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# Faculty of Education

## Research News

OCTOBER/NOVEMBER, 2006 – ISSUE 4

### 2006 EMINENT AUSTRALIAN AWARD

Congratulations to **Wilma Vialle**, who on behalf of the Australian Association for the Education of the Gifted and talent (AAEGT) received the 2006 Eminent Australians' Award. The Award was presented at the 12<sup>th</sup> national Conference in Fremantle, WA from 27-29 September where Wilma gave the Eminent Australian address. The AAEGT is the peak national gifted Education body affiliated with all state and territory gifted associations. Wilma serves on the national Council and is much sought after in the gifted education field as a presenter, researcher, writer and editor. Her support to AAEGT is invaluable their successful operations and her voluntary contributions as chief editor of The Australian Journal of Gifted Education enables its continuation as the only referred gifted education journal in this nation. The award was made in recognition of extensive work undertaken in, an significant contributions made nationally to the field of gifted education. Gifted education in Australia is indebted to Wilma for her generosity of spirit and depth of intellect over nearly three decades of service across the nation.

### SUCCESSFUL GRANT OUTCOMES

#### 2007 URC SMALL GRANTS

Sue Bennett and Karl Maton received a grant of \$8,256 for their research project "The digital natives and their implications for high education"

#### FACULTY RESEARCH GRANTS

The Faculty Research Committee approved \$7,607 for **Valerie Harwood**'s project "**The New Outsiders: A study on impacts of emerging cultures of behaviour disorder on disadvantaged youth in marginalised Australian communities**" which was ranked by the FRC for URC Small Grant funding but was unsuccessful.

The Faculty Research Committee has approved \$7,180 for **Irina Verenikina** and **Mohan Chinnappan's** project "**The Development of Pre-service Teachers' Conceptual Understanding of Scaffolding Numeracy and its Effect on Teaching Mathematics: Linking theory and practice**" which was ranked by the FRC for URC Small Grant funding but was unsuccessful.

The Faculty Research Committee approved a revised grant application for \$8,000 for **Pauline Harris, Beverly Derewianka, Honglin Chen, Phil Fitzsimmons, Lisa Kervin, Ken Cruickshank, Barbra McKenzie** for their project "**An Investigation of Interactions among Literacy Teaching, Research and Policy – a Pilot Questionnaire**".

The Faculty Research Committee approved a revised grant application for \$8,000 for **Rachael Jones Tony Okely** and **Lori Lockyer** for their project, "**Development of a facilitated online education program for parents of young children who are overweight or at risk of becoming overweight – A formative research study**".

## GRADUATING RESEARCH STUDENTS

Congratulations to the following research students who have completed their degrees and will be graduating in December 2006.

Matt Atencio – PhD (in absentia)  
Sarah-Jane Atkins – PhD  
Margaret Botticchio – EdD  
Sudharma Gadjera – EdD  
Jessica Mantei – MEd (R)  
Barbra McKenzie – PhD  
Behnaz Mohajeran – PhD  
Anula Weerawardhana – PhD

## RESEARCH STUDENT PRIZE

**Dean Dudley**, candidate for MEd (Research) and from the Child Obesity Research Centre received a the Wendy Ey, Women in Sport Award for \$500 for his presentation entitled "Engaging adolescent girls in school sport (a feasibility study)" (coauthored with **P. Pearson** and **T. Okely**) in Fiji on 19-21 October at the ASICS Conference of Science and Medicine in Sport Congratulations Dean. This is also the first time this award has been presented to a male!

## ARC DISCOVERY SUCCESS FOR THE LITERACIES RESEARCH INITIATIVE

The Literacies Research Initiative team, led by Dr **Pauline Harris**, has been successful in winning an ARC Discovery grant. The team has been awarded \$235,000 to fund a nationwide three-year study called 'An investigation of the relationship between literacy research, policy and practice'.

The ARC Panel praised the conceptualisation of the study and validated the imperative for such an investigation to be conducted in this country at this time.

The complete research team is:

- Dr **Pauline Harris** who brings expertise in language and literacy in the prior-to-school and early school years;
- Assoc. Prof. **Beverly Derewianka** who brings TESOL and secondary school expertise;
- Dr **Honglin Chen** who brings expertise in ESL;
- Dr **Phil Fitzsimmons** who brings expertise in primary and secondary school literacy;
- Dr **Lisa Kervin** who brings primary school literacy and multiliteracies expertise;
- Dr **Jan Turbill** who brings expertise in primary school literacy;
- Dr **Ken Cruickshank** who brings ESL and literacy expertise;
- Dr **Barbra McKenzie** who brings expertise in primary school literacy;
- Dr **Deslea Konza** who brings special education expertise.

