

School of Education

Annual Report 2002

The year 2002 was a very successful one for the School of Education in all areas of teaching, research and professional development.

To accommodate the growth of the School, a number of new academic and general staff were appointed during 2002, bringing the total number of staff at the commencement of 2003 to 48. This includes 34 academic and 14 administrative staff members.

In addition to a steady increase in first preferences for both Primary and Secondary Initial Teacher Education programs, and maintenance of enrolments in doctoral programs, there has been a significant growth in the number of students enrolling in the Master of Education by Research program over the past year.

The School continues to be recognised as a centre of excellence in research and professional services, as evidenced by the numerous research and professional development funding that the School has attracted to the School and the University. As in previous years, the *Centre for Learning, Change and Development* has continued to provide a critical structure to support the School's research and professional development activities.

The year involved implementing a major development to offer a Bachelor of Education (Primary) on the University's Rockingham campus in 2003. The impressive number of prospective students who nominated Rockingham as their first preference, together with an increase in first preferences for the South Street campus, indicates that the School of Education can look forward to new challenges and another successful year in 2003.



Simone Volet
Professor and Dean of Education
May 2003



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School of Education

School Organisation and Staff

The School of Education is part of the Division of Social Sciences, Humanities & Education. It is organised into four sections, which work closely together in teaching and research: Context, Curriculum, Process, and Professional Development.

In addition to these four School sections the School of Education has a School Experience office, a Dean's administrative office and two research and development centres. The centres are the Centre for Learning, Change and Development and the Institute for Social Programme Evaluation.

The teaching and research in the School is administered by three Program Committees: the Initial Teacher Education Program Committee, the Postgraduate Program Committee, and the Research and Centres Committee whose members are drawn from all sections.

The formal decision-making body for the School is the School Committee which is comprised of all academic staff, continuous administration staff, and student representatives.

The organization of the School is expected to change in 2003 in line with new University structures.

The focus of the four School sections is as follows:

The **Context Section** is concerned with the place of education in society, the functions which it is expected to perform, and the influence of the social and political context upon education.

Staff members within this section are:

Dr Nado Aveling, DipTeach *WACAE*, MEd *Murd*, PhD *Murd*
Dr James Bell, BA *Guildford C (USA)*, PhD *N.Carolina*
Associate Professor Jan Currie, BA *Purdue*, MA *Calif*, PhD *Chic*
Dr Lucy Jarzabkowski BSc (Hons) *Qld*, GradDipTeach *NBCAE*, GradDipBus *Curtin*, MSchMgt *CQU*,
PhD *Canberra*
Ms Jane Pearce, BA(Hons) *Liverpool*, PGCE *Leeds*, MEd *Liverpool*
Ms Christine Ross, DipTeach, BEd
Dr Robert Strathdee, DipEd *C'church Coll of Ed*, BEd, MEd, PhD, *Univ of Canterbury*
Ms Karyn Barenberg, Section Secretary

The **Curriculum Section** is concerned with the theory, organisation and practice of teaching and learning in classroom contexts, both generally and with particular reference to school subjects.

Staff members include the following:

Dr Wendy Cumming-Potvin, BA *Vancouver*, GradDipEd *Vancouver*, MA *Montreal*, PhD *Qld*
Mr Barry Kissane, BSc *UWA*, MEd *UWA*
Dr Libby Lee, BEd (Hons), PhD *QUT*
Dr Wayne Martino, BA *UWA*, BEd *Murd*, MEd (Hons) *Murd*, PhD *Murd*
Mr Robin Pascoe BA (Hons) *UWA*, DipEd *UWA*.
Associate Professor Renato Schibeci, BSc *Syd*, MEd *Syd*, MSc *NSW*, DipEd *NSW*, PhD *Murd*, FRACI
Ms Tania Corbett, Section Secretary

The **Process Section** is concerned with the characteristics of learners and their development, with teaching and learning processes, and with the means of evaluating them.

Professor David Andrich, BSc *UWA*, MEd *UWA*, PhD *Chic*, FASSA
Ms Susan Beltman, BA(Hons) *UWA*, DipT *WASTC*, DipEd *UWA*, MEd(Hons) *Murd*
Dr Judy MacCallum, BSc *NSW*, DipEd *Newcastle* (NSW), BEdSt *Qld*, MEd *Murd*, PhD *Murd*
Dr Dorit Maor, BSc *Tel Aviv*, Teach Dip *Tel Aviv*, MEd *Pittsburgh*, PhD *Curtin*
Dr Susan McKenzie, Dip Teach *ECE*, BEd *ECE*, MSpecEd *Flinders*, PhD *Flinders*
Associate Professor Ralph Straton, BA *Tas*, DipEd *Tas*, BEd *Melb*, PhD *Minn*, MAPS
Dr Irene Styles, BSc(Hons) *Rhodes*, PhD *Rhodes*, DipEd *Murd*, MAPS
Associate Professor Simone Volet, DipEd *Geneva*, Lic ès Ed *Geneva*, PhD *Murd*
Mrs Angelina Chillino, Section Secretary

The **Professional Development Section** is responsible for conducting a unique system of school experience for student teachers in which staff are present with students on their school experience.

Staff members include:

Mr Terry Church, AssocDipArtEd *WAIT*, MEd *Deakin*
Mr Cal Durrant, BA (*Pacific Union College*), MEd *Syd*
Dr David Lake, BSc(Hons) *Adel*, PhD *JCU*, DipEd *Adel*, GradDip (OutEd) *SACAE*, BBus *USQ*, MAgSc *Adel*, MIBiol, MACE
Dr Lindy Norris, BA *ANU*, DipEd *UWA*, EdD *Murd*
Ms Beth Powell, BA *UWA*, MEd *Murd*
Ms Judy Robison, BA *ANU*, DipEd *Syd*, GradDipLibStud *WAIT*, BA *Murd*, MEd(Hons) *Murd*
Mr Ross Williams, DipTeach *WACAE*, BEd *WACAE*, MEd *UWA*.
Ms Tania Corbett, Section Secretary

School Experience

Mr Cal Durrant	Primary Coordinator
Dr Susan McKenzie (Semester 1)	Secondary Coordinator
Dr Lucy Jarzabkowski, (Semester 2)	Secondary Coordinator
Mrs Anne Board, DipTeach	School Experience Officer
Mrs Lindy Prout	Administrative Assistant

School Administration

Associate Professor Simone Volet	Dean
Ms Margaret Luck, BA Curtin	Manager, (Education Administration)
Mrs Louise Dixon	Administrative Assistant
Ms Bronwyn Prothero	Administrative Assistant
Ms Irene Paterson, BA, ALAA <i>Murd</i>	Curriculum Resource Librarian
Ms Barbara Smith	Curriculum Resource Assistant
Mrs Dianne McShane (Casual)	Administrative Assistant

Centre for Learning Change and Development

Ms Judy Robison

Ms Jan Christie, BA(Psyc) *Murd*, B.Prof.Studies(Educ) *Murd*

Ms Angela Carlino

Ms Fiona Feist

Ms Suzanne Knuiman (Casual)

Acting Director

Centre Manager

Administrative Officer

Administrative Officer

Administrative Officer

Institute for Social Programme Evaluation

Associate Professor Ralph Straton

Director

Emeritus and Adjunct Professors

Emeritus Professor Brian Hill, BA, BEd (*UWA*), MA (*Syd*), PhD (*Illinois*), FACE

Associate Professor Don Smart, DipEd *NE*, MA *NE*, PhD *ANU*

New Appointments in 2002

*Robin Pascoe
Senior Lecturer*



*Christine Ross
Associate Lecturer*

*Ross Williams
Lecturer*



*Glenda Leslie
Senior Lecturer/
Research Assistant
(Secondment from
WA Department of
Education & Training)*

*Jan Christie
Manager
Centre for
Learning Change &
Development*



*Louise Dixon
Administrative
Assistant
Dean's Office*

*Lindy Prout
Administrative
Assistant
School Experience
Office*



*Fiona Feist
Administrative Officer
Centre for Learning
Change &
Development*

On Leave

*Associate Professor David Tripp
Ms Sue Ledger
Ms Judy Robison (From December 2002)*

Promotions



*Associate Professor to Professor
Dr Simone Volet*



*Lecturer to Senior Lecturer
Dr Nado Aveling*



*Lecturer to Senior Lecturer
Dr Judy MacCallum*

Retirements



A/Professor Don Smart (R) with wife Noni (centre) and A/Professor Jan Currie



(L -R) Professor Simone Volet (Dean of Education), A/Professor Don Smart, Professor David Andrich and Emeritus Professor Brian Hill

Associate Professor Don Smart retired in 2002. Don had just completed a Postdoctoral Fellowship in Sociology at ANU when he was recruited in 1977 to an almost brand new School of Education at Murdoch. As the first Lecturer in Politics of Education, he was free to develop his own courses in Australian Education Policy and in Educational Administration. He was Dean of the School from 1990 to 1993 and also played a strong role in the development of the Asia Research Centre at Murdoch. He remains an Adjunct Professor at Murdoch and continues to undertake consultancy work and postgraduate supervision. Don received a Fulbright Fellowship to study in the USA in 1979, and is now Chair of the Western Australian Fulbright Scholarship Selection Committee.



Terry Church's retirement celebration , December 2002

Terry resigned from full-time employment in the School of Education in December 2002. He took up the position of tutor-supervisor in 1984 with special responsibilities in the area of the arts (art, drama, music, and later extended into PE and Health) and supervision of student teachers on School Experience. As a Lecturer in Professional Development, Terry accepted the position of Chair of the Initial Teacher Education program in 1996 and continued in this position until the end of 2000. His commitment to this onerous role cannot be underestimated. Terry contributed significantly to increasing the School's visibility in the broader educational community in many ways including the development of numerous very successful resource packages, the directorship of the Orientation Program for Overseas teachers and his work as arts consultant for major projects with the Department of Education.

Awards

Dr Irene Styles
2002 Vice Chancellor's Excellence in Supervision Award

This year was the inaugural year for two awards of Excellence in Postgraduate Supervision. Supervisors across the University are nominated by their students and are required to submit a portfolio on the basis of which a University selection committee chooses a shortlist of nominees. Those people short-listed are interviewed by the committee which then selects two recipients. The award is given to those supervisors who are highly professional and “outstanding in their commitment and ability to respect, support, challenge and enthuse their postgraduate students.” Irene was presented with her award at the University’s Award ceremony. The Award consists of a certificate and \$4,000 to use in enhancing her supervisory skills.



Associate Professor Jan Currie
2002 Vice Chancellor's Excellence in Teaching Award

Each year, three of these awards are made to academics at Murdoch University who are nominated by their students and are deemed by a University Selection Committee not only to be highly professional teachers but also to have “demonstrated outstanding commitment and ability to respect, support, challenge and enthuse their students.” A University selection committee shortlists nominees based on a portfolio submitted by each nominee, and then selects recipients based on a presentation from those people who are short-listed. Jan was presented with her award at a special Award ceremony in Bush Court. As well as a certificate, Jan received \$4,000, which may be used towards enhancing her teaching.



