Many journals seem to be keeping statistics on how often their online articles are downloaded. This is one possible way of talking about impact. For example: Wright, Macdonald and Groom, 'Physical activity and young people: Beyond participation' was the third most downloaded article in the period August 2003–August 2005 for the Journal Sport Education and Society (Taylor & Francis), with 830 downloads during that period. Most of these were from universities in the UK. I also know from the editor's report that the acceptance rate is 30%.

It would be worth asking the editors of journals in which you publish if they keep similar statistics.

In a short time academic staff who wish to participate in the Research Quality Framework (RQF) exercise will be asked to nominate their best research outputs for the last 5-6 years. They will also be asked to write a brief rationale for their choice in terms of quality and impact. For the RQF the more these explanations can be converted to metrics the better, so think about what might be available from the library (or Karen) such as citations but also hits, downloads, citations in policy documents, take up in university courses as readings etc.

Professor Jan Wright, Assoc. Dean (Research)
SUCCESSFUL GRANTS AND AWARDS

Lisa Kervin and Doug Reid won a grant to develop a framework of pedagogy to support classroom teachers using iPods and podcasting in their educational settings. They will be working within primary school environments to explore the relationship between podcasts and iPods in educational contexts. The examination of the personal on-demand nature of these change agents is a necessary step in the evolution of the use of this and other technology in educational contexts within contemporary society.

Gregg Rowland and Doug Hearne have just received word that our application for AGQTP funding for their beginning PDHPE teacher project through ACHPER and using the BEST PDHPE site for some online mentoring has been successful again this year. The project received the maximum amount of $20000. This project was really successful last year and looks like being so again this year.

Congratulation to Lisa Kervin who has just been awarded the 2006 Reading/Literacy Research Fellowship by the International Reading Association. As well as the prestige of the award, she will receive $US5000 and has been invited to the next Annual Meeting of the Association in Chicago to receive it.

LIST OF APPLICTIONS FOR 2007 ARC DISCOVERY GRANTS

<table>
<thead>
<tr>
<th>Chief Investigator</th>
<th>Other Investigators</th>
<th>Faculty</th>
<th>Project Title</th>
<th>$ requested 2007</th>
<th>$ requested 2008</th>
<th>$ requested 2009</th>
<th>Total $ Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett SJ</td>
<td>Lockyer L, Agostinho SF, Harper BM, Littlejohn</td>
<td>Education</td>
<td>Identifying the factors and processes of learning object reuse to improve pedagogical practice in primary and secondary education</td>
<td>39,373</td>
<td>147,628</td>
<td>78,536</td>
<td>265,537</td>
</tr>
<tr>
<td>Chinnapan M</td>
<td>none</td>
<td>Education</td>
<td>Teacher knowledge and students’ access to analytical geometry knowledge</td>
<td>97,053</td>
<td>99,994</td>
<td>147,025</td>
<td>344,072</td>
</tr>
<tr>
<td>Derewianka, B</td>
<td>Claire Painter</td>
<td>Education</td>
<td>Mapping the development of children’s writing: a functional perspective</td>
<td>119,284</td>
<td>107,202</td>
<td>106,003</td>
<td>332,489</td>
</tr>
<tr>
<td>Ferry B</td>
<td>Herrington A, Verenikina I, Chinnapan M, Kervin L, Jonassen D</td>
<td>Education</td>
<td>Learning to scaffold through an online simulation</td>
<td>220,135</td>
<td>207,752</td>
<td>163,168</td>
<td>591,055</td>
</tr>
<tr>
<td>Harris P</td>
<td>Derewianka B, Chen H, Fitzsimmons P, Turbill J, Cambourne B</td>
<td>Education</td>
<td>Investigating the relationship between literacy teaching, research and policy</td>
<td>84,771</td>
<td>116,003</td>
<td>93,567</td>
<td>294,341</td>
</tr>
<tr>
<td>Heaven P</td>
<td>Ciarrocki J, Vialle W</td>
<td>H&amp;BS / Education</td>
<td>Longitudinal analysis of psychological and academic well-being in adolescence: Phase 2 of the Wollongong Youth Study.</td>
<td>82,476</td>
<td>87,848</td>
<td>112,357</td>
<td>282,681</td>
</tr>
<tr>
<td>Hoban GF</td>
<td>Dinham S, Herrington T</td>
<td>Education</td>
<td>Identifying conditions for effective innovations in teacher education programs: Bridging the gap between preparation and practice</td>
<td>56,027</td>
<td>58,335</td>
<td>62,030</td>
<td>176,392</td>
</tr>
<tr>
<td>Kell P</td>
<td>Wright J, Harwood V, Malone K, Hill A</td>
<td>Education</td>
<td>Sun, sea and civic engagement: globalisation, young people and regional coastal Australia</td>
<td>94,813</td>
<td>137,515</td>
<td>123,666</td>
<td>355,994</td>
</tr>
</tbody>
</table>
In addition, there were 3 grants submitted with other institutions by Faculty staff.