This research team presents an inclusive and wide-ranging portfolio which ARC reviewers praised, stating that bringing such a team together in itself was an impressive achievement. The team's diversity is integral to the project, ensuring sensitivity to a variety of viewpoints and theoretical perspectives; familiarity with a range of research techniques; and understanding of diverse literacy learning contexts across different settings.

With early career researchers working alongside more experienced researchers, and planned involvement of research students, this project provides excellent opportunities for research mentoring.

The study, dubbed the 'Nexus Project', is driven by concern that the three fields of research, policy and practice do not interact with one another in ways that are congruent or productive. It is the research team's conviction, supported by the literature, that this lack of congruity is having and will continue to have deleterious consequences for literacy education in Australia.

In conducting this nationwide investigation, the team will be interviewing literacy policy makers in government departments; literacy researchers in academic institutions and other settings; literacy professional associations, literacy consultants and providers of teachers' professional development; and teachers and staff working in prior-to-school, primary and secondary school settings.

The inquiry will also involve *in situ* observations to gauge how literacy research, policy and practice converge in particular sites. Document analysis will be another key part of the inquiry, entailing literacy policy documents, teacher programs and the like.

A key innovation of this project is providing an inclusive forum for literacy researchers, policymakers and practitioners in order to collaboratively develop a national research agenda. Priority is giving voice to teachers, researchers and policymakers in representing their perspectives – particularly teachers for whom ongoing literacy debates and policy reforms have been debilitating.

Bringing together open coalitions of literacy researchers, policy makers and practitioners through engagement in reflexive processes and inclusive forums that open up dialogue are much needed in this country. Dissemination of the study's findings and implications will contribute to this dialogue.

Additionally, a project website is being established, which *inter alia* will present information about this project as it unfolds; and provide an online forum for discussion of key issues amongst participants in literacy research, policy and practice. Watch this space for the URL and more details.

The team is also developing an international refereed journal that will involve literacy researchers, policy makers and teachers as authors and members of the editorial board, to initiate and sustain conversations between the three fields in literacy.

Ultimately, the aim of this project is to contribute to a national literacy agenda that is inclusive of literacy research, policy and practice and which works for all children in their literacy learning – with Australia now set to develop a national literacy curriculum, this study could not be more timely.

## KEYNOTE ADDRESS

**Karen Malone** gave the Keynote address "I wish .. for a different world": growing up in a culture of fear" at the VicHealth Symposium "Creating Lively Neighbourhoods - Children & Active Transport Symposium" on 27 October, 2006. The symposium was held at the Melbourne Exhibition & Convention Centre and featured 22 presenters. The focus was on creating healthy, lively and active neighbourhoods through walking and cycling initiatives for children.

### Abstract

In this presentation I will, through the theoretical lenses of new sociology of childhood, explore what it means to be a child in Australia in the 21st century. I will pose a number of questions: How do we view children in our community? What fears do we have for them? Where do these fears evolve? How does this impact on children's lives? How can we shift this climate of fear? and through some case studies illustrate that as a community and a society we have through the positioning of children as "innocents" fed a culture of fear which in the long term has huge consequences for our children's well being. That is, by buffering children from the opportunity to take risks, engage in the sociability of community and extend their lifeworld's we are in fact denying them their fundamental rights and exposing them to even higher risks. I will propose that if we want active lively communities then it isn't the physical landscape that needs to change but the cultural landscape.

**Christine Fox** has accepted an invitation to be keynote speaker at the Chinese Comparative Education Society of Taiwan (CCEST) on November 25th, 2006 in Taiwan. Topic is "Higher Education, Internationalisation: Our Changing Relationships."

## YOUTH WORKSHOP

**Karen Malone, Renee Kyle, Lisa Whatley and Valerie Harwood** facilitated a workshop at the 2006 Illawarra and South Coast Youth Services Conference on 9-10 November, held at the Bellachara Hotel, Gerrigong NSW. Titled "Making participation in neighbourhood settings relevant to the everyday lives of young people", the workshop was designed to help youth workers think about different ways to engage young people in their communities. The data from the research project "Growing Up on the South Coast" was presented, which highlighted the key aspects of what young people thought about their local community.