Launch of the Brian Hill Lecture Theatre

Prof Brian Hill with the Dean of Education A/Prof Simone Volet at the launch of the Brian Hill Lecture Theatre, September 24, 2001.

Professor Brian Hill was the Foundation Professor and Dean of the School of Education at its opening in 1974. In honour of his work within the School of Education and in the University, the Education/Humanities Lecture Theatre was formally renamed the Brian Hill Lecture Theatre at a special ceremony to mark the occasion. Through Brian's leadership the School achieved a national reputation both for commitment to teaching and for a significant research output. Brian's leadership style of consensus teamwork created an extremely strong sense of camaraderie which set the School on track for its significant growth over the years. Brian retired in 2001 and is an Emeritus Professor at Murdoch. He continues to write, and to interact with the School.



Programs, Committees and Boards

School Committee

Head of School (*Chair*)
All Academic staff in the School
All continuous administrative staff, and
Two elected undergraduate students:
Michael Filer
Peter Jaeckel

Initial Teacher Education Program Committee

Judy MacCallum (*Chair Semester 1 and Academic Planner*)
Nado Aveling (*Chair Semester 2*)
Terry Church
Wendy Cumming-Potvin
Cal Durrant
Lucy Jarzabkowski
David Lake
Libby Lee
Margaret Luck (*Secretary*)
Susan McKenzie
Robin Pascoe
Beth Powell
Renato Schibeci
Irene Styles
Simone Volet (*Dean*)
Ross Williams

Postgraduate Program Committee

Barry Kissane (*Chair*)
David Andrich
James Bell
Terry Church
Margaret Luck (*Secretary*)
Dorit Maor
Wayne Martino
Lindy Norris
Judy Robison
Rob Strathdee
Ralph Straton
Irene Styles (*Deputy and Academic Planner*)
Simone Volet (*Dean*)

Management Committee

Simone Volet (*Chair*)
Nado Aveling (*Chair, ITE Program Committee - Ex Officio*)
Barry Kissane (*Post Graduate Program Committee - Ex Officio*)
David Andrich (*Research and Centres Committee - Ex Officio*)
Beth Powell
Margaret Luck (*Secretary*)

Research & Centres Committee

David Andrich (*Chair*)
Nado Aveling (*Semester 2*)
Angelina Chillino (*Secretary*)
Jan Currie (*Semester 1*)
David Lake
Margaret Luck
Wayne Martino
Carol Peters (*Postgraduate Representative*)
Judy Robison
Renato Schibeci
Ralph Straton
Simone Volet (*Dean*)

School Marketing Committee

Lucy Jarzabkowski (*Coordinator*)
Margaret Luck (*Coordinator*)
Terry Church
Tim Morrison (*Semester 1*)
Robin Pascoe
Program Chairs (*When applicable*)

School Experience Committee

Susan McKenzie (*Coordinator Primary, Joint Chair*)
Cal Durrant (*Coordinator Secondary, Joint Chair*)
Lucy Jarzabkowski (*Deputy*)
Anne Board (*Secretary*)
David Lake
Libby Lee
Beth Powell
Judy Robison
Simone Volet (*Dean*)

Institute for Social Programme Evaluation Board

Simone Volet (*Chair, on behalf of Executive Dean, Division of SSHE*)
David Andrich (*Chair, School Research Committee*)
Rick Cummings (*Co-opted member*)
John Phillimore (*Division representative*)
Barbara Smith (*Secretary*)
Ralph Straton (*Director*)

Centre for Learning, Change and Development Board

Simone Volet (*Chair, on behalf of Executive Dean, Division of SSHE*)
Judy Robison (*Acting Director*)
David Andrich (*Chair, School Research and Centres Committee*)
Eileen Hull (*Co-opted member*)
Gail Phillips (*Division representative*)

Australian Institute of Education Faculty

All academic staff in Education at the University of Western Australia and Murdoch University.
Margaret Luck (*Administrative staff representative*)
Jenny Foo (*Administrative staff representative*)

Australian Institute of Education Management Committee

Simone Volet (*Dean, Co-Chair - Murdoch*)
Marnie O'Neill (*Dean, Co-Chair - University of Western Australia*)
David Andrich
Zan Blair
Margaret Luck (*Secretary*)
Keith Punch
Renato Schibeci
Irene Styles
Clive Whitehead

Australian Institute of Education Board

Kateryna Longley (*Executive Dean Murdoch - Ex Officio*)
Simone Volet (*Chair - Dean, Murdoch - Ex Officio*)
Marnie O'Neill (*Chair - Dean, University of Western Australia - Ex Officio*)
David Andrich
Zan Blair (*Secretary*)
Terry Church
Jenny Foo (*Administrative representative - University of Western Australia*)
Di Gardiner
Heather Jaekal (*Student representative*)
Margaret Luck (*Administrative representative - Murdoch*)
Wayne Martino
Tom O'Donaghue
Alan Pritchard
Renato Schibeci
Don Smart
Irene Styles
Lesley Vidovich
Clive Whitehead

Teaching in the School

Education at Murdoch provides initial teacher education, graduate studies in education leading to professional and higher degrees, and research studies. Its professional development qualifications and short courses are relevant to educators in a range of sectors including schools, technical colleges, universities, industry, health and social services and to those wishing to develop social research and evaluation skills for professional work as research and development, evaluation or policy officers. Many academic staff offer professional development short courses and educational support to organisations outside the University both within Australia and internationally.

UniFocus

In 2002 the School of Education initiated a university preparation course for mature age people in the Peel and Rockingham regions. This extremely successful course was designed to provide a route to university study for people who do not have standard entry qualifications. The program aims to equip students with effective study skills and the confidence to proceed to tertiary level studies.

During 2002, 74 students successfully completed the course. Of these students, 64 subsequently applied for and achieved places at Murdoch University.

Some quotes from student evaluations of the program included:

- Unifocus enabled me to realize my dream of going to university
- Unifocus helped me gain confidence in myself and made me believe in myself
- Unifocus was a good foundation for university study
- Unifocus gave me the support I need to get through. I learnt how to learn!

Unifocus continues to attract a high level of interest from members of the Rockingham, Kwinana, Mandurah and surrounding communities.

Primary and Secondary Initial Teacher Education

Murdoch provides a four-year Bachelor of Education degree, a one-year Graduate Diploma in Education, and a 2-year graduate entry BEd for students wishing to become primary or secondary school teachers. These courses are available full-time and part-time, and through campus-based study or distance education.

The four-year Bachelor of Education degree is the most common choice for students who wish to become primary teachers and a common choice for those wishing to become secondary teachers. Primary Teacher Education students complete a four-year program of study during which approximately three-quarters of their units are directly related to their development as teachers. They have a free choice with the remaining units and can use them to broaden their general education or to develop a specialty teaching area or area of interest. Graduates are qualified to teach at junior, middle and upper primary levels. Secondary Teacher Education students typically study for the B.Ed concurrently with a Bachelor's degree in their main teaching area. They are thus awarded a double degree at the end of their four-year course of study.

The one-year Graduate Diploma in Education is an 'end on' qualification for students who already hold a Bachelor degree in some non-education field (typically a BA or BSc). For Primary Teacher Education students a wide range of undergraduate degrees is appropriate, but for Secondary Teacher Education students the undergraduate degree has to be relevant to one of the learning areas in secondary schools. Murdoch also offers students who are beginning, or are part way through a

Bachelor degree in some non-education field, the opportunity to enroll concurrently in an education program. Typically these students would be primary education students who undertake a four-year program of study leading to the concurrent award of a three-year non-education degree and a Graduate Diploma in Education. Secondary students would, typically, complete two degrees - one in education and one in their major area, as described above.

Graduate Professional Studies

The one-year Bachelor or Graduate Diploma of Education Studies provides teachers with the opportunity to broaden or deepen their teaching repertoire by combining education and non-education studies in an area of specialisation (e.g. Environmental Education, Special Education, Aboriginal and Islander Studies, Early Childhood Education, Media, Mathematics, Languages Other Than English [LOTE] and Teaching English as a Second Language [TESL]). It also provides an avenue for students from other disciplines who wish to gain knowledge and skills in education applicable to a wide range of contexts. This program has also been of interest to other professionals and community members who are interested in educational processes and issues.

Murdoch offers a one-year Graduate Diploma in Adult and Tertiary Education for professionals wanting a qualification in tertiary and adult teaching. Demand for the Tertiary and Adult Education Program continues to increase due to an increasing emphasis on professional educational practice in tertiary institutions and training in government, private and non-government organisations. Pathways for TAFE lecturers to enroll in the Graduate Diploma program have been strengthened by the award of credit for the completion of several professional development programs. For tertiary and adult teaching, enrolment in the course requires that students have or can arrange access to teaching groups; typically students are already in a teaching situation. The School also offers Graduate Certificates in Education Studies in Tertiary and Adult Education and Early Childhood Education, and a Graduate Certificate in Mathematics Education which represent half of the Graduate Diploma Program.

The Postgraduate Certificate and Postgraduate Diploma in Social Research and Evaluation continue to attract able graduates from education, health, social science, and a variety of other backgrounds.

There are four degrees at the Masters level - the Master of Education (Coursework), the Master of Education (Coursework and Dissertation), the Master of Arts (Social Research and Evaluation), and the Master of Philosophy - and two at the Doctoral level - the Doctor of Education (professional doctorate) and Doctor of Philosophy. The Master of Education (Coursework) provides advanced professional development for educators. From 2003 the Master of Education (Coursework and Dissertation) will be re-named Master of Education (Research).

Student Scholarships

Millennium Indigenous Teacher Scholarship Program (Department of Education Services)

Ms Audrey Boyle, a Bachelor of Education (Primary) student in the School of Education, was awarded the scholarship in 2002. The program aims to provide indigenous people with the opportunity to become teachers and thereby contribute significantly to their communities.

