



Research News

Successful grant applications

Sydney Olympic Park Authority Research and Development Project

Many congratulations go to a team of our academics, who have just won a \$460,000 Research and Development Grant with the Sydney Olympic Park Authority and SUN Microsystems. Gwyn Brickell, Gordon Brown, Lori Lockyer and Barry Harper will be working on the year long Partnering Schools Project which will essentially research and develop learning settings that incorporate student experiences, supported by technology, at the Sydney Olympic Park. Doctoral student Wayne Cotton will be attached to the grant. The Digital Media Centre and emLab will directly support the project.

New Researcher Grant

Congratulations go to Dr **Susan Hellmundt**, who has been awarded a New Researcher Grant in the amount of \$2,450. The project title is 'Educational implementation study of an innovation in curriculum internationalization.' A brief description of the project follows:

The internationalisation of the curriculum is a key objective of the University's Strategic Plan and also sits well with the key aims of social justice and equity of the Centre for Equity Research in Education. The key aim of the research is to trial and refine a critical intercultural communicative model developed by Hellmundt (2001) that will provide a new framework for academics teaching in culturally diverse classrooms. Interviews with lecturers, classroom observations, and reflective journals of both researcher and participants will inform the implementation and evaluation of the model in practice. This research will contribute to a clearly emerging global interest in this issue through journal publications and conference presentations.'

University Internationalisation Committee (UIC) Grant

Many congratulations to Drs Deslea Konza and Brian Ferry for their successful application to the University Internationalisation Committee for funding for a collaborative project with Beijing Normal University on researching 'educational technology and classroom management' (\$6,000).

A summary of the project follows:

The project will serve as the foundation for on-going research in education technology and classroom management. Initially the focus will be on information and communication technologies and classroom management, but the goal is to expand to other specialisations such as: special education, educational leadership, literacy, and ESL teaching. The project will conduct collaborative research that identifies the classroom management concerns of teachers in both countries, followed by collaboration to develop an on-line simulation that helps teachers understand new classroom management strategies that they can employ. The project should produce several joint publications as well as a number of collaborative research grant applications.

Once again, congratulations to the successful grant recipients!

Research Plan 2004

In keeping with the current research climate of promoting collaboration and networking, Research News will present a series of articles on research work in the Faculty of Education. Beginning with this issue, three academic staff members will provide us with a summary of their research in each future issue. Also, in keeping with this climate, could faculty members who are contemplating working on a research project consider including other academic faculty members in order to utilise their skills, knowledge and expertise. This would also be in keeping with the Faculty Research Plan of promoting collegiality, collaboration and networking.

Dr Valerie Harwood

“My research interest could be described as being on 'youth', with particular focus on two areas, constructions of youth psychopathology and youth identities in relation to genders and sexualities. In regards to youth psychopathology, I am currently working on two small projects investigating parents and their experiences of discourses of child psychopathology, and children and prescription and over the counter drugs. The research work on genders and sexualities involves the development of an ethnographic project that has planned national and international collaborations (England and USA). Theoretically I have a tendency to draw on the work of Michel Foucault, and in my collaborations on research on genders and sexualities, I have been learning to engage with the impressive work of Judith Butler.”

Susan Hellmundt

Susan's main research interest is in curriculum internationalisation. Her doctoral research focused on the perceptions and experiences of both local and international students of the tertiary curriculum as well as particular teaching and learning strategies. In light of this research Susan has developed a range of teaching and learning practices that encourage student participation and interaction with the aim of promoting cultural appreciation, critical thinking and team building skills.

Susan has presented her critical communicative framework to internationalising the curriculum, as well as her teaching strategies, at conferences around Australia and overseas, most recently at the Society for Research in Higher Education in Glasgow, UK and the Cultural Diversity Conference in Hawaii. This year her work has been published in the *Journal of Nurse Education in Practice* and on two websites - one for the Culturally Diverse conference and another for the LTSN Generic Centre in York, UK. She is currently working on a book chapter with senior academics from the UK, Hong Kong, Singapore and Australia.