## POSTGRADUATE STUDENTS SOCIAL

The first postgraduate students get-together for 2006 was held on 8 November in the staff common room. An afternoon starting at 4pm was organized by Rainbow Chen and Catherine Wormald. The aim of the afternoon was for students to be able to put names to faces and to gain an understanding of where everyone is at, in terms of their research, and what fields research was being undertaken in. Afternoon tea was provided courtesy of the Faculty of Education. In order to give the afternoon some focus and to provide some useful information several people were invited to address the group. The first was Doug Reid, who is Postgraduate Student Coordinator and who talked about ways he could support us and what resources are available for postgraduate students. This talk was followed by three postgraduate students speaking.

As completing research is a journey the three students, who are at various stages of their research, shared their stories so far. Raelene Anderson, HDR students' representative, and Vinathe Sharma-Brymer are nearing the end and provided us with some pertinent insights and suggestions. Rob Peterson is at an earlier stage but well on his way and shared his trails and tribulations of doing research in Bulgaria. These three presentations then sparked a round of lively discussions where others shared what had worked for them and what didn't. Questions and comments flew thick and fast as everyone made the most of the opportunity to learn ways of not reinventing the wheel and sharing what they knew.

The afternoon flew with much discussion and laughter as well as eating and drinking. The comments that were heard were, that it was a great idea and that more of these sessions on a regular basis would be beneficial, and how great it was to be able to have the time to talk to others. Students often feel they are the only one at that stage, and an afternoon like this gives them the opportunity to find out that there are others out there with the same questions and feelings of inadequacy, insecurity and sense of achievement.

The need for a connection meant that the afternoon was a great success and Rainbow and Catherine had to provide a subtle hint by beginning to clean up at 6.45pm, that it could not go on all night. Maureen Bell, Clara Gao and Abi Tan have offered to organise a Christmas get together so please be supportive and remember what a good afternoon it was, and for those who couldn't make this one, please try and come to the next one. It will be well worth it!

## CONFERENCE PRESENTATIONS

The following research students and staff will present at the annual conference of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) at the University of Sydney from 3–6 December 2006.

**Andrea Hall** (PhD student) will present her paper "Who's learning? Responding to the needs of a culturally diverse world of online learners".

Abstract:

A literature review shows that online learning may be impeded for some learners of different cultural backgrounds. Therefore, guidelines are needed to help design courses that are culturally conducive for

learners. This paper proposes that Vygotsky's sociohistorical theories provide a basis for designing these guidelines because they suggest that the sociohistorical background of a community can explain the learning processes of the community. A design research approach was used in this study to evaluate and modify the guidelines designed for an online course for learners from an Arabic community, exemplifying the use of this approach. Preliminary findings support the use of these theories for the design of guidelines for pedagogically sound culturally compatible online learning environments.

**Anula Weerawardhana** (Phd student), **Brian Ferry** and Christine Brown will also present their paper "Use of visualisation software to support understanding of chemical equilibrium: The importance of appropriate teaching strategies".

#### Abstract

This paper describes the results of a study in which a group of science pre-service teachers used computer-based visualisation software resources to develop teaching strategies and lessons that would support the development of students' conceptual understanding of chemical equilibrium. They used SMV: CHEM, VisChem and chemistry software packaged with textbooks. The goal was to assist science/chemistry teachers to design lessons that would overcome known difficulties in developing students' understanding. Four teaching strategies of one teaching team are described in detail to illustrate the multifaceted nature of the way in which the software resources were used in lessons. Such a process of software deconstruction and resource integration in lesson plans has implications for all teachers of chemistry.

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**Vinathe Sharma-Brymer** (candidate for PhD) will present her peer-reviewed paper entitled "Educated women's insider perspectives on education: Discussing everyday contestations and Actionable Space" at the 34th ANZCIES Annual conference to be held from 30 November-3 December, 2006, at ANU, Canberra.

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**Deslea Konza** and **Karl Maton** - Sept-Oct 2006: Canberra - Australian Association of Special Education National Conference - 'Increasing the capacity of students with Asperger's Syndrome to achieve across the curriculum'.

Students with Asperger's Syndrome are typically educated in mainstream classrooms, but the defining characteristics of their condition mean they encounter significant problems in both academic and social domains (Wing and Gould, 1979). Nonetheless, students with this diagnosis can also be very high functioning in certain areas, such as memory and assimilation of information, and tend to high achievement in such subjects as computing studies and the sciences (Konza 2005).