Student Awards

Prize Name	Award	Student
<i>Thelma Harley Brown Prize in Education</i>	<i>Best academic performance by a graduate in the Master of Education (Dissertation with Coursework) Program</i>	<i>Ms Jocasta de Reuck</i>
<i>Elizabeth Mary Dodd Prize in Education</i>	<i>Best academic performance by a graduate in the Master of Education Coursework Program</i>	<i>Mrs Jacqueline Anne O'Donnell</i>
<i>Early Childhood Teachers' Association Prize</i>	<i>Awarded for the highest standard of achievement by a graduand in the school experience and academic components of the Early Childhood Education Course</i>	<i>Ms Susan Devereaux</i>
<i>CS and DL Sanders Prize in Education</i>	<i>Best academic performance by a graduate in the Bachelor of Education at the Pass or Honours Level</i>	<i>Ms Breanna Lee Young</i>
<i>School of Education Prize for Excellence in Teaching (Primary)</i>	<i>Awarded for completing an initial teacher education program with the best performance in school experience (primary)</i>	<i>Mrs Jane Ann Blair and Mrs Elizabeth Elaine Robertson</i>
<i>School of Education Prize for Excellence in Teaching (Secondary)</i>	<i>Awarded for completing an initial teacher education program with the best performance in school experience (secondary)</i>	<i>Miss Kristy Oliver and Dr Julie Lorraine Delaney</i>
<i>WA Secondary Executives' Association Prize</i>	<i>Highest standard of achievement by a graduand in the school experience and academic components of the Secondary Teacher Education Program</i>	<i>Mrs Christine Frances Dowd</i>
<i>Western Australian Primary Principals' Association Prize</i>	<i>Awarded for the highest standard of achievement by a graduand in the school experience and academic components of the Primary Teacher Education Program</i>	<i>Mrs Suzanne Kirke</i>

Program Enrolments

Initial Teacher Education (Primary)		2001
BEd 4-year		488
BEd Initial		57
BA/BSc/other degree + Grad Dip Ed		32
BA Primary Teacher Ed/Ed Studies		0
BEd/other degree		8
Grad Dip Ed		213
Sub Total		798
(Secondary)		
BEd 4 year		48
BEd Initial		1
BA/BSc/other degree + Grad Dip Ed		35
BEd/other degree		66
Grad Dip Ed		162
Sub Total		312
Tertiary And Adult		
Grad Dip Ed/Grad Cert		80
Sub Total		80
Further Professional Studies		
BEd Studies		33
Grad Dip Educational Studies		0
Grad Cert Educational Studies		5
Grad Cert Mathematics		6
BProf Studies		15
Grad Dip/Cert Applied Language Education		1
MA Social Research Evaluation + PG Dip		8
MEd (Coursework)		12
Sub Total		80
Research		
Med Research/Coursework & Dissertation		24
MPhil/PhD		30
EdD		18
Sub Total		72
TOTAL		1342
Initial Teacher Education (Primary)		2002
Primary (Bachelor of Education) + Initial		700
Primary (Graduate Diploma)		262
Secondary (Bachelor of Education) + Initial		140
Secondary (Diploma of Education)		210
Tertiary and Adult (Diploma of Education)		68
Sub Total		1380
Further Professional Studies		
Education Studies		32
Education Studies (Certificate + Maths)*		71
Bachelor of Professional Studies		5
LOTE (Graduate Diploma)*Disc 2002		0
Social Research & Evaluation* + Postgraduate Diploma		5
Master of Education (Coursework)*		24
*fee paying places		
Sub Total		137
Research		
Master of Education (Research) + Honours		38
Master of Philosophy/Doctor of Philosophy		28
Doctor of Education		19
Sub Total		85
TOTAL		1602

Research in the School of Education

Research at a local, national and international level is a very significant component of the work of the School of Education. This research spans the whole range from policy-oriented to basic research. To give focus to its applied and industry funded research, the School has two Centres - the Centre for Learning, Change and Development (CLCD), and the Institute for Social Programme Evaluation (ISPE).

During 2002, the School has maintained its access to National competitive grants and University grants for basic research.

Australian Research Council Funded Projects

ARC Large Grants

Advancing social science measurement to map group differences in kind onto an invariant scale measuring traditional differences in degree.

\$228,000 (2001-2003)

Professor David Andrich

Learning from school reform: Processes and effects.

\$45,600 (2001-2003)

Associate Professor Helen Wildy

ARC Linkage Grants

Production challenges in the on-line learning environment.

\$107,000 (2002-2004)

Associate Professor Gail Phillips, Professor Simone Volet, Dr Dorit Maor, Mrs Suellen Tapsall, Mr Brogan Bunt

Murdoch University Grants

Global practices and their impact on academic freedom in Hong Kong universities since 1997.

\$19,000

Associate Professor Jan Currie

Opportunities with E-learning: Changing teacher's pedagogies

\$12,000

Dr Dorit Maor

Murdoch Innovative Teaching Development Grants

The University's Teaching & Learning Centre provides competitive funding for research projects developed by staff members, which seek to provide innovative opportunities tertiary education, thereby fostering Murdoch's reputation for high quality teaching and learning.

Enhancing Student Learning in Legal Clinical Education

\$5,000

Dr Irene Styles and Mr Archie Zariski

Other Grants

Science lectureship initiative. Food Science & Biotechnology - From farm to plate.

\$312,000 (2001-2003)

Associate Professor Renato Schibeci

Research Centres

Centre For Learning, Change And Development

Acting Director: Ms Judy Robison



The Centre for Learning, Change and Development (formerly the Centre for Curriculum and Professional Development) was established in 1997 to provide a central focus for the School of Education's research and consultancy work.

During 2002 School of Education staff, with the support of the Centre, have successfully tendered for an ever-increasing number of projects over a diverse range of key areas. These include:

- Leadership and Management Development
- Organisational Development
- Workplace and Action Research
- Social Measurement
- Mentoring and Collaborative Research
- Early Childhood Education and Practice
- Facilitation of Learning for Diverse Cultures
- Programme Evaluation
- Curriculum Research and Development
- Professional Development

The Centre also began to tender for studies involving the introduction of ICT into Schools.

Where it was beneficial to the strength of the research, Centre staff have facilitated the integration of expertise from within the wider University Community. The Centre has a strong commitment to providing quality outcomes and delivering excellent service on time and on budget.

Centre consultants share a style of research and consultancy that values collaboration and partnerships. Many of their projects involve partnerships with different sectors of the community, in which the diverse contributions of all participants are valued, utilised and acknowledged. The Centre draws extensively on collaborative networks within the wider community and beyond to ensure that the most appropriate expertise is utilised for each project.

The Work of the CLCD during 2002

The year saw many staffing changes for the CLCD. With Gary Martin's departure Judy Robison took on the role of Director in an acting capacity. Judy has been involved with the Centre as a researcher and professional development provider for many years. The year also saw the departure of Mr Timothy Morrison from the position of Manager of the Centre and long-time Murdoch employee Jan Christie, take over that role. An additional Project Manager, Ms Suzanne Knuiman, joined the team of three later in the year.

The role of the major Leadership researcher has been taken up by Associate Professor Helen Wildy at the end of 2002 and the Centre looks forward to working with her in the future.

As 2002 drew to a close Dr Judith MacCallum was appointed to the role of Centre Director and Centre staff look forward to working with this experienced researcher and manager in 2003.

CLCD Research and Development Projects commenced in 2002

Project Title	Project Leader	Project Grantor	Total Grant
<i>Design for Design and Implementation of an Assessment Program for Teachers and Education Assistants</i>	<i>Libby Lee</i>	<i>Department of Education, Western Australia</i>	<i>\$49,753.00</i>
<i>Investigating the Job finding Methods of Young People in Australia: An analysis of the Longitudinal Studies of Australian Youth</i>	<i>Robert Strathdee</i>	<i>Department of Education, Science and Training</i>	<i>\$11,800.00</i>
<i>ANSN and IBM National Kids smart Program</i>	<i>Libby Lee</i>	<i>The Australian National Schools Network</i>	<i>\$10,980.00</i>
<i>Professional Development of teachers in the Studies of Asia Modules</i>	<i>Judy Robison Lindy Norris</i>	<i>Department of Education, Western Australia</i>	<i>\$59,433.00</i>
<i>Expert Psychometric Advice and Applied Research in Relation to the Analysis of System Level Assessment Data</i>	<i>David Andrich</i>	<i>Department of Education, Western Australia</i>	<i>\$84,000.00</i>
<i>STAR Peer Tutoring Programme Evaluation</i>	<i>Judy MacCallum</i>	<i>STAR</i>	<i>\$7,000.00</i>
<i>Analysis and Collection of Qualitative Data from ASP Infrastructure Trail</i>	<i>Judy MacCallum</i>	<i>Department of Education, Western Australia</i>	<i>\$21,956.00</i>
<i>Mentoring Graduate Teachers - creating effective partnerships</i>	<i>Gary Martin</i>	<i>Centre for Excellence in Teaching</i>	<i>\$7,700.00</i>
<i>Curriculum Benchmarks Project</i>	<i>David Andrich</i>	<i>Curriculum Corporation</i>	<i>\$24,420.00</i>
<i>PIPS Project</i>	<i>Helen Wildy</i>		<i>\$180,000.00</i>
<i>The Ruler as a Learning Object</i>	<i>Barry Kissane Beth Powell</i>	<i>The Learning Federation</i>	<i>\$50,000.00</i>

CLCD Professional Development Projects commenced in 2002

Project Title	Project Leader	Project Grantor	Total Grant
<i>Canning Stock Route Challenge II - Rewriting Stock Route Challenge materials in line with the Curriculum Framework. Research and develop parent strategies</i>	<i>Ross Williams</i>	<i>Pilbara Public Health Unit</i>	<i>\$30,954.00</i>
<i>CALM Team Building programme - Graduate Recruits</i>	<i>Gary Martin</i>	<i>Department of Conservation and Land Management</i>	<i>\$5,115.00</i>
<i>South Lake Ottey Family Neighbourhood Centre Research Project</i>	<i>David Andrich</i>	<i>South Lake Ottey Family & Neighbourhood Centre</i>	<i>\$3,960.00</i>
<i>CALM Overseers and Supervisors Team Leadership and Management Program</i>	<i>Gary Martin</i>	<i>Department of Conservation and Land Management</i>	<i>\$18,260.00</i>
<i>CALM Leadership and Organisational Development Program 2002</i>	<i>Gary Martin</i>	<i>Department of Conservation and Land Management</i>	<i>\$24,200.00</i>
<i>Department of Treasury and Finance Leadership and Management Development Program</i>	<i>Judy Robison</i>	<i>Department of Treasury and Finance</i>	<i>\$99,000.00</i>

CLCD Research and Development Projects continuing in 2002 from 2001

Project Title	Project Leader	Project Grantor	Total Grant
Addressing the Educational needs of Boys Research Project	Wayne Martino	Department of Education Employment & Training	\$224,356.00
Facilitation of Action Research - Discovering Democracy Program	Judy Robison	Education Department of Western Australia	\$48,928.00
Research and development of a "Connecting with Culture" (Indigenous Education) Program	Gary Martin	Catholic Education Office	\$132,000.00
Research and Development of a Teachers Learning Support Network (QTP Project)	Gary Martin	Education Department of Western Australia	\$181,499.00
Design and Delivery of the "Teaching Asia" Professional Development Program	Judy Robison	Education Department of Western Australia	\$19,976.00
To investigate ways to develop the Ministry of Justice as an employer of choice	Gary Martin Paul Flatau	Ministry of Justice	\$26,675.00
Casio - Web Based	Barry Kissane	CASIO	\$14,500.00
Provision of a Quality Teacher Programme	Gary Martin John Hogan	South Australian Ministry for Education and Children's Services	\$70,700.00
Project to Develop a poster and brochures aimed at promoting awareness of the importance of numeracy to parents	Beth Powell	Education Department of Western Australia	\$165,349.00
Services for the provision of locally-based professional development. Consortia projects for school teachers of history in Western Australia	Judy Robison Lenore Layman	Education Department of Western Australia	\$59,917.00
Evaluation of Indigenous Mentoring Pilots Projects	Judy MacCallum	Department of Education, Science and Training	\$54,945.00
Strategic Numeracy Research and Development Project	Gary Martin John Hogan	Department of Education, Science and Training	\$556,600.00
LOTE Best Practice Distance Ed.	Lindy Norris	Department of Education, Training and Youth Affairs	\$128,846.00
LOTE Methodology Online	Lindy Norris	Department of Education, Training and Youth Affairs	\$110,000.00