Beverly Derewianka

“It was recently proposed that we share information about current research activity so that we all have a better idea of who is doing what in the Faculty. In that spirit, I was asked to report on a couple of ARC Discovery proposals that I recently submitted. The first one (with colleagues from Sydney Uni, Macquarie and Hong Kong) is in the area of English for Academic Purposes (EAP), looking critically at the efficacy of a genre-based approach to improve the English language proficiency of international tertiary students. Many practices developed for primary and secondary contexts have often been translated uncritically into tertiary contexts, including a curriculum cycle based on the notion of scaffolding. The study would undertake an audit of current practices (documenting exemplary as well as questionable ones) and would then focus on whether those adopting a genre-based approach really make a significant difference in the learning of academic English. A second ARC proposal (with Professor Fran Christie) builds on my thesis research into key indicators of language development in the transition from primary to secondary school. In particular, it would track the development of a phenomenon known as 'grammatical metaphor', where students develop the ability to use language in much more complex and multi-layered ways as they are confronted with the demands of adult literacy. Writing the proposals was a learning experience in itself - weeks of research, consultations, and complying with obscure requirements. Now it's just a matter of waiting with crossed fingers. Will let you know if anything comes of it!”

Australian University Mobility in Asia and the Pacific (UMAP) Program

UMAP is the acronym for the Organisation called University Mobility in Asia and the Pacific. UMAP was founded in 1993. It is a voluntary association of government and non-government representatives of the higher education (university) sector in the region. UMAP aims to achieve enhanced international understanding through increased mobility of university students and staff.

Membership is open to countries, territories and administrative regions in the Asia-Pacific region. Members can be represented by government higher education departments or ministries, individual universities, university umbrella organisations, or a combination of these. Individual persons are not eligible to be members. All accredited public and private universities in the UMAP countries, territories and administrative regions can participate in the UMAP Exchange Program.

Students participating in UMAP undertake a period of formal study while on exchange. This study should be for a minimum of one semester and a maximum of two semesters. Hosting universities are expected to waive tuition fees for UMAP students on exchange. Credit for study undertaken while on exchange is to be accepted by the home university. Undergraduate and postgraduate students can participate in UMAP.

Home universities will be responsible for:

- Selecting students and staff to participate.
- Approving the study programs, including any necessary language training, to be undertaken by participating students and staff.
- Determining the level of financial support to be given to participating students and staff.
- Providing appropriate preparatory courses for their students and staff prior to their departure.
- Recognising work completed overseas for credit towards awards they offer.

Host universities will be responsible for:

- Providing the agreed study programs for participating students and staff.
- Evaluating the performance of participants and report to home universities.
- Providing appropriate counseling and other support services to participants.
- Assisting students and staff to obtain accommodation at reasonable cost.
- Ensuring that appropriate health care arrangements are made for participating students and staff.

The submission period for the 2004 round of the Australian UMAP Programme is now open. The Programme Client Guidelines and submission proforma for the 2004 round are now on the DEST UMAP website at www.dest.gov.au/international/awards/umap.htm.

Note that the Department has again timed the submission period to enable early notification of outcomes to assist with planning for 2004. Submissions are to be received in the Department by close of business Friday 18 July 2003.

University of Wollongong applications must be lodged with Elizabeth Phillips or Trish Tindall. Draft applications must be submitted to either Trish or Elizabeth by close of business on 20th June.

Following a selection process, (only FIVE applications can be forwarded from UoW) applicants will be given advice / assistance to polish final application. Final applications must be lodged with Elizabeth Phillips or Trish Tindall by Monday 7th July.

For more information contact:

Diana Kelly
Director International Studies
Phone: 4221 3612
Email: di_kelly@uow.edu.au

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Trish Tindall
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Phone: 4221 3955
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Stronger Families and Community Strategy (Funded by Department of Family and Community Services)



The Strategy's overall aim is to help strengthen Australian families and communities. Each of the initiatives under the Strategy also has its own specific aims. These aims are included in the descriptions of each initiative.