Existing conceptualisations of Asperger's Syndrome partially explain the social difficulties these students experience (Wing and Gould, 1979; Baron-Cohen, 1996). Frith's (1991) notion of a "central coherence deficit" also helps explain their idiosyncratic focus of attention. Such work has focused on the characteristics of students but does not provide a means of analysing how these relate to the characteristics of curriculum, pedagogy and assessment in classrooms.

This paper draws on a series of case studies of the classroom experiences of students with Asperger's Syndrome and, using a conceptual framework building on the approach of Basil Bernstein (e.g. Maton 2000), offers an explanation of why these students can achieve well in some subjects but poorly in others. Briefly, the framework analyses the social and academic dispositions of students with this diagnosis, and the kinds of competences required by different subject areas (school English, for example, emphasises "knower"-oriented abilities such as empathy, whereas the sciences draw more on a "knowledge"-oriented capability). The paper presents evidence of how a theoretical understanding of student performance can contribute to the development of more broadly-based skills and greater academic success across the whole curriculum for students with this diagnosis

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**Karl Maton** presented a paper 'Divorce or trial separation? Knowledge, knowers and identities in higher education' at the British Educational Research Association annual conference in Sept 2006 at Warwick University, UK.

Abstract:

This paper builds on the work of Basil Bernstein to analyse the effects of contemporary changes in higher education on professional and pedagogic identities. In recent years governments are viewing higher education as a key policy lever for achieving greater competitiveness within globalising 'knowledge economies' and seeking to bring this lever within closer control. Universities have experienced expansion, managerialism, marketization, the imposition of an 'audit culture' and growing external regulation. Studies of higher education (e.g. Ozga 1998) are showing such changes are affecting the identities of academics and students. The questions this paper addresses are: how radically are these identities being affected and with what consequences for higher education?

**Karl Maton** and **Deslea Konza** presented their paper "The curious incident of the Asperger's student in the classroom: Theorising inclusion and differential subject achievement" at the British Educational Research Association annual conference in Sept 2006 at Warwick University, UK

Abstract:

This paper examines why students with Asperger's Syndrome tend towards higher achievement in some academic subjects than others. With the progressive implementation of a policy of full inclusion of children with disabilities in educational settings in countries around the world, children with an increasing range of needs and abilities are now present in regular classrooms. Students with a diagnosis of Asperger's Syndrome are typically educated in mainstream classrooms, but the defining characteristics of their condition means they encounter significant problems in both academic and social domains. These have been summarised by what Wing and Gould (1979) termed the 'Triad of Impairments': social difficulties, language and communication difficulties, and impaired flexibility of thinking and behaviour. Nonetheless, these students can also be very high functioning in certain areas, such as memory and assimilation of information, and tend to high achievement in such subjects as computing studies, the sciences, and mathematics (Konza 2005). However, they tend to fare less well in the humanities. This differential subject achievement has yet to be adequately explained.

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**Karl Maton** presented his paper 'Invisible tribunals: Canons, knower structure and democracy in the arts and humanities' at the Fourth International Basil Bernstein Symposium in July 2006 at Rutgers University, USA

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**Karen Malone** presented her paper entitled “Rhetoric, possibilities and purposes of youth participation: the UNESCO Growing up in the South Coast experience” at the Illawarra & South Coast Youth Service’s Conference on 9th - 10 November, in Gerringong.

Drawing on the experiences of the ten-year international study UNESCO Growing Up In Cities and the local derivative Growing Up In The South Coast the presenter will engage in a thoughtful critique of the rhetoric, possibilities and purposes of youth participation as it is being played out in real contexts. It will provide an honest account of the practical and philosophical problems currently arising out of the continuing momentum to include children and youth in research and consultation processes that are very adult-centric and often very dis-empowering for young people. It will through cases studies of projects from around the globe and locally encourage participants to engage in a reflexive dialogue around authentic meanings of participation with and by youth. It will do this with the intention of seeking to unpack and interrogate the nature of participatory processes and the way we position youth in them. Only then will we start to see 'participation' as a space that young people recognise and share with adults as meaningful spaces, and move away from the venerated oval tables dusted down and sprinkled with fairy dust and pizza boxes only on youth consultation day.

## 2007 FACULTY CONFERENCES

Six Faculty Conferences/Workshops will be held in 2007. – details below.