CLCD Professional Development Projects continuing in 2002 from 2001

Project Title	Project Leader	Project Grantor	Total Grant
<i>Design and Development of the CALM Leadership and Organisational Development</i>	<i>Gary Martin</i>	<i>Department of Conservation and Land Management</i>	<i>\$97,680.00</i>
<i>Orientation Program for Overseas Teachers 2001 + extension</i>	<i>Terry Church Beth Powell</i>	<i>Education Department of Western Australia</i>	<i>\$62,000.00</i>
<i>RASCH On-line Program</i>	<i>David Andrich</i>	<i>Murdoch University</i>	<i>\$55,000.00</i>
<i>UNIFocus Bridging Program</i>	<i>Jane Pearce</i>	<i>Murdoch University</i>	<i>\$44,000.00</i>

Institute For Social Programme Evaluation

Director: Associate Professor Ralph Straton



Established in 1978, the Institute for Social Programme Evaluation was the first evaluation research centre in Australia. The Institute conducts research and evaluation studies of health, education, welfare, crime prevention, employment and other social programmes, provides training in social research and evaluation methods, and undertakes theoretical and empirical research on the methods and processes of social research and evaluation so as to improve evaluation practice.

The Institute's research, evaluation, training and consultancy services are funded by a variety of Commonwealth, State and Local government and non-government agencies. Recent studies have focused on evaluation models for crime prevention projects, selection for higher education, provision of mental health services, vocational education and training in rural and remote communities, monitoring standards in education, and on continuing medical education, youth work, driver education, and domestic violence prevention and rehabilitation programmes. Since its establishment, the Institute has also provided support for the training of postgraduate students in the methods and procedures of social research and evaluation.

The Work of the ISPE During 2002

The activities of the Institute in 2002 included the completion of the Evaluation Models for Community Crime Prevention Programs project with the finalisation and publication of the major project report and an invited book chapter. Consultations and consultancy work was undertaken with DEST and ATSIC regarding the evaluation of programs for Indigenous people based on the current research of the Director, Associate Professor Ralph Straton, and two presentations on this work were made at meetings of the Australasian Evaluation Society. Consultancy services were also provided to the significant Aboriginal Imaging Project under a substantial grant to the Centre for Social and Community Research from the Healthways Research funds and to the Centre for Social and Community Research regarding a number of other projects. Dr Straton also continued as a member of the Research and Evaluation Committee, City of Gosnells' Safe City Program and of the Social Research Technical Panel, Lotteries Commission of Western Australia Social Research Funding Scheme.

Academic Staff Research Interests

Because of the discipline base of the work of all staff, as well as their professional qualifications in education, students with excellent degree qualifications in either education or in another discipline may be accommodated and supervised for higher degree studies. The research interests of staff are outlined below.

Context Studies

Dr Nado Aveling

Dr Nado Aveling lectures in Education at Murdoch University with responsibilities for teaching undergraduate and graduate courses in social justice studies. Research interests include culture and schooling, anti-racism education, feminist research methodologies, and feminist spirituality. Her more recent research has focused on the use of autobiographical narratives to deconstruct the normativity of 'whiteness' and the social construction of gendered and racialised subjectivities.

Dr James Bell

Dr James Bell is a Lecturer in Education. James's Research interests include sociological and philosophical perspectives in education with particular interest and specialisation in critical theory and popular culture, postmodern critiques of schooling, critical literacies and social change and postcolonial pedagogies. James has recently published in *The Journal of Higher Education* and *The Journal of Christian Education*. James is currently researching and developing initiatives in critical outcomes education in tertiary settings and his and Annette Patterson's (JCU) interactive CD-ROM-Web program, *Changing Outcomes* (2000), is being used for course design in various Australian Universities.

Associate Professor Jan Currie

Associate Professor Jan Currie's research and teaching interests include globalisation and universities, gender and work, and the relationship between education and social change with particular interest in gender, ethnic and class inequalities. Jan has recently published in the *Australian Educational Researcher*, *Discourse*, *Australian Universities Review* and *Women's Studies International Forum*. She has received four ARC grants on Award Restructuring and Disadvantaged Workers, *Changing Nature of Academic Work*, *Gender and Organisational Culture*, and *Globalisation and Universities*. These have centred around higher education policy, economic trends such as globalisation and how these affect decision-making structures in universities.

Dr Lucy Jarzabkowski

Dr Lucy Jarzabkowski is a Lecturer in Education with interest in the fields of educational leadership and administration, the management of educational change and schools as learning communities. Specific research interests centre on managing the human side of educational change, organisational culture, emotional labour in leadership, bounded emotionality in schools, collegial relationships and the collaborative practices of teachers.

Glenda Leslie

Glenda Leslie is the Science Teacher in Residence with the School of Education. She is developing materials for students and teachers in the areas of biotechnology and food sciences through the federally funded Science Lectureship Initiatives. She is also involved in conducting professional development in these areas to promote the introduction and use of these materials in secondary school science programs. Her teaching duties within the school are in science education for primary and secondary students. Glenda is currently undertaking a PhD on the introduction of biotechnology into secondary school science programs in WA.

Christine Ross

Christine Ross is a Lecturer in Education with extensive knowledge and interest in Aboriginal Education. Chris is an experienced early childhood teacher, having taught in urban schools and remote Aboriginal communities. Chris is also employed by the Kulbardi Centre at Murdoch University to lecture and co-ordinate two Units in the Kulbardi Aboriginal Tertiary Entrance Course (KATEC) and also tutors in the Kulbardi Wangkiny Pre-media course. Chris was a former Manager of the NT Department of Education's Aboriginal and Torres Strait Islander Educators Support Unit in Darwin. She is also heavily involved in Aboriginal Media and was the former General Manager of the Central Australian Aboriginal Media Association the largest Indigenous Media organization in Australia and currently co-presents an Aboriginal current affairs Radio program 2 hours a week. Chris also has a strong interest in the Cross-Cultural Awareness Program.

Dr Rob Strathdee

Dr Rob Strathdee lectures in the School of Education at Murdoch University. He teaches in a range of areas including educational policy, youth policy and adult education. His current research interests follow two related streams. The first stream explores the relationships among social class, labour market change and educational policy. Current work in this area includes qualitative research exploring the contribution vocational education and training can make to the creation of social network capital. The second stream of research explores the impact of education policy and methods of governance on tertiary sector educators and the people they work with. Qualitative research in this area includes examining the impact of outsourcing on training in welfare-to-work systems.

Curriculum Studies

Dr Wendy Cumming-Potvin

Dr Wendy Cumming-Potvin research interests include literacy and language learning, multiculturalism, educational policy and practice, and social justice issues. She has conducted qualitative research in Australia and overseas, relating to primary and secondary schooling in metropolitan and outback settings. She has published articles in educational journals and pedagogical material, such as a series of short plays for French Immersion students.

Barry Kissane

Barry Kissane is a Senior Lecturer in Education. His research focuses on aspects of mathematics education, particularly curriculum development, assessment and the role of technology. His interests include the use and significance of personal technologies such as graphics calculators in mathematics, the place of computers in education at all levels, professional development of teachers, outcome-based education, numeracy, mathematical thinking, mathematics education in developing countries and psychometrics. He is a former Vice-President of MERGA. In 1994 Barry was made a Life Member of The Mathematical Association of Western Australia. In 2002 he was elected to the Executive of the Australian Association of Mathematics Teachers and he will be President Elect in 2003.

Dr Wayne Martino

Dr Wayne Martino is a Lecturer in Education. Wayne's research focuses on schooling and masculinity with a particular focus on homophobia, boys and critical literacy. His interests include English teaching and gender reform in schools, with a particular focus on masculinities and sexuality. Wayne is currently involved in conducting further research into the links between masculinities and learning.

Dr Libby Lee

Dr Libby Lee is a Lecturer in Education, Early Childhood and Primary Society and Environment. Libby's teaching and research interests centre on early childhood education. Areas of special interest include the education of gifted and talented children; child initiated curriculum; social justice and gender in education. Her current research focuses on parents and teachers of gifted young children and the use of computers in early childhood settings. Libby is interested in qualitative research and is currently involved in action research projects with classroom teachers. In 2001 she was the recipient of the Western Australian Institute of Education Early Career Award.

Associate Professor Renato Schibeci

Associate Professor Renato Schibeci's research and professional activities include public understanding of science and technology; professional development in primary and secondary science; and, information and communications technology (ICT) in teaching and learning. He teaches graduate and undergraduate units in science education, science communication and ICT in education. He is a Fellow of the Royal Australian Chemical Institute.

Robin Pascoe

Robin Pascoe is Senior Lecturer in the School of Education focusing on arts education. Specifically, he coordinates E202/2041: Drama and the Curriculum [Secondary] and E360/3601: Learning and the Arts. His research interests include Drama and the Arts and Education. His publications include articles on arts literacy, drama and research, drama and learning. Robin has presented workshops and key note addresses, locally, nationally and internationally.

Associate Professor David Tripp

Associate Professor David Tripp's research focuses on qualitative research; participatory action research; action research; curriculum development and evaluation and media studies.

Process Studies

Professor David Andrich

Professor David Andrich's research interests include the integration of qualitative and quantitative methods in social and educational research; educational, psychological and social measurement, test construction and assessment; intellectual development and the philosophy of social science, especially in relation to measurement. David has published articles in psychological, educational, sociological and statistical journals, and is the author of Rasch Models for Measurement, published in Sage's series on Quantitative Applications in the Social Sciences. David has also written State and Federal Government Reports on Tertiary Entrance. He is an elected Fellow of the Australian Academy of Social Science.

Susan Beltman

Susan Beltman is a part-time lecturer in units related to educational psychology and is also a part-time doctoral student. Her current research examines motivation in elite athletes and musicians. A registered Psychologist, Susan has worked for many years as a School Psychologist for government and private schools in Western Australia and Queensland. She also has interests in programs for at-risk young people and has worked on several research projects in this area using qualitative research methods.