The Strategy is supported by eight principles that projects need to reflect:

- Working together in partnerships
- Encouraging a preventative and early intervention approach
- Supporting people through life transitions
- Developing better integrated and coordinated services
- Developing local solutions to local problems
- Building community capacity
- Using evidence and looking to the future
- Making the investment count

In addition to the above principles all projects are considered against the following:

- Community support for the project
- Demonstration of benefit to families or the community in both the short-term and long-term
- The project's contribution to building the community's capacity to address issues in the longer term
- The extent to which the project complements, rather than competes with, other projects and activities in the community while addressing an unmet need
- The degree to which the project reflects the Department of Family and Community Services targeting plans

How much can you apply for?

There are no set limits to the amount of funding you can apply for under this Strategy, but limited funds are available (\$240 million over four years) which means your project would have to provide value for money.

Steps to take to apply

You do not need a fully-formed project before approaching the Department of Family and Community Services – all you need is a well-developed idea that fits with the principles and aims of the Strategy. Simply download and fill out the form:

<http://www.facs.gov.au/sfcs/funding/form.htm>

For more information contact Elsa Colella on 4221 4371 or email elsa_colella@uow.edu.au.

Successful Faculty of Education Conference

The Faculty of Education and CERE hosted the *3rd Bi-annual Researching in Sport, Physical and Health Education Conference* on 16-18 May 2003. The conference was held at the University of Wollongong and delegates came from New Zealand, Queensland, South Australia and Victoria. The purpose of the conference was to provide an opportunity for delegates to discuss their own research with an emphasis on various aspects of the research process - identifying a research problem, collecting and analysing data, the place of theory, research as praxis - rather than reporting on completed work.

The conference was held over three days with a workshop on the place of social theory in research on sport, physical and health education being held on the Friday. On Saturday keynote speaker, Murray Phillips from the University of Queensland, gave a very provocative presentation on sport history in the new millennium. The rest of Saturday and Sunday gave delegates the opportunity to present on their own research in progress. On Saturday night the conference delegates enjoyed the delicious fare at Food Re Thought.

The conference was a great success thanks to Associate Professor Jan Wright and Elsa Colella, who both spent many hours preparing for the conference and making sure it ran smoothly.

Some great feedback was provided by one of the conference delegates:

“A short message to thank you all for the splendid conference that was held over the previous weekend. The topics presented were most informative and a rewarding experience for me. Organisation and provision of facilities were first rate. Collegiality abounded! So thanks for a great conference...to all involved.”

Call for papers

Deadline for submission: 18 June 2003

First International Conference on Pedagogies and Learning – New Meanings for a New Millennium



**1-4 October 2003
University of Southern Queensland
Toowoomba Campus**

This first International Conference on Pedagogies & Learning will take place at the University of Southern Queensland's Toowoomba Campus from Wednesday, 01 October to 04 October 2003. It has been convened to bring together teachers, learners and researchers who have an interest in sharing their knowledge, experiences, questions and findings about pedagogies that will take us, as a professional learning community, into the knowledge society of this new millennium.

Bringing people and pedagogies together to:

- gain a working knowledge of current and emerging pedagogies
- present your research
- discover new strategies and developments
- obtain new knowledge and meanings by joining with expertise at the national and international level
- make new plans and take home new meanings for the new millennium
- receive a monograph on the pedagogies at the focus of the conference
- select a specialist workshop with Professor Max van Manen

For further information contact:

Dr Shirley O'Neill, Faculty of Education

University of Southern Queensland

Phone: 0409 264 883 or 07 4631 2604

Email: oneills@usq.edu.au

or go to conference website: <http://www.usq.edu.au/faculty/educate/research/pedagogies2003/>

Call for papers

Alchemies: Community Exchanges *Seventh Annual Humanities Graduate Research Conference*

6-7 November 2003
Curtin University of Technology

Closing date: 8 August 2003

Postgraduate researchers working across disciplines in the Humanities are invited to present work at the 7th Annual Humanities Graduate Research Conference. This year's conference focuses upon critical questions of community, conflict, crisis and change. It explores how the alchemy of research produces new ways of thinking and alternative approaches to the issues facing global/local communities.

