will become just a tad easier.

Meanwhile, we have our own work to do on national priorities for educational research. This is the core challenge for one of the AARE/ACDE task groups that I mentioned in last October’s News. In principle, it should not be difficult to articulate our own more detailed priorities with the new NRPs. In practice, much will depend on our ability and willingness to forge a consensus about research that most merits additional investment.

Further reading:

Moves and New Grooves!

Details for Contributions

Name:

Institution:

Position:

Key Teaching and Research Interests:

Start Date of Position:

Contact Details:

Please feel free to attach a profile picture when emailing your details to Julianne Moss

Email: julianne.moss@deakin.edu.au
Introducing Steven Hodge
University of Ballarat
AARE Early Career Researcher (ECR) Representative

I am the new ECR representative on the AARE Executive Committee. I’d like to thank Dr Kristina Gottschall for her work in the role before me.

The role of ECR representative is primarily about ensuring that ECR interests are represented and promoted in the AARE.

My own PhD was conferred last year and since then I have been toiling at publishing, applying for research grants and generally learning the game of building a research career. At the same time, I have been developing courses, teaching, marking assignments and fulfilling administrative duties first at Deakin University and now at the University of Ballarat.

I also have a family, with a daughter who has just started her prep year and partner who works as a nurse. My life is pretty full – just like most ECRs I know.

What I’m keen to do as ECR representative is develop an ECR network with at least one contact in each university in Australia. The network is envisaged as a way to learn ECR needs in detail and gather information on ECR support models at different institutions. I’d also like to make more resources available on the AARE website so that ECRs can be as informed as possible about how to help themselves.

I welcome suggestions and comments at any time. My contact details are:

Email: s.hodge@ballarat.edu.au
Office: 03 5327 9532
Mobile: 0421 224474

Cheers,

Steven
Post Graduate Profiles

Jie Hao
PhD candidate, The University of Sydney
Email: jhao@uni.sydney.edu.au


Supervisors: Professor Anthony Welch and Professor John Hearn.

I am in my final year as a PhD candidate at the University of Sydney. My research investigates to what extent, if any, Australian Higher Education Shapes International Graduates’ Career in China. In the backdrop of large amount of Chinese students undertake postgraduate programs in overseas, it is the interest to learn their employment status, and also the challenges they experience at home.

A leading Australian university was chosen as the case of this study, and a mixed method was adopted. It finds that the majority of graduates who have had international higher education remain competitive in China’s labour market. The study has focused on Chinese students who have completed postgraduate from an elite international university, which may be a limitation to apply to all Chinese international students. It is important to look at international graduates’ employment issues in order to provide efficient feedbacks to education institutions toward their comprehensive service to international students.

Prior to my PhD program, I worked at the University of Sydney for five years as the International Relations Manager (China).

Jie (Jessica) Hao | PhD Candidate
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Juan Cristobal Castro-Alonso
PhD candidate, University of New South Wales
Email: j.c.castroalonso@unsw.edu.au

Thesis title: Learning manipulative tasks through animations.
My previous job was as producer of educational multimedia for the Faculty of Biological Sciences, Catholic University (Chile). I obtained a Title Degree of Biochemist, a Postgraduate Diploma in Audiovisual Writing (Speciality in Documentary) and a Master in Communication and Education before commencing my PhD at UNSW.

The relevant areas of our current research are Cognitive Load Theory, Multimedia Learning, Animation and Video, Mirror Neurons, and Human Manipulative Tasks. Literature shows that videos have the problem of being too difficult to follow, and thus, less efficient educational tools as compared to static pictures. Considering the current multiplication of digital videos, it is now more important than ever to find a solution to this problem. Our approach assumes that triggering the mirror neurons of the video watcher/learner might be a way to produce her/him to employ these neurons to cope with the speed of video. Since the mirror neurons can be activated by hand tasks, we are using media conditions that involve manipulative tasks, particularly physical or virtual manipulation of Lego bricks.

Considering the increasing popularity of video, this research has the potential to impact beyond educational areas, to the world of Internet, television and films.

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Makkillaj
PhD candidate, University of Western Sydney
Email:16266881@student.uws.edu.au

Thesis title: What are the Obstacles to the Integration of Iraqi Refugees in Australia?

I’ve got my BA degree in Arts of English from the University of Baghdad in 1986, MA degree in TESOL from UOW in 2006, Postgraduate Certificate in Methods of Research from Macquarie University in 2010 and I’m a PhD student at UWS.

I worked as an English teacher in Iraq, Lebanon, Yemen and Jordan and worked as a translator translating more than 5 books and tens of articles in Lebanon. I worked here as a case manager in the Department of Immigration helping Iraqi refugees to resettle in Australia.

I will be researching the concept of social integration, and its importance to the Iraqi community and the obstacles facing their integration in Australia. The importance of the research emerges from the perceived failure of attempts by many Western governments to find a solution to the problem of integration of refugees. This research is critical in the current context where refugees are seen as a threat to Australian social cohesion.