Dr Judy MacCallum

Dr Judy MacCallum is a Lecturer in Educational Psychology. Judy's research focuses on social and cognitive interaction and learning in different educational contexts. Judy's specific interests include mentoring, collaborative learning, social and moral development, motivational change and students' perceptions of their learning environments. Her other interests include developing research that utilises both quantitative and qualitative methodologies. Judy was awarded a special commendation by the Australian Association for Research in Education (AARE) in 1998 for her doctoral thesis.

Associate Professor Guanzhong Luo

Associate Professor Guanzhong Luo specialises in psychological and educational measurement and statistics. He holds the MSc degree in statistics and a PhD degree in applied psychological and educational measurement. He has published articles in psychological, educational and statistical journals, and is the author of various computer packages distributed internationally and well recognised. His main research interests include: large scale test construction and analysis; attitude measurement; research instrumentation; survey design and data analysis; Rasch models; unfolding models and multidimensional scaling.

Dr Susan McKenzie

Dr Susan McKenzie is a Lecturer in Education with interests in the fields of special education, inclusive education, early childhood education and family-school collaboration. Susan is an experienced early childhood teacher who has worked extensively with families who have children with special needs/disabilities. Susan's research focuses on inclusive early childhood practice, curriculum adaptation for children with disabilities, students at risk of educational failure, collaborative learning in the classroom, parent consultation, quality of life for families and collaboration between parents, families and education services. Susan also has particular interest and experience in action research and interpretive research approaches.

Dr Dorit Maor

Dr Dorit Maor's research interests are in the area of teaching and learning in higher education. Dorit specifically focuses on the influence of e-learning on the quality of teaching and learning in higher education. The research aim is to provide a challenge to make learning an interactive and collaborative experience that is guided by a social constructivist approach to teaching and learning.

Associate Professor Ralph Straton

Associate Professor Ralph Straton's research focuses upon the evaluation of educational, health, welfare, crime prevention and other social programs, and the utilisation of evaluation information for policy formation and decision making. Ralph's interests include social and educational research methods including research design and analysis, measurement and survey research, individualised, cooperative and small group learning, and educational preferences and choice. Ralph is a former

President of the AARE. He is a Recipient of the 1997 Australasian Evaluation Society award for outstanding services to program evaluation in Australasia. Ralph has been the Director of the Institute for Social Programme Evaluation from 1978 to 1994, and again since 1998.

Dr Irene Styles

Dr Irene Styles is a Senior Lecturer in Educational Psychology. Irene's research interests include postgraduate studies, intellectual development, creative thinking, self-regulation of learning in a variety of settings such as nursing, environmental and legal clinical education, and the assessment of attitudes. Irene uses both quantitative and qualitative methodologies and her research participants have included young children, adolescents and adults. Irene has published articles in national and international journals in psychology, education and measurement, and is registered as a psychologist with the Psychologists' Board of Western Australia and the Australian Psychological Society. In 2002 she received the Murdoch University Vice Chancellor's Excellence in Supervision Award.

Associate Professor Simone Volet

Associate Professor Simone Volet's research focuses on adult learning and education, and the development of effective instructional models for teaching adults in academic and professional learning settings. She has particular interests in the integration of cognitive, social, motivational and contextual aspects of learning; metacognitive processes in learning and problem-solving; and adult cognition, development and education. She has published widely in international educational psychology journals and is an active member of the European Association for Research on Learning and Instruction. In 1997 she received the "Outstanding Publication Award" of the European Association for Research on Learning and Instruction as first author of a journal article published in the European Journal of Psychology and Education.

Professional Development

Terry Church

Terry Church is a Lecturer in Professional Development with an Arts speciality. Terry coordinates and teaches arts units related to primary school arts curriculum including visual art, music and drama. Terry also coordinates and teaches in a unit which investigates the role of the arts in social contexts. Other duties within the School include supervising student teachers in schools and filling the position of Program Chair for the Undergraduate Programs Committee. Terry's areas of particular interest include the use of oral language in arts learning and learning through art. Terry has recently been the arts consultant for a major project which monitored the level of arts learning standards throughout the State Education system of Western Australia at year levels 3, 7 and 10. The data from the testing is currently at the analysis stage.

Cal Durrant

Cal Durrant is a Lecturer in English Curriculum and Professional Development. His research interests include Primary and Secondary English teaching, mass media and education, the new technologies and language and literacy teaching.

Dr David Lake

Dr David Lake is a Lecturer in Professional Development. He lectures in science and the primary curriculum, and in environmental education. He worked previously in primary and secondary schools in South Australia and Queensland. More recently he has been Deputy Principal of the Madang Teachers College in PNG and Lecturer in Study Skills in the Teaching and Learning Centre at Murdoch University. He has extensive experience as an Environmental Education, Critical Thinking, Social Studies and Science curriculum writer. His research interests are in the psychology of science understandings, and in the nature of scientific investigation.

Dr Lindy Norris

Dr Lindy Norris works in the areas of second language research, professional development for language educators, curriculum design and program evaluation and change management. In recent years her research has encompassed many dimensions of languages education in the Australian context including factors impacting on program sustainability, the proficiency potential of second language programs, language learning and children with special needs, and links between literacy development and second language learning. Her work has made a significant contribution to the development of policy and practice in the learning of languages other than English within Australia's educational jurisdictions. In 1996 she received a Special Commendation in the Vice-Chancellor's Excellence in Teaching Awards.

Beth Powell

Beth Powell is a Senior Lecturer in Professional Development and coordinator of the Professional Development Section. Beth was a recipient of the 1994 Vice Chancellor's Excellence in Teaching Award. Beth teaches in the area of primary mathematics education, introduction to teaching and supervises student-teachers in the schools. Beth's professional interests include the role of calculators in the development of young children's number sense, children's talk in mathematics, estimation in measurement, and problem-solving.

Judy Robison

Judy Robison is a Senior Lecturer in Professional Development. Judy lectures in the areas of secondary Society and Environment Curriculum, Introduction to Teaching and also conducts a course in social education at postgraduate level. Judy's research and professional interests include development of partnerships between schools and universities, Asian awareness across the curriculum and citizenship education. Judy is involved in major Federally funded projects in each of these areas.

Ross Williams

Ross Williams has worked as a teacher and administrator in primary and high schools throughout Western Australia and in the Indian Ocean Territories. Ross has just recently completed a 2 year teaching contract in Brunei Darussalam as an 'English as a Second Language' teacher and 3 years as a Teacher Educator at the University of Brunei Darussalam. During 2001, he managed the development of the Teachers' Learning Support Network website as part of the Quality Teacher Program for the Department of Education. He is currently involved in writing curriculum materials for students in the North West of Western Australia aimed at the prevention of Type 2 diabetes. He is the Deputy Program Chair for the Primary Education program. He teaches in the Introduction to Teaching, Professional Issues and in the Health and Physical Education courses. His research interests include Health and Physical Education teaching, the implementation of educational change and curriculum studies.

Emeritus and Adjunct Professorships

Emeritus Professor Brian Hill

Emeritus Professor Brian V. Hill was the Foundation Professor and Dean of the School of Education in 1974. Since retirement from the full-time staff in 2000, he has continued to write in the fields of ethics and values education, and religious education in schools. In 2001, a lecture theatre on campus was named in his honour.

Adjunct Professor Don Smart

Associate Professor Don Smart's research interests include the broad fields of politics of education, education policy and finance, history of education and comparative education. Don's research specialisations include public and private schools policy, higher education policy and the internationalisation of education. Don has published a number of books on the role of the Federal Government in Australian education and comparing Australian and US education policy. Don's research has been published in national and international journals and encyclopaedias spanning the fields of politics, sociology, policy studies and educational and public administration. Don has acted as a consultant to both the Western Australian and Federal Governments and is an active member of the American Association for Research in Education, the American Society for Higher Education, the (US) Politics of Education Association and the Australian Association for Research in Education (former President).

Postgraduate Research Studies

Students are enrolled in research degrees at both the Masters and the Doctoral levels in a range of areas including Educational Policy (policy, administrative, sociological and philosophical studies in education that cover state, national and international arenas; social justice and education; gender and education), Professional Development (professional and school development), Curriculum Studies (curriculum reform and development, particularly in language, social studies, mathematics and science), Educational Psychology (cognitive, personal and social development; adult learning and education), and Educational Assessment and Evaluation (educational and social measurement and program evaluation; quantitative and qualitative research methodologies). At the Doctoral levels, students are assigned a supervisor and an associate supervisor to provide complementary support and to ensure continuity of supervision in the event of supervisors leaving the School or going on study leave or long service leave.

The Doctor of Education (EdD) degree and the Doctor of Philosophy (PhD) degree are often compared. The entry requirements for both degrees are a four-year Education degree with Honours or Master of Education (or the equivalent) from a recognised university, or permission of the program chair. Prospective candidates who do not meet these entry requirements may, in consultation with the Chair of the Education Research Programs, be offered preliminary studies designed to prepare them for admission to the EdD or PhD programs.

The EdD program also requires at least three years' relevant professional experience. One year of the EdD program is dedicated to coursework. Students who have an MEd degree or a part-completed MEd are considered on a case-by-case basis for credit towards the coursework component of the EdD. With a Master of Education (Research) degree, credit for all coursework except the compulsory unit, E701 Paradigms in Social and Educational Research, may be given. The unit supports students in the writing of their theses. The level of scholarship required for the EdD is the same as for the PhD, however, the EdD thesis is likely to be relatively more applied and it is expected normally to be completed in the equivalent of two years full-time study whereas the PhD thesis is expected normally to be completed in the equivalent of three years of full-time study. It is expected that the research for the EdD thesis will arise substantially out of the candidate's professional work and is required to make a distinctive contribution to the profession. The PhD is expected to make a distinctive contribution to knowledge in the field of the research. Clearly, both the EdD and the PhD theses may contribute to both the profession of education and to the field of the research, with the difference being one of emphasis.

Postgraduates are an integral and valued part of the School and a representative is included on the School's Research and Centres Committee. They are provided with many avenues of support and are encouraged to present their research at the School's seminar series and participate in school functions.

MEd (Research) Group

Aspirant Educational Leadership Program (March 2002)

Mandurah Senior College together with Murdoch University's School of Education developed a unique program that represents a first in Australia. In 2002 the program gave six teachers from Mandurah Senior College and one from Challenger TAFE the opportunity to study for a Master of Education (Research) degree over two years in the School of Education at Murdoch University. Murdoch has offered scholarships equivalent to post-graduate course fees to participants while the College will allow the teachers to take one day off a week on full pay for study purposes, as well as providing texts and resource material. The program is aimed at fulfilling the desire for academic excellence and life long learning within the college community and will be extended to include other such partnerships in the future. Students benefit from staff being engaged in research at the cutting edge of educational development and linking that resource back to the College through research projects of significance to the College, and through the leadership roles under taken by these students.

