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# Faculty of Education

## Research News

JULY/AUGUST, 2005 – ISSUE 4

### SUCCESSFUL GRANTS

Congratulations to **A/Prof Peter Kell**, Dr Tim Scrase, Dr Ruchira Ganguly-Scrase (PALMS Australia) for their successful 2005 Linkage Project applications (for funding to commence in July 2005) entitled **Australian Volunteers Abroad in Communities in the Asia/Pacific Region**. They were awarded \$72,444.

**Summary:** Each year over 300 Australian volunteers work abroad in communities in the Asia Pacific region. This project researches key questions about the role of volunteers in contributing to regional stability, community capacity building and poverty alleviation. The research also explores questions about the preparation and knowledge required for overseas volunteers working in local communities in the future. The project aims to analyse an important aspect of Australia's interaction with the Asia Pacific region; identify key features of volunteering from the perspective of volunteers, volunteer organisations, host communities and government; and develop up-to-date research material and procedures for preparing Australian volunteers.

Congratulations also to **Dr Karen Malone**, who has been awarded a grant for \$115,000 over 2 years by The Financial Markets Foundation for Children (a derivative of the Macquarie Bank Treasury) for her project entitled “Aboriginal children’s health and environment: a comparable research study in three diverse ‘community’ settings with Aboriginal young people on their experience of place and its significance to their cultural, physical and social health and well-being.” The project will be concluded at the end of July 2007.

### ADDITIONAL SUCCESSFUL FACULTY GRANT

Dr Phil Pearson and Dr Tony Okely received funding of \$9,020 for their successful Faculty Research Grant entitled "Feasibility of a physical activity program in meeting the needs and interests of adolescent girls during school sport".

## RESEARCH PROFILE FOR DR KAREN MALONE

**Dr Karen Malone** joined the Faculty in July and is the new senior lecturer in Social Science. She will be also be working as a Senior Research Fellow at RMIT Universities Globalism Institute on their Global Multi-site project Community Sustainability. She is also Asia-Pacific Director of the global UNESCO-MOST Growing Up In Cities(GUIC) project that focuses on children and youth evaluating their quality of life. GUIC recently won the internationally prestigious Environmental Design Research Association (EDRA) most outstanding research award. It has also been identified as the one of the most successful multi-site, global projects to emerge from the Social sciences division of UNESCO International. Currently there are approximately 30 sites in GUIC network, 10 of these in the Asia Pacific region. She is also an external consultant to UNICEF's Child-Friendly Cities (CFC) initiative and is currently chairing the committee developing a CFC network in the Asia-Pacific region. She is an external fellow for the University KwalaZulu-Natal through the HIVAN research institute. She has attracted over 1.2 million dollars in research grants, awards and consultancies and published 2 books and over 60 publications focusing on participatory and narrative research methodologies, children and youth, sustainable development, new learning, urbanisation and globalisation. Her most recent research grant is from the Australian Financial Markets Foundation for Children where she will be researching with Aboriginal youth around issues of health, well being and the meaning of place. This project will commence in the next couple of weeks. She is an assistant editor on two major international journals, Children's Geographies and Children, Youth and Environments and has recently edited 3 special editions of international journals. She is the Australian member delegate to the IUCN and an executive member of the Australian UNESCO National Commission social science committee and has represented Australia as delegate to UNESCO for the Decade for Education for Sustainable Development. She was recently a finalist in the prestigious National Museum Eureka Awards in outstanding science and environment research and her published article on environmental educators as research activists was selected by the Carfax Journal Environmental Education Researcher as one of the ten most significant research article as part of its ten year celebration. She is currently editing a book Children's Use of Space for Concept Press focusing on the impacts of globalisation and environmental change on children's lives and writing a single authored book for Peter Lang on the transitions from childhood to adolescence in a postmodern world entitled: From Hop Scotch to Hip Hop.

## CHILD OBESITY RESEARCH CENTRE (COR<sub>e</sub>) UPDATE

### **Research update and/or progress**

- Lauren Puglisi received an ACHPER student scholarship and also won the encouragement award for the Alumni Association Education Chapter Prize

### **Successful Grants**

- Phil Pearson and Tony Okely were successful in gaining a Faculty of Education Grant of \$9020. Title 'The feasibility of school-based physical activity interventions for adolescent girls'
- Guy Plasqui (Health and Behavioural Sciences), along with Tony Okely as co-investigator, were successful in the Health and Behavioural Sciences Small Grant Scheme - \$2305. Title 'Feasibility of a structured activity protocol for use in the whole room calorimeter with pre-school aged children'.