Ron Oliver, Jan Herrington, Thomas C Reeves (PI), Barry Harper, Shirley Agostinho: Reusable learning designs as supports for quality e-learning. Requested $380,000 over 3 years (in collaboration with Edith Cowan University and the University of Wollongong).

Barney Dalgarno, Gregor Kennedy & Sue Bennett: The impact of game-based interactivity on cognitive processing and learning outcomes, $206,000 requested, Charles Sturt University (in collaboration with the University of Melbourne and the University of Wollongong).

Mary Lou Rasmussen, Monash University, Jan Wright, University of Wollongong, Valerie Harwood, University of Wollongong, Anna Hickey-Moody, Monash University: Creative Pedagogies and the Creative Class. $306,000 requested

Description
How can Australia support creativity in young people to foster the future innovation economy? Empirical studies of community youth arts projects in Wollongong and Melbourne will show how place impacts on creativity in youth. Researchers have demonstrated the cultural value and economic benefits of the creative industries, yet there is a paucity of research about the types of pedagogies and places that foster young people’s participation in these industries. Our research project responds to this gap in knowledge by identifying and analysing exemplary pedagogical strategies and places that support innovation in young people. We name these Creative Pedagogies.

FAUCALTY RESEARCH GRANT WORKSHOPS AN DEADLINES

Below is the Grant and Workshop scheduled for 2006 round of Faculty Grants.

27 March 2006  Grant Writing Workshop – 1:30-2:30 Deans Meeting Room - Please bring a 100 word statement of your Research Question.

24 April 2006  Workshop on Grants – 1:30 – 3:30pm Deans Meeting

8 May 2006    Deadline for Grants to Assoc. Dean Research

16 May 2006   Faculty Research Grants will be considered at FRC Meeting

The Guidelines and Application form are available from Karen McRae.

THEORETICAL FRAMEWORK SEMINARS

You are invited to another stimulating seminar series on theoretical perspectives in educational research. The series will continue to introduce a range of theories commonly used in educational research. Each seminar will address a key theory or theorist, outlining the key ideas and showing their...
value for research. The seminars will be recorded. Video clips will be available from the Virtual Seminars in the Research Community Online: http://www.uow.edu.au/educ/janison. Please put the following dates in your diary:

**Time**
Seminars will be held on alternate **Mondays, 12.30-1.30pm**, beginning 13th March.

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 March</td>
<td>Dr Karl Maton</td>
<td>Theoretical and methodological approaches to educational research</td>
</tr>
<tr>
<td>27 March</td>
<td>Prof Jan Wright</td>
<td>Doing poststructuralist empirical research</td>
</tr>
<tr>
<td>10 April</td>
<td>A/P Bev Derewianka</td>
<td>Social semiotics</td>
</tr>
<tr>
<td>24 April</td>
<td>To be advised</td>
<td></td>
</tr>
<tr>
<td>8 May</td>
<td>Dr Ken Cruickshank</td>
<td>Theories of ethnography</td>
</tr>
<tr>
<td>22 May</td>
<td>A/P Jan Herrington</td>
<td>Design based research</td>
</tr>
<tr>
<td>5 June</td>
<td>A/P Peter Kell</td>
<td>Habermas</td>
</tr>
<tr>
<td>19 June</td>
<td></td>
<td>Final wrap-up</td>
</tr>
</tbody>
</table>

**Venue:** Room 67.343 (Dean's Meeting Room)

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**Distinguished Visitor to Faculty in March**