Rockingham Campus



International & Interdisciplinary Studies in the School

Professor Andrich has had a busy national, international and interdisciplinary 18 months, during which he gave lectures, workshops, or short courses in the Departments of Psychology at the Universities of Sydney and Lille in France; in the Department of Marketing at the University of New South Wales; in the Departments of Medicine at the Universities of Leuven in Belgium, Leeds in the United Kingdom, and the Hospital de Bicetre in Paris; and in the Institutes of Education at UNESCO in Paris and the American University of Cairo, culminated in January 2002 in 18 researchers from different disciplines and different countries participating in a School of Education Summer School unit on Rasch measurement. Participants came from Faculties of Medicine, Marketing, Education and Psychology. Overseas participants came from the United Kingdom, Belgium, Austria, Denmark, Russia, Sweden, Singapore, and Japan, and participants from Australia included three from Sydney, one from Melbourne, and two from the Monitoring Standards and Evaluation Section in the Education Department of Western Australia. David Andrich's research, funded since 1985 by large ARC grants, is concerned with constructing and analysing models for measurement in the social sciences. With the development of related software, these models for performance assessments and preference and choice have many applications, which explains the wide range of backgrounds of the participants.

The models with which Professor Andrich is concerned have the same intrinsic properties as measurement in the physical sciences, except that they incorporate an uncertainty element. In principle, this permits, for example, the study of growth and development on the same psychometric scale even if different participants are assessed on different items belonging to a particular class of items. This facility has found many uses, including assessments in cross cultural settings. In an earlier application, David Andrich and Irene Styles demonstrated that children went through an intellectual growth spurt at around the time that they reached adolescence.

The work in social science measurement in the School of Education has been enhanced considerably by the appointment in 2002 of Associate Professor Guanzhuong Luo who, after having completed a Masters degree in statistics in China, began his work with David Andrich as a visiting Scholar from China in 1990. He subsequently won a scholarship and completed an outstanding PhD and postdoctoral period at Murdoch before completing a three year contract at the National Institute of Education in Singapore.

Professor Luo has developed further models for preference and choice and related software and has already published papers in the *Journal of Mathematical Psychology*, the most prestigious journal in the field.



Research Theses in Progress or completed in 2002

Doctor of Philosophy completed in 2002

Cupit, G.

A critical evaluation of biblical perspectives on spiritual development in order to identify some major implications for the public care and education of children.

(B. Hill)

Harlow, C.V.

Reader-response theory and ethical opportunity: an investigation into student readers moral judgements and their interpretation of a given text.

(J. Bell, B. Hill)

Meerwald, A.

Ethnic subjectives: the process of hybridisation in multicultural Australia.

(J. Currie, S. Volet, W. Martino)

Perry, S.

Ethical decision-making by nurses and doctors.

(I. Styles, J. MacCallum)

Vandamme, T.

A psychological study of childhood depression in a rural population.

(R. Straton)

Doctor of Philosophy in progress in 2002

Beltman, S.

Strategies for success: the development of expertise in volition.

(S. Volet, J. MacCallum)

Burgess, M.

School choice programs in the USA with implications for Australian choice policies in disadvantaged communities.

(D. Maor, J. Currie)

Butler, R.

Parent and community involvement in schools: A comparative study-Western Australia and Colorado.

(J. Currie, J. Bell)

Cameron, R.J.

The ecology of 'Third Culture Kids': The experiences of Australasian adults.

(I. Styles, N. Aveling)

Chandra, J.

Critical thinking in 4 and 5 year old children.

(I. Styles, S. Volet)

Choules, K.J.

Ethical education: Transforming attitudes on asylum seekers.

(J. Currie, J. Bell)

Coyle, C.A.

Performance rates and accuracy levels that ensure retention, endurance, stability, application and adduction of phoneme reading.

(I. Styles, D. Leach)

Dobozy Eva

Rights, rules and regulations: How schools prepare students for democratic life.

(J. Bell, J. Currie)

Edmondston, J.

Teaching professional ethics to undergraduate molecular biology students: what ethical values need to be instilled in molecular biologists in the 21st century?

(R. Schibeci, S. Dyson)

Gooding, G.

NTEU 1993-2000: An industry union in a time of industry change. The impact of NTEU on Higher Education Policy.

(D. Smart, J. Currie)

Green, J.

ICT's: Empowering women in rural Thailand.

(D. Maor, J. Currie)

Green, N.

Smart access and opportunity: Education for aborigines in Western Australia.

(D. Smart, J. Currie)

Hatchell, H.

Masculinities and whiteness: the shaping of subjectives through the interweaving of gender, class and ethnicity.

(J. Currie, N. Aveling, W. Martino)

Holland, S.

The impact of hierarchical Thai socio-cultural structure on the application and outcome of western pedagogical methods in business school programs.

(S. Volet, D. Andrich)

Hudson-Mabbs, S.

The influence of program theory-based evaluation on the use of evaluation information: a longitudinal study.

(R. Straton, R. Cummings)

Humphry, S.M.

Maintaining a scale with common unit and origin across multiple assessments.

(D. Andrich, G. Luo)

Knowles, S.

Postgraduate supervision: feedback on writing.

(W. Martino)

Lorrimar, J

Comparative study of gender and organisational culture in post secondary institutions.

(J. Currie, B. Thiele)

Lowe, W.

Designing a learner centered curriculum for adult health education.

(D. Maor, I. Styles)

Marriott, R.

Critical reflection for clinical educators:

Processes and contextual issues.

(D. Andrich, I. Styles)

Millsteed, J.

The development of adaptive learning skills in occupational therapy education.

(S. Volet, R. Straton)

Noteboom, A.

Effective online communities of practice for teachers of vocational education and training.

(D. Maor, I. Styles)

Pasqualini, R.

Searching for safe text: spotting dangerous crossings and transfers on the infobahn.

(N. Aveling, H. Ruthrof)

Payne, L.

Issues of governance for small schools.

(J. Bell, J. Currie)

Pearce, J.

The autobiographies of academics, or the life stories of teachers. How do university academics learn to become teachers?

(J. Currie, S. Volet)

Peters, C.

Gifted women in leadership and management: Rocking the boat and opting out.

(N. Aveling, J. Currie)

Reid, C.

An explanation of the nature and causal influence of personality and attentional style on elite sporting achievement.

(D. Andrich, I. Styles)

Revitt, M.A.

Rural communities and wildlife tourism:

Developing tourism based on Australia's critical weight range mammal fauna.

(S. Volet, R. Strathdee)

Ruddy, A.

Dissertation title to be announced.

(J. Currie, D. Smart)

Trestrail, C.

Full fee paying students at Murdoch University-a policy case study.

(D. Smart)

Doctor of Education completed in 2002

Gonggalang, L.

The development and validation of the attitude scale towards life within community, nation and state, using traditional and modern test theories.

(D. Andrich, I. Styles)

Mordini, A.

Searching for solid ground: A study of the relationship between belief systems, self-concept and the propensity for deliberate self-harm.

(B. Hill)

Muller, P.

Good teachers, bad teachers: Past students review their school experiences to determine what it was about certain teachers that had a lasting influence on their lives.

(N. Aveling)

Rosengren, J.

The emotionally intelligent organisation.

(D. Andrich, S. Volet)

Doctor of Education in progress in 2002

Bell, J.

Cross cultural aspects of text interpretation: International postgraduate student case studies.

(J. MacCallum, S. Volet) - Submitted

Browning, I.

The historical and evolutionary development of student outcome statements in Western Australian state education.

(D. Smart) - Submitted

Joyce, J.

Adolescent perceptions of third world poverty.

(J. Currie, I. Styles)

Kemp, M.

Numeracy across the university: demands and potential.

(D. Andrich, D. Lake)

Mulder, H.

Social justice programs: Using history to discover factors which work.

(N. Aveling)

Nevard, J.

Women in leadership and management: training curriculum. An analysis of the current training practices and future training needs.

(J. Currie)

Price, A.

Changing roles: Becoming a teacher in a remote and culturally diverse community.

(L. Norris)

Pullella, A.

School based action research: Investigating the effectiveness of laptop computers in developing literary skills of year 7 boys.

(W. Martino)

Rammolai, M.

The image of agricultural education in educational institutions in Botswana.

(J. Bell, J. Currie)

Robertson, D.

Understanding teachers' experiences of assessment in the practice of pedagogy.

(S. Willis)

Shaw, G.

Patterns of appointment to headship in a group of elite non-government Australian schools 1832-2000.

(D. Smart)

Suntisukwongchote, P.

Testing models of collaboration with science teachers' collaboration in an electronic environment.

(R. Schibeci)

Van Wyke, J.

Constructing a standards-referenced performance scale in mathematics testing: a comparison of the use of Rasch and Thurstone models.

(D. Andrich)

Master of Arts (Social Research and Evaluation) completed in 2002

Varusay Mohamed, Fauziah S.A.

Responding to diversity: A formative evaluation of the multicultural family support and development program.

(R. Straton)

Master of Education (Honours) completed in 2002

Doddrell, E.

Recognition of prior learning: A policy study.

(D. Smart, G. Martin)

De Reuck, J

Empathy and identity: A role for theatre in the construction of self and its relation to the environment.

(I. Styles, H. Grehan)

MacLeod, C

An inquiry into the re-formation with professional identify: The territory and the map.

(D. Tripp)

Master of Education (Honours) in progress in 2002

Heldsinger, S.

Studies in national benchmarking in reading.

(D. Andrich)

Morris, S. C.

Learning in primary science.

(J. Currie)

Master of Education (Coursework and Dissertation) in progress in 2002

Aubrey, R.

Transition from middle to upper school.

(B. Kissane)

Campbell-Hicks, R.

An evaluation of community-based adult learning.

(I. Styles, D. Andrich)

Chadwick, A.

Dissertation title to be announced.

(B. Powell)

Clark, L.

Inequality in education.

(J. Currie)

Collins, A.S.

Empowering aboriginal students in the critical literacy classroom.

(W. Martino, N. Aveling)

Cresdee, M.A.

Investigation of teachers' strategies in dealing with mandated changes in the curriculum.

(L. Jarzabkowski)

Davies, S.

Preparing high school students for a genetic future, leading to informed decisions.

(D. Lake, R. Schibeci)

Djukic, C.

Vocational education and training, structured workplace learning.

(B. Kissane)

Fenn, S.

Level 3 classroom teacher position: Classroom teachers' engagement in the application process and the implications.

(R. Strathdee, L. Jarzabkowski)

Glasheen, R.

Dissertation title to be announced.

(N. Aveling, R. Strathdee)

Gobby, B.

Students interrogating gender regimes: Implications for policy & practices.

(W. Martino)

Griffiths-Heath, D.

Public relations creating a positive PR profile for the college.

(J. Pearce)

Harris, B.

Dissertation title to be announced.

(W. Martino)

Hartley, V.

A study and comparison of language students with and without on-line support.

(D. Maor)

Jose, A.

Developing volitional strategies in middle school.