## Seminars/workshops

Members of CORE participated in a Writing Day at Wollongong Surf Leisure Resort – Breakers Function Centre on 11<sup>th</sup> July. It was a great opportunity for staff and students to have time specifically designated to their research. With the venue off campus the daily interruptions of telephones and email were avoided and much writing was achieved. Due to the success of this writing day a writing retreat will be organised for two days with an overnight stay, sometime early next year.

## PUBLICATIONS

**Dr Garry Hoban**, "From Clay Animation to Slow Animation: A Teaching Procedure to Enhance Students' Science Understandings" *Teaching Science: Journal of the Australian Science Teachers' Association*, 51(2), 26-30.

**Dr Shirely Agostino** recently published a journal article in the Intl Journal of Qualitative Methods. For the record, it took over a year to get published. The article is an abridged description of the research methodology she employed in her PhD.  
Agostinho, S. (2005). 'Naturalistic inquiry in e-learning research'. *International Journal of Qualitative Methods*, 4(1), Article 2. Retrieved [April, 2005] from [http://www.ualberta.ca/~iiqm/backissues/4\\_1/html/agostinho.htm](http://www.ualberta.ca/~iiqm/backissues/4_1/html/agostinho.htm)

**Agostinho, S., Meek, J., & Herrington, J.** (2005). Design methodology for the implementation and evaluation of a scenario-based online learning environment, *Journal of Interactive Learning Research*, 16 (3), pp. 229-242 Abstract: <http://dl.aace.org/a/5856> This paper is about an effectiveness evaluation that Shirley conducted for the subject EDG1933 taught in 2003.

Lukasiak, J., **Agostinho, S., Bennett, S., Harper, B., Lockyer, L., & Powley, B.** (2005). Learning objects and learning designs: An integrated system for reusable, adaptive and shareable learning content. *ALT J: Research in Learning Technology*, 13(2), pp. 151-169  
Available online at: <<http://journalonline.tandf.co.uk/link.asp?id=JK813K7T8N63K712>>  
This paper is about the CRC project I have been involved with as a post-doctoral fellow.

**Dr Gregg Rowland, Mr Rob Wright, Professor Barry Harper** and Stephen Gray CDC Information Systems, had their article "Design of a Simulation of Multiple Perspectives in Road Safety Education" published in *The e-Journal of Instructional Science and Technology (e-JIST)* 2005 Vol 8 No 1

## SUCCESSFUL REASEARCH FUNDING

Dr Tim Scrase (CAPSTANS), Dr Ruchira Ganguly Scrase, and **Associate Professor Peter Kell** were successful in their Project entitled: "Human security and development in marginal communities" The amount awarded was \$9,975 from the ARC Asia Futures Network ARC Asia Pacific Futures Research Network.

ICEAPS also funded the “Higher Education in Malaysia and Australia 2005: a regional research forum on higher education”, to be hosted by CAPSTRANS, University of Wollongong, from 2-4 November 2005. Further information available from: <http://www.capstrans.edu.au/resources/conferences/>

## FINAL 2004 DEST PUBLICATION COLLECTION

Thank you to all the people who submitted publications for the 2004 DEST Collection. The final verified outcome for the Faculty of Education was:

B Book Chapters = 13

C1 Refereed Journal Articles = 23

E1 Refereed Conference Papers = 44

Other = 7

TOTAL = 88

Historical Data: No of Publication for Faculty	2000	2001	2002	2003	2004
	28	26	51	69	88

## CONFERENCE PRESENTATIONS

**Dr Lori Locker** presented a paper on 4-6 July at the IASTED International Conference on Education and Technology (ICET 2005), Calgary, Canada, by Bennett, S., Agostinho, S., & Lockyer, L. entitled “Reusable learning designs in university education”.

**D Greg Rowland, Dr Gwyn Brickell, Dr Tony Herrington**, recently attended the Ed-Media conference in Canada where Greg presented a paper written with Doug Hearne, and Amy Webb (Honours candidate) entitled “From Surviving to Thriving: The Use of Information and Communication Technology in an Induction Program for Early Career Teachers in Personal Development, Health and Physical Education” .

This paper was a discussion of a project with both face-to-face and online components designed to support early career teachers from the key learning area of Personal Development, Health and Physical Education (PDHPE) across three teacher employing authorities in New South Wales, Australia. The project was initiated in 2004 by the Australian Council for Health Physical Education and Recreation, NSW (ACHPER) in conjunction with the Australian Government Quality Teacher Programme. Supporting all aspects of the project is the BEST:PDHPE (Beginning and Establishing Successful Teachers) website that has been developed to provide resources and communication tools. Research associated with the project will include the identification of the issues affecting early career teachers in physical and health education, the effectiveness of a mixed mode of professional development opportunities and the benefits to experienced teachers as mentors of early career teachers.