**26-27 January 2007 - The Bio-pedagogies Conference**, sponsored by a University International Committee Linkage Grant and CIYR will be held at the Wollongong University on 26<sup>th</sup> and 27<sup>th</sup> January 2007. The theoretical starting point for the conference is what we term ‘bio-pedagogies’ – the normalising practices in schools and disseminated more widely through the web and other forms of media, which have been generated by claims of a global ‘obesity epidemic’. The purpose of the conference is to further our theoretical understandings of obesity discourse, and the practices it endorses. The conference will feature national and international researchers whose work critically examines the new health imperatives generated by the concerns around the obesity epidemic.

- Day one will focus on conceptual and broader issues around fat/obesity, power and social relations
- Day two will focus on the pedagogical aspects of the bio – that is, schools but also other cultural and institutional pedagogical sites.

The keynote address will be delivered by Dr Michael Gard, author of the ‘Obesity Epidemic: Science, ideology and morality’ and our special guest, Professor Valerie Walkerdine from Cardiff University, will provide a final paper as a discussant.

*Plenary papers will be delivered by*  
Jan Wright                      University of Wollongong

Valerie Harwood      University of Wollongong  
Emma Rich            University of Loughborough  
Lisette Burrows      University of Otago  
Genevieve Rail        University of Ottawa  
Marg McNeil          University of Toronto

*Other invited speakers include*

Annemarie Jutel      Otago Polytechnic  
Simone Fullagar      Griffith University  
Samantha Murray     Macquarie University  
Christine Halse        University of Western Sydney  
Rebecca Dean         University of Wollongong

**Contact: Paulina Billet** ([pbillet@uow.edu.au](mailto:pbillet@uow.edu.au)) or **Jan Wright** ([jwright@uow.edu.au](mailto:jwright@uow.edu.au)) There will be a minimal registration fee (tba)

**15 -16 February 2007** – The Australian Centre for Education Leadership will be holding the 6th International Conference on Educational Leadership - "**Leading Learning Communities: Strategy, Action and Reflection**" at the University of Wollongong. Further information is available at: <http://www.uow.edu.au/conferences/EDU2007/Home.html>

**Contact: Narottam Bhindi**

**19-20 February 2007**- The Faculty of Education, University of Wollongong, LNL (Learning and the Learner) Research group in affiliation with ISCAR (International Society for Cultural and Activity Research) will be holding a workshop: "**Learning and Socio-cultural theory: exploring modern Vygotskian perspectives**". The Keynote address will be given by Professor Harry Daniels.

**Important dates:**

Expression of interest to participate/attend:            27<sup>th</sup> November 2006  
Abstract (if you intend to present a paper):            27<sup>th</sup> November 2006  
Full paper to be submitted via e-mail:                    19<sup>th</sup> February 2007

**Registration: Free for Education staff and research students.**

**Contacts: Dr Gillian Vogl, Dr Irina Verenikina , Associate Professor Peter Kell**

**29 June – 1 July 2007** – Systemic Functional Linguistic Conference will be held at the University of Wollongong. Further information is available at:

<http://www.uow.edu.au/conferences/SFL%202007/Home.html>

Contact: Bev Derewianka

**1-3 July 2007 – 32nd Annual Congress of the Applied Linguistics Association of Australia – "Making a Difference: Challenges for Applied Linguistics"** will be held at the University of Wollongong. Further information is available at:

<http://www.uow.edu.au/conferences/ALAA/home.html>

Contact: Honglin Chen

**3-6 July 2007** – Australian Teacher Education Association will hold their conference “Quality in Teacher Education: Considering Different Perspectives and Agendas” at the University of Wollongong. Further information is available at:

<http://www.uow.edu.au/conferences/ATEA%202007/index.html>

Contact: Julie Kiggins

## 2006 PUBLICATIONS FROM RIS (to date)

The **Research Information System (RIS)** has recorded the following data entered by academics in the Faculty for the 2006 HERDC publication collection. Would you please continue to enter your publications for 2006 in RIS and bring Karen McRae the hard copy for Faculty and Library Verification.