From the initial findings, the effects can be grouped into social, educational, religious, political, psychological, financial, racial discrimination, prejudice, and the influence of a new culture (culture
The Muslim and Arabic societies will benefit from the research, since there is a lot in common between them and the Iraqi society. As well, those working with refugees may obtain assistance from it. In addition, through discussing the problems that hinder Iraqi refugees from integrating, this research may participate in finding solutions for this significant phenomenon.

**Makki Ilaj** | PhD Candidate  
University of Western Sydney | School of Education  
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**Wanasinghe Durayalage Chandrasena**  
PhD candidate, University of Western Sydney  
Email: 16910254@student.uws.edu.au

**Thesis title:** A study of the relations between Students’ SelfConcepts, Motivation, Aspirations and Achievement in High School Science and Chemistry.

**Supervisors:** Prof. Rhonda Craven, Dr. Danielle Tracey, and Dr. Anthony Dillon.

I am a senior lecturer attached to the Science Education Unit, Faculty of Science, University of Peradeniya, Sri Lanka. Currently, I am a PhD candidate in the Centre for Positive Psychology and Education, University of Western Sydney.

My teaching and research focus on science education, with a particular emphasis on chemistry education. Some of the research titles that I have worked on are constructing the electrochemical series using a diode, problems faced by HSC students in chemical calculations, assessing the HSC students’ performance in chemical calculations and construction of an improved automatic burette. My PhD work addresses the problem in the declining number of students studying science in Australia which has resulted in a lack of qualified people for the employment in the fields of science.

Past research suggests that psychological factors (such as self-concept) affect students’ desire and motivation to study science. As such, this research is aiming to develop a psychometrically sound tool to measure students’ science self-concepts, motivation and aspirations in different domains in science and, test the relations between them and the students’ achievement in science across gender and age levels.

**Wanasinghe Durayalage Chandrasena** | PhD Candidate  
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Phone: 0297726145 | Email: 16910254@student.uws.edu.au

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**Iris E. Dumenden**  
PhD candidate, La Trobe University  
Email: name@uni.edu.au

**Thesis title:** The soft bigotry of low expectations: the refugee student and mainstream schooling.  

**Supervisor:** Dr Keith Simkin.

My research interest is located in the intersection of language, education and the refugee settlement experience. My PhD thesis, which is currently under examination, is based on the educational and personal experiences in Melbourne of a young refugee from Burma. The thesis balances large scale theory and detailed case study analysis by locating the educational trajectory of this refugee student from secondary school to university within the framework of Pierre Bourdieu’s forms of cultural, social, emotional and symbolic capital, in an attempt to explore (and increase) the relevance of educational policy and practice in the areas of diversity, inclusion/exclusion and equality. Additionally, through a narrative reframing of this young refugee’s pursuit of academic capital within mainstream schooling in Australia, the thesis explores the interface of language and individual perceptions of possibilities in a multicultural society.

My affiliations include: AARE Member since 2009; Research Officer, Victoria University ([www.vu.edu.au](http://www.vu.edu.au)); Treasurer, Association for Qualitative Research and Organising Committee Member for the 2012 Discourse, Power, Resistance (DPR) ‘Down Under’ Conference to be held in Darwin, NT on August 23-25, 2012 ([www.aqr.org.au](http://www.aqr.org.au)) and Associate Editor, Creative Approaches to Research journal ([CAR_submissions@agr.org.au](mailto:CAR_submissions@agr.org.au)).

**Iris E. Dumenden | PhD Candidate**  
La Trobe University | Melbourne  
Email: iedumenden@students.latrobe.edu.au

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**Aloysious Dacunha**  
PhD candidate, Australian Catholic University  
Email: aadacu001@myacu.edu.au
Thesis title: School climate and students’ academic achievement in Pakistan secondary schools.

Supervisors: Professor Ken Smith & Dr Madeleine Laming.

I began my career as a secondary teacher at a private catholic school in 1994 in Karachi, Pakistan and in 1998 transitioned into teaching at a private independent school. My deputation as head teacher of the O-level Section & A-level Section at The City School in 2000 & as head teacher of the O-level Section at St Patrick’s High School in 2006 enabled me to research into School Effectiveness and School Improvement where, in my study at the masters level (Dacunha, 2004), I focussed on areas of Curriculum Planning and Development, Classroom Management, Assessment and Evaluation, Staff Development, Pupil-Parent-School Liaison, Staff-SMT (senior management team) liaison, School Performance and Pupils’ Result Analysis.

My present research at the doctoral level seeks to study the relationship between school climate and students’ academic achievement using the theoretical concept of Invitational Theory and Practice of Education. This relationship measures the effect of the construct ‘school climate’ on the variable ‘students’ academic achievement’ in the presence of three mediating factors ‘Type of School’, ‘School Size’ and ‘School mean socio economic status (SES)’.

I expect this research to be able to identify the school environmental and independent student factors, which may be linked to pupils’ attainment in O-Level Schools of Karachi, Pakistan.


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