(J. MacCallum)

Lawson, C.M.

Dissertation title to be announced.

(J. Pearce)

Lord, J.

Dissertation title to be announced.

(L. Jarzabkowski)

McWhirter, B.J.

An evaluation of a community-based aged wellness programme.

(J. MacCallum)

Millar-Figgins, R.

Dissertation title to be announced.

(J. Bell)

Moore, E.A.

Crossing bridges: misconceptions, assumptions and constructions of adult learners at university.

(J. Pearce)

Murthy, S.T.

Competency based training within the delivery of the legal services training packages in a vocational education and training environment.

(R. Strathdee)

Parker, D.

Information communication technology, business and vocational education.

(R. Straton)

Ralph, M.

Model library characteristics to support on-line learning.

(D. Maor)

Reynolds, N.

Influences on the development of policy on the use of graphics calculators in secondary schools in Australia.

(J. Currie, B. Kissane)

Seckinger, I.

Welfare dependency: the effectiveness of the "Australians Working Together".

(R. Strathdee)

Shanks, P.

Access and equity issues for rural and remote students.

(D. Smart, M. Champion)

Shuttleworth, D.

Career vocational enterprise education.

(J. Pearce)

Snadden, M.

Dissertation title to be announced.

(R. Straton, R. Strathdee)

Swan, A.W.

The attitudes of underachieving gifted and talented adolescent boys towards school.

(L. Lee, I. Styles)

Thompson, G.F.

Swings & roundabouts: discourses of correctedness in secondary schools.

(J. Bell)

Watson, P.

Dissertation title to be announced.

(N. Aveling)

Yearwood, M.

Dissertation title to be announced.

(L. Jarzabkowski)

Publications and Related Activities

Books And Monographs

Currie, J. Thiele, B. and Harris, P. (2002) *Gendered Universities in Globalized Economies: Power, Careers and Sacrifices*. Lanham, Maryland: Lexington Books.

English, B. Straton, R.G. and Cummings, R. (2002) *Principles for evaluating community crime prevention projects*. Canberra: Commonwealth Attorney General's Department.

Harradine, A. Kissane, B. & O'Brien, G. (Eds). (2002) *Enhancing Learning with a Graphics Calculator*, Chatswood, NSW: Shriro.

MacCallum, J. & Beltman, S. (2002) Role models for young people: *What makes an effective role model program?* Report to the National Youth Affairs Research Scheme. Hobart: ACYS.

Book Chapters

Andrich, D. & Luo, G. (In press). Measuring attitudes: using a Likert response format with a Thurstone scale. In Keeves, J. (Ed.), *The handbook on educational research in the Asia-Pacific region*. Asia-Pacific Educational Research Association. Kluwer Academic Publishers.

Berrill, D. & Martino, W. (2002) Pedophiles and Deviants: Exploring issues of sexuality, masculinity and normalization in male teacher candidates' lives. In R. Kissen (Ed.) *Waiting for Benjamin: Sexuality, Curriculum and Schooling*. Colorado: Rowan & Littlefield.

Currie, J. and Mok, J. K. (2002) Reflections on the impact of globalization on educational restructuring in Hong Kong. In J. K. Mok and D. K. Chan (Eds.) *Globalization and Education: The Quest for Quality Education in Hong Kong*. Hong Kong University Press, 259-277.

English, B. Cummings, R. and Straton, R.G. (2002) Choosing an evaluation model for community crime prevention programs. In N. Tilley (Ed.) *Evaluation for Crime Prevention*, (Crime Prevention Studies, vol. 14) Monsey, N.Y. Criminal Justice Press.

Hill, B. (2002) Proceedings of the Thirtieth Conference of the Philosophy of Education Society of Australasia. *Was the Piggy Who Went to Market Satisfied?* Educational Aims in a Consumer Society Adrift in Haynes, Bruce (Ed.), Perth: Edith Cowan University, 2002, 3-13.

Luo, G. (In press). Models for unfolding responses. In Kempf-Leonard, K. (ed.) *Encyclopaedia of Social Measurement*. Academic Press.

Seow, A. Chew, L. & Luo, G. (2002). Testing standards English via the computer. In Low, E.L. & ching, T. S., (Eds.) *The teaching and use of standard English*. Singapore: Singapore Association for Applied Linguistics.

Book Reviews

Currie, J. (2002) Luke, Carmen, *Globalization and Women in Academia: North/West-South/East*, *Australian Journal of Political Science*, 37(3), 585-586.

Journal Articles

Andrich, D. (2002) A framework relating Outcomes Based Education and the Taxonomy of Educational Objectives. *Journal of Studies in Educational Evaluation*, 28, 35-59.

Andrich, D. (2002) Implications and applications of modern test theory in the context of outcomes based education. *Journal of Studies in Educational Evaluation*, 28, 103 - 121.

Andrich, D. (2002) Understanding resistance to the data-model relationship in Rasch's paradigm: A reflection for the next generation. *Journal of Applied Measurement*, 3, 325 - 357.

Aveling, N. (2002) 'Having it All' and the Discourse of Equal Opportunity: reflections on choices and changing perceptions, *Gender and Education*, 14, 3, 265-280.

Aveling, N. (2002) Student Teachers' Resistance to Exploring Racism: reflections on 'doing' border pedagogy, *Asia-Pacific Journal of Teacher Education*, 30, 2, 119-130.

Hill, B. (2002) In Defence of Religious Schools and Colleges, by Elmer John Thiessen. *Journal of Christian Education*, 45, 1, 51-53.

Hill, B. (2002) Teachers and the Teaching Authorities, by W.A. Visser't Hooft. *Journal of Christian Education*, 45, 1, 53-55.

Jarzabkowski, L. (2002) The social dimensions of teacher collegiality. *Journal of Educational Enquiry*, 3, 2, 1-20.

Kissane, B. (2002) Technology and the curriculum: The case of the graphics calculator. *New Zealand Mathematics Magazine*, 39, 1, 64-84.

Kissane, B. (2002) Using technology in the best possible ways. *Reflections*, 27, 1, 2-11.

Lake, D. (2002) Alternative therapies: an alternative to what? *Scios*, 38, 7-10.

Lake, D. (2002) Critical Social Numeracy. *Social Sciences*, 93, 4-10.

Lake, D. (2002) Eco-fun. *Scios*, 38, 28-29.

Lake, D. (2002) Enriching Early Scientific Learning. *ASTJ*, 48, 47-48.

Lake, D. (2002) Graphs as statements of belief. *Investigating*, 19, 6-10.

Luo, G. (2002). The Hyperbolic Cosine unfolding quasi-Rasch model. *Transactions of the Rasch Measurement*, 16-1, 870: Summer 2002.

Martino, W. & Mayenn, B. (2002) 'War, guns and cool, tough things': Interrogating single-sex classes as a strategy for engaging boys in English. *Cambridge Journal of Education*.

Martino, W. & Pallotta-Chiarolli, M. (2002) Boys and girls talking about what matters: Student voice as text in the English classroom. *English in Australia*, 135, 54-68

Conference Publications

Kissane, B. (2002) Equations and graphics calculators. In D. Edge & Y. B. Har (Eds) *Mathematics Education for a Knowledge-Based Era*, Proceedings of Second East Asia Regional Conference on Mathematics Education and Ninth Southeast Asian Conference on Mathematics Education (pp 401-408), Singapore: Association of Mathematics Educators.

Kissane, B. (2002) Three roles for technology: Towards a humanistic renaissance in mathematics education. In A. Rogerson (Ed) *The Humanistic Renaissance in Mathematics Education: Proceedings of the International Conference* (pp 191-199), Palermo, Sicily: The Mathematics Education into the 21st Century Project.

Conference Presentations

Andrich, D. (2002) *The role of the measuring device in probabilistic fundamental measurement*. Journée thématique de Philosophie des Sciences Sociales: Épistémologie de la mesure, Université De Paris I Centre National De La Pantheon-Sorbonne Recherche Scientifique, Institut d'Histoire et Philosophie des Sciences et des Techniques.

Aveling, N. (2002) *Being the Descendant of colonialists: reflections on 'being white'*. Paper presented at the Fourth International Crossroads in Cultural Studies Conference, Tampere, Finland. June 29 - July 2.

- Beltman, S. (2002) *Motivation in context: Features of settings that contribute to the motivation of athletes and musicians*. Paper presented at the XXV International Congress of Applied Psychology, Singapore, July.
- Beltman, S. (2002) *"Practice makes perfect": Examining the motivation of athletes and musicians to engage in solo practice and training*. Paper presented at the 17th Annual Forum of the Western Australian Institute for Educational Research, Perth, 2002.
- Bosco, A. Ward, C. & Styles, I. (2002). Nurses and caring: Directions for the beginning practitioner". *Caring, Careers and Constraints: Providing Quality Care for all in Today's Society*. University of Notre Dame October. (Paper accepted for presentation).
- Bosco, A. Ward, C. & Styles, I. (2002). Nursing as a profession: Directions for the future. Paper presented at the 10th National Nurse Education conference. Townsville, North Queensland. July.
- Currie, J. (2002) *Anglo-Saxon versus European Universities: Different Responses to Globalizing Practices, International Conference on "Globalization: What Issues are at Stake for Universities?"* 150th Anniversary Celebrations for the Université Laval, Quebec City, Canada, September.
- Currie, J. (2002) *Gendered Universities*. Colloquium at University of Cincinnati, Women's Studies and Teachers' College, November.
- Currie, J. (2002) *The Global Political Economy of Higher Education, Hawai'i*. Conference on Globalization and Higher Education, University of Hawai'i.
- Currie, J. (2002) *"Globalization and Universities: Comparing Responses in European and Anglo-American Countries"*, Seminar for WAIER, Murdoch University, May.
- Currie, J. (2002) *"University Responses to Changing Governance: European and United States Case Studies"* Paper presented at the International Forum, Association for the Study of Higher Education Conference, Sacramento, California, November.
- Currie, J. Harris, T. and Thiele, B. (2002) *"Alternative Visions to Corporatized Universities"*, Paper presented at RC32, International Sociological Association, XV World Congress, Brisbane, July 7-13.
- Currie, J. and Lacotte, C. (2002) *"Globalizing Practices and University Responses: Overview of Findings from Book"*, Seminar Presentation at Boston College, 26 September.
- Currie, J. and Thiele, B. (2002) *"Normalization of Male Working Styles in Australian Universities"* Paper presented at ISA Pre-Conference RC32 Women's Day, Duchesne College, University of Queensland, 6 July.
- Kissane, B. (2002) Workshop: *Calculators in the primary school*. Workshop: *Mathematics, the Internet and the primary school*. Mathematical Association of Western Australia Annual Primary Conference, Fremantle, May.
- Kissane, B. (2002) Paper: *Equations and graphics calculators. Workshop: Learning secondary mathematics with a graphics calculator* EARCOME2/SEACME9, May.
- Kissane, B. (2002) Paper: *The experiential role of personal technology. Workshop: Learning mathematics with a graphics calculator*. Second International Conference on Teaching Mathematics, Crete, July.
- Kissane, B. (2002) Workshop: *Exploring the histogram*. Workshop: *Using a graphics calculator in Stage 5*. Workshop: *Duelling calculators* (with Anthony Harradine) Mathematical Association of New South Wales Annual Conference, Manly NSW, September.