The Faculty will be welcoming Professor Tom Russell from Queen's University who will be with us for 2 months from 13th March to 10th April. Tom is the editor of a new international journal called *Studying Teacher Education: A Journal of Self-study of Teacher Education Practices* which is published by Routledge from the Taylor and Francis Group. One focus of the journal is to publish articles on tertiary teaching especially in relation to teacher educators researching their own teaching practices. His prime role during his visit here is to be an "Editor-in-residence" to help faculty members publish articles on studying their own teaching and a writing group has been in operation in the faculty for the last six months working towards this purpose. Tom is available to help anyone in the faculty who may be interested in publishing articles especially in regard to improving practices in teacher education.

Dr Karen Malone hosted a group Japanese academics and students visiting the University in mid February (16-22) The group are the directors and members of the new team starting up the UNESCO Growing Up in Japan project. There visit was in response to her funded trip to Japan by them in December to help set up and design their two year research project. The group participated in the launch of the “Growing Up in the South Coast” project which commenced with a weekend workshop at the Wollongong Youth centre on February 18. The GUSC is funded through the URC and Community engagement funds. The Japanese academics are:

- Isami Kinoshita  Dr. Prof. Chiba University
- Yoshinori Terauchi  Dr. Associate Professor of Kokushikan University
- Natsumi Abe  Female Student, Kokushikan University
- Hitomi Nakamura  Female Student, Kokushikan University
- Takahiro Watanabe  Male Student, Kokushikan University

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**Keynote Presentation**

Faculty of Education Research News – January/February 2006 – Issue 1
Keynote Presentation: Dr Karen Malone, New Zealand Association for Environmental Education, Auckland 22-25 January 2006

Title: “Would you tell me, please, which way I ought to go from here?”: a journey in search of ESD Wonderland

Abstract:
In this presentation you will take a journey in search of ESD Wonderland. (Wonderland definition; a land where wonderful things happen or exist). To fabricate this imaginary world you will need to draw on the United Nations goals and principles of sustainable development, while also addressing the challenges of the Convention of the Rights of the Child. Additionally, you will engage with current educational debates and reforms that seek to design relevant pedagogies and practices that meet the needs of children and their society in the 21st century. Simply put, you will need to take into account that you are in new times with a new generation of children, who will demand that you consider new ways of thinking about teaching and learning that will contribute to their vision of a sustainable future. Consequently, your vision will need to be based on new ways of conceptualizing ESD that does not privilege in or out of school education, but views education as lifelong and participatory. To help with the task of visualizing ESD Wonderland and designing a new era for sustainability, I will provide a variety of pathways and possibilities that you could consider. These are optional. They have been drawn from my work alongside children and educators, in UNESCO and UNICEF projects and while reforming a Teacher Education program to the principles of new learning. Deciding on “which way you ought to go from here”, well I will leave that up to you. Because in the end finding the right rabbit hole: “That depends a good deal on where you want to get to” (Lewis 1865: 61). Ref; Lewis Carroll (1865) Alice’s Adventures in Wonderland, Piccolo books; London, pp. 61.

RESEARCH COLLOQUIUMS FOR 2006

The date set for the next Research Colloquium is 24 and 25 March 2006. The dates for the following Research Colloquium are the 18th and 19th August 2006. Students who have indicated that they will be presenting their research proposals in 1st Session, should start to discuss this with their supervisors. The First Year Research Proposal Review Guidelines are available from: http://www.uow.edu.au/research/rsc/student/

Proposals need to be made available to Karen McRae on 16 March before the Colloquium to be given to the Panel members for reading time. Please make a note of this in your diary.

LATEST PUBLICATIONS

BOOKS:

BOOK CHAPTERS:
REFEREED JOURNALS:


NEW BOOK - 'Disorderly' Children Valerie Harwood Publisher: Routledge ISBN: 0415342872 Pub Date: 05 DEC 2005 Based on the author's in-depth research with children diagnosed with behavioural difficulties, this book will provide a thorough critique of today's practices, examining: * the traditional analyses of behavioural disorders and the making of disorderly children; * the influence of the 'expert knowledge' on behavioural disorders and its influence on schools, communities and new generations of teachers; * the effect of discourses of mental disorder on children and young people; * the increasing medicalisation of young children with drugs such as Ritalin. This book offers an innovative and accessible analysis of a critical issue facing schools and society today, using Foucaultian notions to pose critical questions of the practices that make children disorderly. Rich in case studies and interviews with children and young people, it will make fascinating reading for students, academics and researchers working in the field of education, inclusion, educational psychology, sociology and youth studies.