12 Conference Publications (Edited)

1 Journal Publication (Edited)

19 Book Chapters

1 Other

5 Conference Publications

2 Books (Research)

17 Journal Articles

1 Book (Edited)

### Conference Publication (Edited)

Probing relationships between literacy research, policy development and classroom practice. In **Future Directions in Literacy Invitational Conference**, The University of Sydney: Sydney, 2006; [http://www.edsw.usyd.edu.au/schools\\_teachers/prof\\_dev/events\\_2006/index.shtml#Future](http://www.edsw.usyd.edu.au/schools_teachers/prof_dev/events_2006/index.shtml#Future)(accessed ). A. Simpson P. J. Harris

Young, Fast and Dead: a fresh perspective from the early driving group . In **Australian and New Zealand Marketing Academy (ANZMAC) Conference Proceedings** , QUT: Brisbane, 2006; T. L. Gray A. Burrell & T. L. Gray

The enablers and inhibitors of establishing a school university partnership: The Grays Pt Project. In **Making teaching public:Reforms in teacher education**, J. Gray: Freemantle, 2006; <http://www.atea.edu.au/ConfPapers/2006/contents.html>(accessed ). G. Jan L. K. Kervin, J. Kiggins & P. Rouland

Authentic conditions for authentic assessment: Aligning task and assessment. In **Research and Development in Higher Education Volume 29, Critical visions: Thinking, learning and**

**researching in higher education**, HERDSA: Milperra, NSW, 2006; A. Bunker & I. Vardi A. J. Herrington & J. A. Herrington

In Whose Name? Mapping voice and vision in a critical examination of literature on literacy in the lower primary school years. In **Voices, Vibes, Visions AATE/ALEA National Conference Proceedings**, Australian Literacy Educator's Association / The Australian Association for the Teaching of English: Darwin, 2006; J. Rennie P. J. Harris & L. K. Kervin

Raising our voices and sharing our vision: How we support literacy learners within our stage context. In **Voices, Vibes, Visions AATE/ALEA National Conference Proceedings**, Australian Literacy Educator's Association / The Australian Association for the Teaching of English: Darwin, 2006; J. Rennie L. Galea, L. K. Kervin, J. Mantei, R. Menghi & M. Turner

YoUNG, FAST AND DEAD: ONGOING PERSPECTIVES FROM THE EARLY DRIVING GROUP. In **Australian and New Zealand Academy of Management (ANZAM) Conference Proceedings**, 2006; T. L. Gray A. Burrell & T. L. Gray

ClassSim as a way to bridge the gap between theory and classroom practice: The pre-service teacher perspective. In **Making Teaching Public: Reforms in Teacher Education Proceedings of the 2006 Australian Teacher Education National Conference Proceedings**, Australian Teacher Education Association: Freemantle Western Australia, 2006; J. Gray L. Carrington, B. Ferry & L. K. Kervin

ClassSim: Preparing tomorrows teachers for classroom reality. In **Society for Information Technology and Teacher Education International Conference Annual**, Association for the Advancement of Computing in Education: Chesapeake VA USA, 2006; C. Carlsen, C. Crawford, K. McFerrin, J. Price, R. Weber & D. Willis L. Carrington, B. Ferry & L. K. Kervin

Hearing teachers' voices and capturing their visions: exploring perspectives of literacies in the early years. In **Voices, vibes, visions**, Australian Association for the Teaching of English/Australian Literacy Educators' Association: Darwin, 2006; J. Rennie P. J. Harris

Blogging Beginning Teaching. In **Society for Information Technology and Teacher Education International Conference Annual**, Association for the Advancement of Computing in Education: Chesapeake VA USA, 2006; R. Carlsen, C. Crawford, K. McFerrin, J. Price, R. Weber & D. Willis A. J. Herrington, J. Ilias & L. K. Kervin

Visions for literacy learning: The quest for meaningful use of computer-based technology in reading and writing experiences. In **Voices, Vibes, Visions AATE/ALEA National Conference Proceedings**, Australian Literacy Educator's Association / The Australian Association for the Teaching of English: Darwin, 2006; J. Rennie L. K. Kervin & J. Mantei

## Journal Publication (Edited)

**RARE 6 Counterpoints on the Quality and Impact of Educational Research, The Australian Educational Researcher - Special Issue 2006.** J. Blackmore, V. Harwood & J. E. Wright

## Book Chapter

Cambourn, B. . The Marketing of Literacy Failure in Australia: Why and How. **InOnly Connect** ; Doecke, B., Howie, M. & Sawyer, W. , Eds.; Wakefield Press: South Australia , 2006; pp179-194.

Herrington, A. J. & Herrington, J. A. . What is an authentic learning environment?. **InAuthentic learning environments in higher education**; Herrington, J. A. & Herrington, A. J. , Eds.; Information Science Publishing: Hershey, PA, 2006; pp1-13.