Conference themes encompass:

- Creative and social practices within communities
- Political, economic and social life
- Physical, architectural and spatial infrastructures
- Cultural and historical critiques

and more ...

Presentations may be:

- A 20-minute paper (plus 10 minute discussion)
- An A1-sized posture
- An exhibition/reading of creative work done as part of a research degree

Applications should take the form of a 250-word abstract, detailing the form of presentation, the topic and the proposition/argument

For further information contact:

Humanities Graduate Studies Office

Curtin University

PO Box U1987

Perth WA 6845

Phone: 08 9266 4797

Fax: 08 9266 2594

Email: Marion.Pearson@curtin.edu.au

AUSTRALIAN CURRICULUM STUDIES ASSOCIATION (ACSA) CONFERENCE Conversations and Actions

**28-30 September, 2003
Education Development Centre, Milner Street,
Hindmarsh, South Australia**

Closing date for abstracts extended to 30 June 2003
Early Bird closes 30 June 2003

Conference Themes

- Widening the Conversations: What are the views of significant Australians about education's current and future contribution to society?
- Public Conversations: What does it mean to have a public debate on education in the 21st century?
- Curriculum Conversations: What is the role of curriculum in creating a new Australia?
- Mediated Conversations: How are technologies and the knowledges developed from them, changing the way we think and learn?
- Learning Conversations: What are the practices and dilemmas in classrooms in the 21st century?

Register online: <http://www.acsa.edu.au> or download a registration form from the website.

Further information:

Antonio Mercurio tony@ssabsa.sa.gov.au

Ian Smyth smyth@ceasa.edu.au

The Conference Secretariat

The Council of Education Associations of South Australia (CEASA)

Tel: (08) 8463 5875

Fax: (08) 8463 5855

Email: acsa@acsa.edu.au

Supervisors Why do we need them? Are they still teachers of myself?

By Sarath Perera

How I define my supervisors as good supervisors. Is it persons who can enhance my memory so that I can repeat facts and pass the tests? Is it persons who teach me to question, to think, and to reason? Who help me to become a better researcher?

Why they as supervisors, teachers recognize that they are partners with us in life's long and complex journey, when they begin to treat us with the dignity and respect they deserve for simply being, then they are on the road to becoming worthy teachers. Good supervisors recognize each students' potential and know how to make it blossom and flourish.

I recall my supervisors who really impressed me at the University of Wollongong. A good supervisor instills confidence and makes learning a fascinating challenge. When thinking about my supervisors, they make me aware of abilities I did not know I have. I was reluctant and retiring and yet they coached me to appear in the active participation in day-to-day activities including theses work. I could not do more things that I expect without their encouragement. Too thank for God I ever see them in their dedication to me.

They have a fine way of explaining the more complicated things in a simple manner. They encouraged me to ask questions when I could not understand something. They are not aloof but rather friendly that make me in supervisory meetings more enjoyable. Any academic or non-academic problems that I got in my theses writing they assist me to see the relevance of what I am researching by giving practical examples.

However, there are many students lamenting about their supervisors, as they do not receive such assistance for their research. It is common thing that these types of negative allegations repeat by domestic and international students.

Fortunately, I would like to thank both of my supervisors from the bottom of my heart and from the depth of my soul for what you both are doing for me. Through your care, kindness and skills, you are helping me to achieve great heights that I am sure I would never have experienced without both of you. You both have made me very proud but humble of my life.

Who are they? Dr Christine Fox and Dr Ian Brown.

Publications

Cambourne, B. 2003, 'The Naturalistic Researcher and Early Childhood Literacy,' in *Handbook of Early Childhood Literacy Research*, Hall, N., Larsen, J. & Marsh, J. (Eds), Sage Publications. Due for release October 2003, (UK£85.00).

Conference presentations

Associate Professor **Brian Cambourne** presented on the KBC Program at the *International Reading Association's 49th Annual Conference* in Orlando Florida in May 2003. His presentation attracted about 400 participants. With the expectation that only about 20 participants would turn up, he only made 25 copies of his handouts. The huge roll up suggests that our KBC program is attracting some international interest.