Author Biography: Dr Valerie Harwood is Lecturer in Education at the University of Wollongong, Australia. She has previously had chapters in books published by Palgrave and Peter Lang

UPCOMING CONFERENCE NOTIFICATION

The 7th Quality in Postgraduate Research Conference, April 2006.

The 7th Quality in Postgraduate Research Conference will be held in Adelaide, at the Stamford Grand Hotel, Glenelg, from 20-21 April 2006. The biennial QPR conferences have become a focal point for the discussion of postgraduate education at both the national and international levels. The QPR Conference provides an excellent opportunity for academic staff, particularly postgraduate coordinators and experienced supervisors, to debate the latest policies affecting postgraduate education; to exchange views on current research and good practice in the field; and to hear about the latest research on postgraduate education. The QPR conferences are attended by Deans and Directors of Graduate Studies, research supervisors and postgraduate students, academic and professional developers, postgraduate coordinators and administrators, as well as representatives from research councils and government agencies. The conference website is http://www.qpr.edu.au/2006/ This website provides information about the Conference Program and Registration. The proceedings of the previous six Quality in Postgraduate Research Conferences, 1994-2004, are also available at this website.

For those interested in Qualitative Research there is a conference in the USA.

Please consider submitting a proposal for a paper presentation at the 18th Annual Conference on Ethnographic and Qualitative Research in Education (EQRE). The proposal deadline is April 5, and details are found at the conference website: http://www.cedarville.edu/eqre/

The conference is affordable and centrally-located in Ohio, making it readily accessible to all, by flight or driving. (OK for those on North America!!) Please circulate this announcement to peers and graduate students active in qualitative research projects. Note that conference papers are eligible for peer-reviewed publication in a bound (paper) proceedings published by Cambridge Scholars Press (UK).

LIBRARY NEWS FOR EDUCATION RESEARCHERS

Library here to help...
Library support for the Faculty of Education researchers provides access to 675,000 information resources including 27,000 journals. In addition, Lesley Smith, your Faculty Librarian works closely with Lucia Tome, Research Training Librarian to support tailored research training and services. Lesley is also available for individual appointments to assist with search strategies, database searching and troubleshooting your research problems. Lesley is available in the Faculty Office (67.313) every Monday for drop-in appointments, 10.30am – 1pm or if this is not suitable, contact Lesley by email for an appointment: lesley_smith@uow.edu.au

Online Resources...
View the Research Resources page for information to help with your research activities whether you are a new researcher or have been involved with research for some time. Follow the link from the Library homepage: www.library.uow.edu.au > Additional Services > Researchers

Check out ScienceDirect transactional access – postgraduates can now apply for fulltext access to journal articles in the ScienceDirect database where only the abstract is available. ScienceDirect is a multidisciplinary database and has academic articles in education, psychology and teaching & learning. Tip: the truncation symbol is !
Follow the link from the Library homepage: www.library.uow.edu.au > Additional Services > Researchers > Accessing non UOW material > ScienceDirect transactional access

Learn about how citations count – who’s citing whom and high impact journals. Do you know who is citing your favourite paper? Which journals contain the majority of your academic articles in your research area? Use Web of Science to find the answers. Tip: the truncation is *
Follow the link from the Library homepage: www.library.uow.edu.au > Additional Services > Researchers > Databases > Citations

Scopus is a trial database and we need your feedback. Scopus provides information to 25 million abstracts. For researchers this database provides a wealth of information on all aspects of education. Give it a try and tell us what you think! Tip: truncation symbol is *
Provide feedback to Neil Grant, Electronic Services Librarian.
E: neil_grant@uow.edu.au
Follow the link from the Library homepage: www.library.uow.edu.au > Databases > S > Scopus