**Professor Barry Harper** presented at the International Conference for Advanced Learning Technologies in Koahsuing, Taiwan in the first week of July. The paper entitled, “Constructing High Quality Learning Environments using Learning Designs and Learning Objects”, authored by **Barry, Shirley Agostinho, Sue Bennett, Lori Lockyer** and Jason Lukasiak (TITR) generated a great deal of interest with the European participants working in the area of Learning Design Standards.

## Abstract

Designing learning experiences supported by Information and Communication Technology (ICT) is becoming an important skill for all academics in the higher education sector. With a range of "quality" measures being implemented and foreshadowed by government, including "dollars" linked to student learning outcomes, all academics will be increasingly asked to examine their instructional strategies and to offer high quality learning opportunities. Sharing learning resources is seen as one strategy to help academics in this change process. As such, online repositories of learning objects are flourishing to encourage the concept of reuse. However, what is lacking are tools to support academics in designing high quality learning environments that incorporate learning objects. This paper presents a prototype tool that uses the concept of a "learning design" as the framework to assist academics in the design process and demonstrates how learning objects can be incorporated.

**Dr Ted Booth** and Jennifer Runge presented a paper at the Australian Teacher Education Association 33rd Annual Conference – Surfers Paradise 6-9th July entitled “Factors influencing the employment experience and aspirations of a cohort of beginning teachers: Two years on”.

## Abstract

Contemporary beginning teachers have a diverse mix of ages and prior experiences and many are seeking teaching work beyond their own state in a rapidly changing national and international market. The purpose of this longitudinal study is to investigate the employment experience and changing aspirations of a cohort of newly qualified teachers (NQTs) who entered the teaching workforce in 2003 in a 'tight teaching labour market'. The case study commenced with a sample of 174 beginning teachers from a regional Australian university. The purpose of this paper is to report on their employment experiences two years on and changes in their contemporary and medium term aspirations.

The paper initially explores the current employment status and professional roles held of the 40 beginning teachers who responded to the second survey. Changes occurred in the two years in their preferred employment aspirations and their realistic expectations for the type, sector and location of teaching work. The second survey identified mentoring and a variety of experiences as a casual teacher promoted their confidence and effectiveness as a teacher. Student growth and interest in learning, positive relationships with staff and community gave the most satisfaction. Finally the paper reports that family, travel and undertaking further qualification were the most influential factors on beginning teachers' medium term professional aspirations.

**Associate Professor Bev Derewianka and Dr Honglin Chen** attended the ISFC (International Systemic Functional Congress) 2005 to be held in July 17-22 in Sydney. The conference theme is "Discourses of hope: peace, reconciliation, learning and change" and the abstract for their paper entitled “Self-representation of graduate students in academic writing” is below.

## Abstract

This paper reports on preliminary findings of a research project that aims to identify linguistic resources for the writer's self representation in academic writing. The appraisal network (Hood, 2004; Martin & Rose, 2003; White, 2003) is drawn on to analyse excerpts from literature reviews written by

two postgraduate students, one of which employs a traditional approach to thesis writing while the other adopts a much more unconventional stance. In order to ascertain whether the linguistic analysis mirrored commonsense perceptions of self-representation, a number of thesis supervisors were also asked to read the excerpts and to identify those elements that seemed to provide evidence of authorial 'presence'. The findings suggest that the current conceptualisation of interpersonal positioning as the sole resource for the writer's authorial self should be expanded to include textual and ideational meanings. The study will assist both supervisors and students to recognise the linguistic resources implicated in academic writing where students are being exhorted to 'take a stance', 'write with confidence', 'make their voice heard' and so on.

#### References:

- Hood, S. (2004). Managing attitude in undergraduate academic writing: A focus on the introductions to research reports. In L. Ravelli & R. Ellis (Eds.), *Analysing academic writing: Contextualised frameworks* (pp. 24-44). London: Continuum.
- Martin, J. R., & Rose, M. (2003). *Working with discourse: Meaning beyond the clauses*. London: Continuum.
- White, P. (2003). Beyond modality and hedging: A dialogic view of the language of intersubjective stance. *Text*, 23(2), 259-284.

PhD student, **Shooshi Dreyfus**, also presented at the conference her paper entitled "Grappling with a non-speech language language: Reflections from the study of the multimodal communication of a child with an intellectual disability".