Associate Professor Cambourne has also been invited to present plenaries and workshops at international conferences in July, August and December 2003. These will centre on his work involving the conditions of learning and/or politicisation of literacy. The conferences are as follows:

July 4-8 2003, *International Federation of Teachers of English (IFTE) Melbourne*: Plenary speaker for the 'Politics of Literacy' section of this conference. Dr **Jan Turbill** has also been invited as a plenary speaker at this conference and will be presenting in the 'Professional Identity and Change: The Role of English Literacy Educators in the 21st Century' strand. Several of our research students will be presenting as well: **Colin Hadfield**, **Lisa Kervin** and **Wendy Bean** have all had their papers accepted.

August 26-September 6 2003, *14th English Language Teaching Conference* at Medellin, Columbia. The theme of the conference is 'Managing Complexity and Diversity in Language Learning'.

December 4-6 2003, *Literacy and The Visually Impaired Conference* organised by the Canadian Braille Association in Vancouver Canada.

Associate Professor Cambourne is being fully sponsored by each conference's organisers.

Research in the management of obesity in adolescents

In late May, **Tony Okely** participated in the second meeting of the Australian Child & Adolescent Obesity Research Network (ACAORN) in Melbourne. The purpose of this meeting was to take the nine research topics identified at the first meeting last December and identify gaps in the current research in those areas. These topics ranged from measurement of energy expenditure and energy intake in population studies to monitoring determinants of weight gain to management of obese children adolescents. In addition, an extensive database for each research group represented at ACAORN (eight in total, including UoW) was established and will be disseminated shortly. Special Interest Groups were established with specific goals to achieve before the next meeting in October. For the group that Tony was involved in (Measurement of energy expenditure) this includes developing and validating a set of standard measurement tools relevant to Australian children and adolescents. If anyone would like more information about ACAORN and its work, please contact Tony Okely.

Educational Leadership

Case Study Research on Effective Principals

The case studies of ten effective principals in New South Wales government high schools has been completed and the report has been drafted. This is the first in a series of three research projects on effective leadership in schools. The second on effective principals in New South Wales government primary schools is at the stage where the case studies are being written up. The third on effective principals in Catholic schools in the Wollongong Diocese has just commenced. For more information contact Professor Terry Burke on 4221 5689 or email terry_burke@uow.edu.au.

Appointments

Dr Jan Turbill has been appointed as President of the Australian Association for the Literacy Educators (ALEA) for 2003/2004.

SPOTLIGHT ON HONOURS STUDENT

This month the spotlight is on **Raelene Anderson**. Raelene's research question is:

What are the 'enablers' and 'inhibitors' of a small group approach to BEd (Hons) as perceived by the participating cohort of students and supervisors?

The purpose of this inquiry is to investigate the viability of developing a small cohort of honours students and supervisors who, collaborating as a team, will embark on what is for these students their initial journey into research and thesis writing.

Using discussion as a generator of ideas, four academic staff and four students are assuming the responsibility of productive group contributors. By drawing on the wide ranges of experience provided by each academic group member, and implementing discussion as a generator of ideas and information, these novice researchers and scholarly writers will be provided with much needed supervisory and peer guidance and support throughout the research and thesis writing process.

Data collection in the form of participant observation and stage one of interviews with group members has been underway since week one of Autumn session. Raelene is currently preparing for the second stage of interviews that have developed from themes that have emerged throughout the inquiry so far. In regards to her thesis writing progress she has at this time submitted draft two of Chapter 3 Literature Review and while awaiting feedback on this chapter has commenced Chapter 4 Methodology.

Raelene's interest in research itself was heightened during her role as research assistant to two academic members of the Education Faculty. The area of research that she has chosen involving the learning of students at the tertiary level is due to a gradual development in the understanding of her own learning, (and at times lack of) experienced during the undertaking her Bachelor of Teaching degree.

Dialectic interchanges with her peers relating to issues they faced in their own learning, provided an additional catalyst, further enhancing her interest within an area which she hopes to investigate in her future studies.