Need money for your research…
Looking for funding opportunities? Try ResearchResearch. It’s a database that provides national and international sources of funding opportunities for researchers which is updated daily. UOW subscribes to the full access and search capabilities of Funding Opportunities and Sponsors. All staff and students have access to ResearchResearch from any computer on the University network.
Follow the link from the Library homepage: www.library.uow.edu.au > Additional Services > Researchers > Grants

Lesley Smith
Education Faculty Librarian

Lucia Tome
Research Training Librarian
Book Review

Essay Review of *The Obesity Epidemic: Science and Ideology*, by Michael Gait and Jan Wright (New York: Routledge, 2005) is an important contribution, perhaps a decisive one, to the global debate over the risks of fat. Descriptive, because it addresses, in the most meticulous and patient way, the weight of scientific evidence that underpins the alarming cries of obesity science—the body of knowledge and opinion about health disseminated by an alliance of medical professionals and public health bureaucrats, physical education teachers, and pharmaceutical researchers, whose views are widely circulated in the corporate media. The book is a radical critique of the objectivity of this epidemiological science. It demonstrates, in persuasive detail, with ample citations, that the epidemiological evidence underlying the interpretation of the data by obesity science is subject to skeptical consideration because it generally fails, on closer examination, to warrant the claims being made for it. The authors conclude: ‘In the end, the question of what is ‘true’ about the causes and consequences of overweight and obesity will probably prove to be immaterial. The important questions... will probably be political, cultural and social’.

The book aims to demystify the term in its title, *The Obesity Epidemic*, which is widely wielded by the medical and public health professions in order to characterize the proliferation of fat in our societies around the world. You might even say the book deconstructs the term, in the sense that it not only reveals its moral and political implications but also shows how they echo the whole institutional, medical, and official opinion of ‘obesity science’, about the dangers of fat. Yet science, but opinion is what it purports. The ‘obesity epidemic’ is more than a natural phenomenon, write the authors, it is rather ‘a social idea [ideology] constructed at the intersection of scientific knowledge and a complex of culturally-based beliefs, values, and ideas’. (p. 168) The expression, as they show, can be used formally and rigorously by epidemiologists to characterize the prevalence of a phenomenon, but ‘it conjures visions of a looming disaster’ when it evokes the terror associated with pandemic disease that requires drastic action. The use of the term, ‘obesity epidemic’ is properly speaking a piece of performative language in the service of an ideology—a partly speculative series of biases that serve to motivate action or repress political activity.

The public discourse on obesity has become the vehicle of a moral and political agenda, an ideology, surreptitiously concealed, in the name of science. This has given rise to the condition they succinctly describe: ‘More scientific information has increased stigmatization’ (9). In other words, the more science knows about the mechanics of fat, the more that knowledge is used to promote a false idea of body weight—mythical, lies, and statistical dumb lies. The Enlightenment promised that more scientific information would make us free; science is increasingly in the service of our superstitions. Where once scientific rationality dissipated the clouds of mythical belief, increasingly we use science or pseudo-science to advance official myths and promote obscurantism—false consciousness, more or less venally motivated.

Fat, in the media, is denounced in terms that are almost biblical in their moral disapprobation. As if the epidemic of obesity were some heresy that had dangerously spread to the heart of Western culture, in the wake of the 1960s when the ‘explosion’ of fat in America is thought to have marked a moral crisis, a descent into cultural decadence. Obesity science, with little evidence, blames increased fat in children on their excessive immobility, on the arrival of virtual video technology. It attributes our growing global fatness to the general decline of culture following the sexual revolution, even as it assigns unbridled responsibility for fatness to the individual in whom being overweight is a sign of gluttony and sloth, an index of humiliating personal failure. The interpretation of the causes and consequences of fat that emerges from the official use being made of epidemiological science is one that serves the political agenda of those who seek simultaneously to induct progressive culture, without engaging social issues, while constraining individual behavior, in the name of public health, under the guise of doing it for your own good.

The authors, skeptically wonder why it is overweight and obesity that have become an ‘epidemic’ in our societies, and not automobile accidents, for example, or pollution, which certainly kill many more people. The book addresses the interest that obesity science finds in advancing an ideologically motivated understanding of fatness, but it does so without dismissing it, without advocating a health position that approves or minimizes risk. The book merely argues for a greater skepticism toward the use that is being made of the data. And it demonstrates with extensive quotations, taken from a wide range of serious written...