

# 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.

### **Associate 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 encyclopedias 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).

### **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.

#### **Mr Barry Kissane**

Mr Barry Kissane is a Senior Lecturer in Education. 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. Former Vice-President of MERGA. In 1994 was made a Life Member of The Mathematical Association of Western Australia.

**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.

**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. Wayne's 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.

**Associate Professor Renato Schibeci**

Associate Professor Renato Schibeci's research is in public understanding of science and technology and the use of electronic technologies in teaching and learning. Renato is interested in adult scientific and technological literacy. Renato teaches graduate and undergraduate units in science education and educational computing. Renato is a Fellow of the Royal Australian Chemical Institute.

**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. Elected Fellow of the Australian Academy of Social Science.

**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. Judy's 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.

**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 programmes, 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. Ralph is a Recipient of the 1997 Australasian Evaluation Society award for outstanding services to programme 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.

**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 articles 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**

**Mr Terry Church**

Mr 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 Programme Chair for the Undergraduate Programmes 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.

**Mr Cal Durrant**

Mr 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. Research interests are in the psychology of science understandings, and in the nature of scientific investigation.

**Gary Martin**

Gary Martin is a Senior Lecturer in Professional Development and until November 2001, Director of the Centre for Learning, Change and Development. Gary has particular expertise in adult learning and development strategies such as mentoring, action learning, workplace learning and collaborative research, and in the development of competencies and standards. Gary has been involved in the development and delivery of action-learning professional development programmes for a range of organisations including the Department of Education in Western Australia, the Western Australian Department of Training and the Department of Conservation and Land Management. Gary has prepared competency frameworks for the Department of Premier and Cabinet, the Department of Education in Western Australia and Business Services Training Australia. These frameworks have encompassed a range of specialist areas including human resource management, management, leadership, teaching and sales. Gary's most recent consultancy work includes an evaluation of an action learned based professional development program for the Department of Training, and the development of a recognition of prior learning process for employees of the Department of Education.

**Dr Lindy Norris**

Dr Lindy Norris is a Lecturer in Professional Development and Coordinator of the Applied Language Education programmes. Research interests are in the areas of second language acquisition and second language teaching, particularly the area of teacher knowledge for teachers of languages other than English. She coordinates professional development programmes in language and Asian Studies and is also a consultant for a number of national projects associated with language teaching and curriculum development. In 1996 she received a Special Commendation in the Vice-Chancellor's Excellence in teaching Awards.

**Ms Beth Powell**

Ms 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.

**Ms Judy Robison**

Ms 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.

## POSTGRADUATE RESEARCH STUDIES

Students are enrolled in research degrees at both the Masters and the Doctoral levels in a range of areas specialising in 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 programme 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 case supervisors leave the School or go on study leave or long service leave. At the Master levels, students often have joint supervisors, or a supervisor and an associate supervisor.

The Doctor of Education (EdD) degree and the Doctor of Philosophy (PhD) degree are often compared. The entry requirements for both degrees is a four-year Education degree with honours or Master of Education or Master of Arts (Social Research and Evaluation) or the equivalent, from a recognised university. Candidates who do not meet the entry requirements, but are eligible for entry to the BEd (Honours) programme or the MEd, may be offered preliminary studies designed to prepare them for admission to the EdD or PhD programmes.

The EdD programme also requires at least three years relevant professional experience. One year of the EdD programme 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 by Research degree, credit for all but 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 of 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 the knowledge in the field of the research. Clearly, both the EdD and the PhD theses can contribute to both the profession of education and to the field of the research, with the difference being one of emphasis.

## RESEARCH THESES IN PROGRESS/COMPLETED IN 2001

### ***Doctor of Philosophy***

Beltman, S.

Strategies for success: the development of expertise in volition.

*(S. Volet, J. MacCallum)*

Brown, P.

Peer networks and peer support in middle childhood.

*(D. Andrich, I. Styles)*

Burgess, M.

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

*(D Maor, J. Currie)*

Burt, L.

The development of critical thinking and ethical decision making in nursing students.

*(J. MacCallum, N. Aveling)*

Butler, R.

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

*(J. Currie, J. Bell)*

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) – Thesis under examination*

Dobozy Eva

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

*(J. Bell, J Currie)*

Drewry, R.

Flagship species and environmental education: The importance of socio-cultural factors in education.

*(I. Styles, C. Warren)*

Edmondston, J.