#### Abstract

This paper reflects on issues arising from a study of the multimodal communication of a child with an intellectual disability and virtually no speech language. That is, while still very communicative, this child is not a "normal" child communicating in a "normal" fashion. While SFL is an elaborate and delicate theory of language, it is nonetheless a theory developed around "normal" language use. In using the tools provided by SFL for analyzing language use, the researcher encountered a number of difficulties in the application to the atypical communication of the aforementioned child. This paper reflects on these difficulties, including the problems of applying a normative theory to an atypical language situation and how this affects the application of the tools of analysis and the tools in general. The paper also examines SFL definitions of language as being constituted by the three layers: semantics, lexicogrammar and phonology/graphology, and how these are problematised when applied to someone who has only a partial realization of them, raising questions about language typologies

## HONOURS STUDENT PROFILE

### Profile on Amy Webb - 4<sup>th</sup> yr PDHPE & Honours

Title of Project: Beginning Teachers of PDHPE- *The Foundations in Physical & Health Education*

Aim / Purpose: The purpose of the study is to determine the range of professional development strategies that are available to beginning teachers of PDHPE in New South Wales schools and the perceived relevance for them in the educating system. Furthermore it aims to investigate what

strategies were used; the content of them and the level of satisfaction beginning teachers had by being involved. Specifically the research questions examined were:

1. What are the types of support activities available to early career PDHPE teachers?
2. Do early career PDHPE teachers use the professional development activities available?
3. To what extent are early career PDHPE teachers satisfied with the support mechanisms offered? (Or what support activities do early career PDHPE teachers perceive as being the most beneficial?)
4. What is the depth of content of professional development activities provided for early career PDHPE teachers?
5. To what extent are early career PDHPE teachers satisfied with the content of professional development activities?

Participants: The pilot survey was developed and sent to willing pilot participants for validity and reliability testing, through the Active Health Website. The participants were 2004 graduates from the University of Wollongong's PDHPE program. It was then reviewed by Ann McCormack, an expert in this field, who suggested some minor changes, before approval. Utilising survey methodology, the questionnaire was administered to 44 participants at the ACHPER (Australian Council for Health Physical Education and Recreation) Early Career PDHPE Teacher conference in April 2005.

Current Honours Status: Completed writing of Introduction & Methodology chapters. Collected data and currently I'm analysing and writing up the results chapter. My literature review is going through its early stages. I've also had the opportunity to enter my thesis proposal for various scholarship applications such as the Education Alumni Chapter Prize and ACHPER NSW undergraduate honours prize, both of these proved extremely valuable as they enabled me to develop on my proposal writing and presentation skills, as well as discuss a topic I'm passionate about.

Difficulties thus far: Early on I was concerned about whether I'd have a sufficient sample from the ACHPER conference to complete my research. The next stumbling block was trying to complete my 4<sup>th</sup> year practicum and still manage to progress in my writing. Overall I had minimal problems and I am pleased with the shape of my current project.

Benefits of Research: My research will aim to enable the teaching profession as a whole to focus on the relevant needs of their early career teachers specifically teachers of PDHPE and learn what professional activities are most valuable. It would assist in the development of induction material and the programming of professional workshops and conferences. It would provide a base of development for training institutions to model their courses on in an attempt to give graduates the skills and attributes they need. If Australia's teaching profession is to cope with the high retirement of teachers in the next few years, I believe it must aim to nurture the seedlings of the future; the beginning teachers who are struggling with little support, guidance or encouragement.

## FUNDING OPPORTUNITY

Applications are now invited for the 2005/06 UIC International Links Scheme

### AIMS AND OBJECTIVES

The UIC International Links Scheme is designed to fund projects that will help advance the University of Wollongong's reputation as an outstanding research and teaching university by supporting productive and strategic collaborations with key overseas universities.

The main objectives of the scheme are to support strong, collaborative, research and/or teaching projects, which develop linkages with partners, for the benefit of UoW.

Proposed projects are expected to:

- build UOW's international profile and reputation by working with collaborators in high quality research institutions;
- produce publishable outputs in research and/or learning-and-teaching;
- facilitate a broadening of the links between the institutions; and
- lead to further funding from external sources.

### GUIDELINES AND APPLICATION FORM

We will be trialing an online application form this year. Applicants will be able to submit part of their application online, prior to submitting hardcopies to the Research Services Office. The 2005/06 UIC International Links Guidelines and Application form will be available on Tuesday the 19th of July at:

<http://www.uow.edu.au/research/rso/grants/opportunities/internal/>

### WORKSHOP AND INFORMATION SESSION

There will be a workshop and information session for applicants on Friday 22 July from 12:30-1:30. The venue is not yet confirmed, so those who would like to attend should r.s.v.p. to ([juliema@uow.edu.au](mailto:juliema@uow.edu.au)) by Wednesday 20 July, so that she can provide further details as they become available.

### DEADLINE

Completed applications (one original PLUS 5 copies, double-sided if possible) should be forwarded to the Research Services Office by 15 AUGUST 2005.

### ENQUIRIES

Any questions regarding the Scheme should directed to Julie Matarczyk on ext. 5874.