- Kissane, B. (2002) Workshop: *Exploring sampling with graphics calculators*. Workshop: *Dynamic geometry on the web*. Workshop: *First steps with a graphics calculator*. Workshop: *Using an algebraic calculator in secondary school*. Mathematical Association of Western Australia Secondary Convention, Fremantle, December.
- Kissane, B. (2002) Workshop: *Exploring sampling with graphics calculators*. Workshop: *Dynamic geometry on the web*. Workshop: *Using simulation to explore data analysis*. Mathematical Association of Western Australia Annual Conference, Bunbury, August.
- Kissane, B. (2002) Workshop: *Getting started with a graphics calculator*. Workshop: *Functions, equations and graphs: Algebra and the graphics calculator*. Asian Technology Conference on Mathematics, Melaka, Malaysia, December.
- Kissane, B. (2002) *Invited plenary address: Mathematics in your world*, Mathematical Association of Western Australia. Annual Primary Conference, Fremantle. May.
- Kissane, B. (2002). *Invited Plenary address: Taking technology seriously* Asian Technology Conference on Mathematics, Melaka, Malaysia, December.
- Kissane, B. (2000) Paper: *Three roles for technology: Towards a humanistic renaissance in mathematics education*. Workshop: *Introductory calculus and the graphics calculator*. Workshop: *Equations and the graphics calculator*. International Conference of The Mathematics Education into the 21st Century Project, Palermo, Sicily, September.
- Kissane, B. (2002) Paper: *Using technology for learning mathematics*. Workshop: *Using a graphics calculator* New Delhi, Chennai & Mumbai India: January.
- Lake, D. (2002) *Being pure and simple*. WA Science Educators Network 25th Annual Conference, Canning College, Perth, November.
- Leslie, G. & Schibeci, R. (July 2002) *Factors Affecting the Teaching of Biotechnology in Lower Secondary School Science*. ASERA Conference, Townsville.
- Leslie, G. (2002). *Biotechnology for Senior Science*. How to introduce biotechnology into the science program for post-compulsory students, also *Food Science for Senior Science*. Introducing students to the wide range of ideas in the food science area. Future Science Conference, Perth November.
- Leslie, G. (2002). *Biotechnology: future science now*. Why biotechnology should be incorporated into the secondary science curriculum. WASTAA Conference, Perth.
- Leslie, G. (2002). *What level is that??!* Judging student achievement against the Student Outcome Statements, also *Fluorescent Monkeys: Is there a vaccine in your soup?* Biotechnology concepts and lab activities for the secondary science classroom. ConsSTAWA. Perth, May.
- Leslie, G. (2002). *Why should I include biotechnology in my science program?* Factors affecting the teaching of biotechnology in lower secondary schools. WASEA Conference, Perth.
- MacCallum, J. (2002) *Exploring motivation in context: An analysis using two perspectives*. Paper presented as part of the Motivation and Learning Symposium at the Annual Conference of the Australian Association for Research in Education, Brisbane, December.
- Schibeci, R. Dawson, V & Edmonston, J. (2002) *What are student attitudes to biotechnology?* Paper presented to the annual meeting of the Australasian Science Education Research Association, Townsville, July.
- Schibeci, R. & Leslie, G. (2002) *Factors affecting the teaching of biotechnology in lower secondary school*. Paper presented to the annual meeting of the Australasian Science Education Research Association, Townsville, July.

Straton, R. (2002) *Evaluation of programmes for indigenous people in New Zealand and Canada: Models and methods*. Paper presented at the International Conference of the Australasian Evaluation Society, Wollongong.

Styles, I. (2002). Investigation of relationships between intelligence and divergent thinking using Rasch measurement theory. Paper presented at the International Conference on Thinking, Harrogate UK, 14-19 June.

Ward, C. Bosco, A. & Styles, I. (2002) The caring role of the nurse: Implications for the future. Caring, Careers and Constraints: Providing Quality Care for all in Today's Society. University of Notre Dame, October. (Paper accepted for presentation).

Williams, R. (2002) *Electronic Publication - Links Across the Curriculum*. Within mathematics priority Area, on site : <http://gtp.eddept.wa.edu.au>.

Williams, R. (2002) Three soccer balls, two netballs and no health education. Can healthy outcomes be achieved? A case study of one teacher's efforts to promote healthy lifestyles in a E Asian high school. Paper presented at 23rd *Biennial National/International Conference* 'Interactive Health and Physical Activity; University of Tasmania, Launceston Campus, July 5-7, 2002.

Zariski, A. Kenny, M-A. & Styles, I. (2002). Looking at you looking at me looking at you. Paper presented at the Teaching and Learning Forum, Perth, February.

Reports/Commissioned Reports

Luo, G. (2002). Technical Report: Analysis of System Level Assessment data (EDTC016/2002). Commissioned by the Department of Education and Training, Western Australia.

Seminars, Professional Development, Workshop and Course Presentations

Beltman, S. (2002) *Mentoring in schools*. Workshop presented for volunteer mentors at Kent St Senior High School, July 2002. (Invited presenter).

Hill, B. (2002) Conducted seminars in Melbourne for the Victorian Council for Christian Education in Schools, June.

MacCallum, J. (2002) *Evaluating mentoring programs*. Invited workshop presentation to Commonwealth Department of Education, Science and Training (DEST) State Managers, Indigenous Education Officers, and Service Providers, Sydney, May.

Straton, R. (2002) *Evaluation of programmes for indigenous people: The choice of models and methods*. Invited address presented to the Western Australian Branch of the Australasian Evaluation Society, Perth.

Editorial Boards

Applied Psychological Measurement

David Andrich, (Member)

Australian Journal of Educational and Developmental Psychology

Simone Volet, (Review Editor)

Australian Mathematics Teacher

(Australian Association of Mathematics Teachers, Adelaide, SA.)

Barry Kissane, (Executive Editor)

Australian Primary Mathematics Classroom

(Australian Association of Mathematics Teachers)

Beth Powell, (Member)

Australian Senior Mathematics Journal

(Australian Association of Mathematics Teachers, Adelaide, SA.)

Barry Kissane, (Editorial Panel Member)

English in Australia
Cal Durrant, (Member)

European Journal Research Dialogue
Simone Volet, (Member of Editorial Board)

Evaluation Journal of Australasia
Ralph Straton, (Member, Editorial Advisory Board)

International Journal on School Disaffection, co-published by Trentham Books (UK) and National Dropout Prevention Centre (US).
Judy MacCallum, (Board Member).

Journal of Applied Measurement
David Andrich, (Member)

Learning and Instruction (Journal of the European Association for Research on Learning and Instruction)
Simone Volet, (Associate Editor)

Psychometrika
David Andrich, (Member)

Scios (WA Science Teachers' Association Journal)
Renato Schibeci, (Assessor for application to National Science Foundation [USA])

External Committee Representation

Australian Association of Environmental Education WA.
David Lake, (Member)

Australian Council for Educational Leaders (WA).
Lucy Jarzabkowski, (Treasurer)

Australian Council of Educational Research (ACER).
Judy MacCallum, (Elected Member)

AARE SIG, Motivation and Learning.
Judy MacCallum, (Co-convenor)

Affiliation of Professional Education Associations Committee.
David Lake, (Member)

Conference Management Committee for the organising of the national AATE/ALEA Conference *E-volving Literacies* to be held in Perth, September, 2002.
Cal Durrant, (Member)

Curriculum Council Course of Study Reference Committee.
Lindy Norris, (Member)

Curriculum Council Progress Map Review Committee.
Lindy Norris, (Member)

Curriculum Council of Western Australia, Mathematics Curriculum Framework Implementation Committee.
Barry Kissane, (Invited member)

European Association for Research on Learning and Instruction.
Simone Volet, (Co-coordinator of the Special Interest Group "Motivation and Emotion")

Executive Board of the Division 'Educational and School Psychology' of the International Association of Applied Psychology.
Simone Volet, (President - Elect)

Executive Council of AATE (Australian Association for the Teaching of English).
Cal Durrant, (Member)

"Getting it Right": Literacy and numeracy strategy reference group for the Department of Education.
Nado Aveling, (Member)

International Program Committee, Asian Technology Conference on Mathematics, Melaka, Malaysia.
Barry Kissane, (Appointed member)

International Program Committee, ICMI Study on The Future of Algebra.
Barry Kissane, (Appointed member)

Implementation Group for the Education Department's new senior high school, Canning Vale College.
Renato Schibeci, (Member)

Indonesian Syllabus Committee - Curriculum Council of Western Australia.

Lindy Norris, (Member)

Institutes of Educational Research Standing Committee.

Judy MacCallum, (WA Representative)

Mentoring Australia, The National Mentoring Association of Australia.

Judy MacCallum, (Convenor)

Premier's Science Council.

Renato Schibeci, (Working Party Member)

Research and Evaluation Committee, City of Gosnells' 'Safe City' Programme.

Ralph Straton, (Member)

Science Teachers Association of WA Professional Development Committee.

David Lake, (Member)

Science Teachers Association of WA Primary Science Committee.

David Lake, (Member)

Steering Committee: "Visions of Toodyay" a Community Arts Investment Program, funded under the auspices of PANArts, 2001.

Nado Aveling, (Member)

Technical Advisory Panel, Social Research Funding Scheme, Lotteries Commission of Western Australia.

Ralph Straton, (Member)

The Board of the Resource Unit for Children with Special Needs (RUCSN).

Susan McKenzie, (Member)

The WA Chapter of the National SPIRT funded program *Standards for Teachers of English Language and Literacy* (STELLA) under the direction of Professor Bill Loudon (ECU), Associate Professor Margaret Gill (Monash) and Associate Professor Bill Corcoran (QUT).

Cal Durrant, (Member of the Steering Committee)

Western Australian Institute of Educational Administration.

Lucy Jarzabkowski, (Treasurer)

Western Australian Institute for Educational Research (WAIER).

Susan Beltman, (Executive Committee Member; Research seminar coordinator)

Western Australian Institute of Educational Research (WAIER).

Judy MacCallum, (Vice President)

Women and Society Research Section of the International Sociological Association.

Jan Currie, (Elected member)

World of Energy Education Committee.

David Lake, (Member)

Scholar in Residence

Professor Brian Hill was Scholar in Residence in the Cardinal Clancy Centre for Research in the Spiritual, Moral, Religious and Pastoral Dimensions of Education at the Australian Catholic University in Sydney (July to September 2002).

For further information about the School of Education please contact:

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and Academic Programs Office**

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