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

*(R. Schibeci, S. Dyson)*

- Gliddon, J.  
The relationship between emotional intelligence and outcomes in independent doctoral study.  
(*I. Styles, D. Andrich*)
- 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, N.  
Smart Access and opportunity: Education for aborigines in Western Australia.  
(*D. Smart, J. Currie*)
- Harlow, C.  
Reader-response theory and ethical opportunity: an investigation into student readers moral judgements and their interpretation of a given text.  
(*J. Bell*) – *Conferred 22/5/02*
- Hatchell, H.  
Masculinities and whiteness: the shaping of subjectives through the interweaving of gender, class and ethnicity.  
(*J. Currie, N. Aveling, W. Martino*)
- Hatwell, D.  
An examination of factors that tend to make environmentally-sensitive behaviour inconsistent with attitude.  
(*D. Andrich, I. Styles*) – *Conferred 7/11/01*
- Hudson-Mabbs, S.  
The influence of program theory-based evaluation on the use of evaluation information: a longitudinal study.  
(*R. Straton, R. Cummings*)
- Jones, B.  
The construction and regulation of nursing practice in Australia and Malaysia.  
(*J. Currie, T. Harris*) – *Conferred 7/11/01*
- Knowles, S.  
Postgraduate supervision: feedback on writing.  
(*W. Martino*)
- Lowe, W.  
Designing a Learner Centered Curriculum for Adult Health Education.  
(*D. Maor, I. Styles*)
- Meerwald, A.  
Ethnic subjectives: the process of hybridisation in multicultural Australia.  
(*J. Currie, S. Volet, W. Martino*)

- Millsteed, J.  
The development of adaptive learning skills in Occupational Therapy education.  
(*S. Volet, R. Straton*)
- 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*)
- Perry, S.  
Ethical decision-making by nurses and doctors.  
(*I. Styles, J. MacCallum*)
- 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*)
- Tomazos, D.  
The actions, reactions and viewpoints of primary students in response to changes in classroom teachers approaches to teaching mathematics.  
(*S. Willis*)
- Trestrail, C.  
Full fee paying students at Murdoch University—a policy case study.  
(*D. Smart*)
- Ward, C.  
Migration, metamorphosis and the residual link: Resources of British women to re-invent themselves.  
(*I. Styles*) *Conferred 31/1/01*

### ***Doctor of Education***

Bell, J.

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

*(J. MacCallum, S. Volet)*

Browning, I.

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

*(D. Smart)*

Frodsham, C.

A study of the educational implications of the shift in Carl Rogers' later thoughts on the "Climate of Learning".

*(B. Hill)*

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) – Submitted 2001*

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)*

Lai, L.

Perceptions of school administrators and teachers on the implementation of performance management in Hong Kong.

*(N. Aveling, L. Vidovich)*

London, A.

To be announced.

*(D. Tripp)*

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)*

Mulder, H.

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

*(N. Aveling)*

- 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*) – Submitted 2001
- Nevard, J.  
Women in leadership and management: training curriculum. An analysis of the current training practices and future training needs.  
(*J. Currie*)
- Peck, R.  
Cultural differences in assessment in senior secondary schools in Western Australia.  
(*D. Andrich, J. Currie*) – Conferred 2001
- Pettit, B.  
To be announced.  
(*S. Mckenzie, D. Andrich*)
- 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*)
- Rosengren, J.  
The emotionally intelligent organisation.  
(*D. Andrich, S. Volet*) – Conferred 31/1/02
- 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*)

Titmanis, P.

Equating high stakes tests across states.  
(*D. Andrich*)

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 Education (Honours)***

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*) – *Conferred 22/2/02*

Doddrell, E.

Recognition of prior learning: A policy study.  
(*D. Smart, G. Martin*)

Heldsinger, S.

Studies in national benchmarking in reading  
(*D. Andrich*)

Jacob, L.

The development of multiplicative thinking in children.  
(*S. Willis*) – *Conferred 2001*

Lai, Y.

Effectiveness of using discovery and cooperative learning in the business studies Summer School for High School students.  
(*A. Jasman, J. MacCallum*)

Morris, S. C.

Learning in primary science.  
(*J Currie*)

Robison, J.

Staying engaged in teaching: Change and control.  
(*S. Willis*) *Conferred 2001*

Treacy, K.

The development of children's understanding of quantity and number as a representation of quantity.  
(*S. Willis*) – *Conferred 2001*

*Master of Arts (Social Research and Evaluation)*

Morrell, R.

Evaluation of the National Christian Youth Convention of the Uniting Church in Australia.

*(R. Straton)*