Herrington, A. J., Herrington, J. A. & Glazer, E. . An authentic approach to facilitating transfer of teachers' pedagogical knowledge. **InAuthentic learning environments in higher education**; Herrington, J. A. & Herrington, A. J. , Eds.; Information Science Publishing: Hershey, PA, 2006; pp182-193.

Kiggins, J. M. & Cambourne, B. L. . The Knowledge Building Community Program: A Partnership for Progress. **InGlobalization, standards and professionalism in times of change**; Bates, R. & Townsend, T. , Eds.; Springer: The Netherlands, 2006; pp365-380.

Donnan, P., Brown, C. A. & Brickell, G. J. . Conceptualising Assessment for online delivery: Educational Developers' Perspectives. **InEnhancing Teaching & Learning through Assessment: Approaches in Practice**; Brickell, G. J. Frankland, S. , Eds.; Hong Kong Polytechnic University: Hong Kong, China, 2006;

Turbill, J. B. . Using ICT for learning to read and write in the early years. **InBeyond the reading wars: a balanced approach to helping children read**; Turbill, J. B. Ewing, R. , Eds.; Primary English Teaching Association: Sydney, 2006; pp99-109.

Cambourn, B. . Dorothy Dix Meets Slim Dusty: Politics and the Framing of Literacy Education in Australia . **InOnly Connect** ; Doecke, B., Howie, M. & Sawyer, W. , Eds.; Wakefield Press: South Australia , 2006; pp120-131.

Cambourn, B. . Playing 'Chinese whispers' with the pedagogy of literacy . **InBeyond the Reading Wars: a balanced approach to helping children learn to read** ; Cambourn, B. Ewing, R. , Eds.; 1 Primary English Teaching Association : Newtown, NSW Australia, 2006; pp27-39.

Turbill, J. B. & Murray, J. . Early Literacy and Technologies in Australian Schools: Policy, Research, and Practice. **InInternational Handbook of Literacy and Technology Volume 2**; Kieffer, R. D., Labbo, L., McKenna, M. & Reinking, D. , Eds.; Lawrence Erlbaum Associates: New Jersey, USA, 2006; pp93-108.

Bennett, S. J., Lockyer, L. & Harper, B. M. . Learning designs, learning Interactions and learning objects. **InInteractions in Online Learning: Implications for theory and Practice**; Harper, B. M. & Juwah, C. , Eds.; 1 Routledge: London and New York, 2006; pp104-116.

Simeon, L., Brickell, G. J. & Ferry, B. . An Emerging Model of Community Collaboration during the Construction of e-learning Resources: Implications for Papua-New Guinea.. **InInstructional Design: Case Studies in Communities of Practice** ; Ferry, B. & Keppell, M. , Eds.; Idea Group Inc.: Hershey PA, USA, 2006;

Oliver, R., Herrington, J. A. & Reeves, T. C. . Creating authentic learning environments through blended-learning approaches. **InHandbook of blended learning: Global perspectives, local designs**; Bonk, C. & Graham, C. , Eds.; Pfeiffer Publishing: San Francisco, CA, 2006; pp502-515.

Herrington, J. A. & Oliver, R. . Professional development for the online teacher: An authentic approach. **InAuthentic learning environments in higher education**; Herrington, J. A. & Herrington, A. J. , Eds.; Information Science Publishing: Hershey, PA, 2006; pp283-295.

Oliver, R., Herrington, A. J., Stoney, S. & Millar, J. . Authentic teaching and learning standards that assure quality in higher education. **InAuthentic learning environments in higher education**; Herrington, A. J. & Herrington, J. A. , Eds.; Information Science Publishing: Hershey, PA, 2006; pp296-308.

Ferry, B., Kervin, L. K., Puglisi, S., Cambourn, B., Turbill, J. B., Jonassen, D. & Hedberg, J. . Online Classroom Simulation: Using a virtual classroom to support preservice teacher thinking. **InAuthentic Learning Environments in Higher Education**; Herrington, A. J. & Herrington, J. A. , Eds.; Idea Group: Hershey PA USA, 2006; pp135 - 161.

Bennett, S. J. . Using related cases to support authentic project activities. **InAuthentic Learning Environments in Higher Education**; Herrington, J. A. & Herrington, A. J. , Eds.; Information Science Publishing: Hershey, PA, 2006; pp120-134.

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