

## SCHOOL OF EDUCATION Annual Report 2001

The School of Education has performed extremely well in 2001, with a significant growth in the number of first preferences for both Primary and Secondary Initial Teacher Education programmes, and a remarkable performance in the areas of research, professional development and consultancy activities.

Evidence of the School's achievements was provided in the report of the External Review of the School, which recognises that

the School of Education is well known nationally, internationally and locally for the quality of its teaching programmes and its research.

It also notes

the enthusiasm of the staff and the obvious competence and positive attitudes of students.

The School is very proud to be recognised as a centre of excellence in teaching, research and professional services. It considers these three components as integrated. The quality of our teaching is enhanced by our well established research profile that provides a conceptual basis for the preparation of teachers as professionals. Reciprocally, our research greatly benefits from being located in an institution with a large and healthy undergraduate base. Our professional services have benefited from this strong teaching-research nexus.

The School is now well underway to becoming the leading provider of professional development opportunities, educational research, development and consultancy services in Western Australia. As documented in this Annual Report, the *Centre for Learning, Change and Development* has provided a critical structure to support the School's research and professional development activities. The Centre has also contributed in a significant way to enhancing the School of Education's visibility in the local educational sector and the community at large.

The School of Education can look forward to another successful year in 2002.

Simone Volet  
Associate Professor and Dean of Education  
August 2002





# TABLE OF CONTENTS

	<b>Page</b>
School of Education .....	5
School Organisation and Staff .....	5
New Appointments/ Announcements .....	7
Chairs of Programmes and Committees .....	9
Teaching in the School .....	10
Primary and Secondary Initial Teacher Education .....	10
Graduate Professional Studies .....	11
Programme Enrolments .....	12
Research in the School .....	13
Research Projects .....	13
Centre for Learning, Change and Development .....	15
Institute for Social Programme Evaluation .....	16
Research Development Projects .....	16
Professional Development Projects .....	18
Academic Staff Research Interests .....	20
Postgraduate Research Studies .....	26
Research Theses in Progress/ Completed in 2001 .....	27
Publications and Related Activities .....	34
Books and Monographs .....	34
Book Chapters .....	34
Journal Articles .....	35
Conference Publications .....	37
Conference Presentations .....	38
Reports/Commissioned Reports .....	41
Seminars, Professional Development and Workshop Presentations .....	41
Editorial Boards .....	45
External Committee Representation .....	46



# THE SCHOOL OF EDUCATION

The School of Education continues to build on the reputation that was acknowledged in an external review of its graduate studies programmes: 'The School of Education has a strong reputation locally, nationally and internationally, as an innovator in its curriculum, its teaching policy and practice, its research, and its connection with the education profession.' Graduate approval ratings of its programmes consistently ranked in the top three in 'Overall satisfaction' and 'Generic skills' of over thirty providers of teacher education in Australia.

The School's teacher education programme has as its theme 'the reflective practitioner'. Accordingly, it continues to offer a nationally recognised unique system for school experience in which there is a strong connection between campus and school based learning. Its programmes are also structured to maximise the extent to which primary and secondary teachers learn together to the long term advantage of the teaching profession.

The research efforts of its staff are recognised by the prestigious journals, publishing houses and conference proceedings in which their work appears, by editorial boards on which they serve and the organisations which fund their research. They also contribute substantially through their work as reviewers of book proposals, journal articles and grant applications.

## 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 Programme Committees, Initial Teacher Education Programme Committee, the Postgraduate Programme Committee, and the Research Committee from which members from all sections are drawn.

The formal decision-making body for the School is the School Committee which comprises all staff and student representatives.

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.

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*

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

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 also with particular reference to school subjects.

Dr Wendy Cumming-Potvin, BA *Vancouver*, GradDipEd *Vancouver*, MA *Montreal*, PhD *Qld*

Mr Barry Kissane, BSc *W.Aust*, MEd *W.Aust*

Dr Libby Lee, BEd (Hons), PhD *QUT*

Dr Wayne Martino, BA *UWA*, BEd *Murd*, MEd (Hons) *Murd*, PhD *Murd*

Associate Professor Renato Schibeci, BSc *Syd*, MEd *Syd*, MSc *NSW*, DipEd *NSW*, PhD *Murd*, FRACI

Associate Professor David Tripp, BEd *Exe*, PhD *Camb*

Mr Gary Martin, Dip Teach, BEd, MEd *E.Cowan*,

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 *W.Aust*, MEd *W.Aust*, PhD *Chic*, FASSA

Dr Dorit Maor, BSc *Tel Aviv*, Teach Dip *Tel Aviv*, MEd *Pittsburgh*, PhD *Curtin*

Dr Judy MacCallum, BSc *NSW*, DipEd *Newcastlelecle (NSW)*, BEdSt *Qld*, MEd *Murd*, PhD *Murd*

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 è 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.

Mr Terry Church, AssocDipArtEd *WAIT*, MEd *Deakin*

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 *W.Aust*, EdD *Murd*

Ms Beth Powell, BA *W.Aust*, MEd *Murd*

Ms Judy Robison, BA *ANU*, DipEd *Syd*, GradDipLibStud *WAIT*, BA *Murd*, MEdHons *Murd*

Ms Tania Corbett, Section Secretary

### ***School Experience***

Mr Cal Durrant, BA (*Pacific Union College*), MEd *Syd*

Dr Susan McKenzie, Dip Teach *ECE*, BEd *ECE*, MSpecEd *Flinders*, PhD *Flinders*

Mrs Christina Dyt BSc (Hons) *Monash*, GradDipEd *Deakin*

### ***School Administration***

Dean:

Associate Professor Simone Volet DipEd *Geneva*, Lic è  
Ed *Geneva*, PhD *Murd*

Manager (Education Administration) Ms Margaret Luck, BA *Curtin*

Administrative Assistant

Ms Bronwyn Prothero

Administrative Assistant

Ms Sue Lendrum

Curriculum Resource Librarian

Ms Irene Paterson, BA, ALAA *Murd*

Curriculum Resource Assistant

Ms Barbara Smith

### ***Centre for Learning Change and Development***

Director

Mr Gary Martin Dip Teach, BEd, MEd *E.Cowan*,

Administrative Officer

Ms Angela Carlino

### ***Institute for Social Programme Evaluation***

Director

Associate Professor Ralph Stratton

### **NEW APPOINTMENTS IN 2001**

#### ***Academic Staff:***

Dr Lucy Jarzabkowski

Lecturer in Educational Leadership

Dr Dorit Maor

Lecturer in Tertiary & Adult Education

Dr Wendy Cumming-Potvin

Lecturer (Temporary)

### **NEW APPOINTMENTS IN 2002**

#### ***Academic Staff:***

Mr Robin Pascoe

Senior Lecturer in Education (Temporary)

Mr Ross Williams

Lecturer

Ms Glenda Leslie

Senior Lecturer (Secondment from the Education  
Department of Western Australia)

Ms Christine Ross

Associate Lecturer (Temporary)

#### ***General Staff:***

Mrs Anne Board

School Experience Administrative Officer

Mrs Louise Dixon

Administrative Assistant

### **ON LEAVE**

Associate Professor David Tripp

Ms Sue Ledger

PROMOTIONS

*Lecturer to Senior Lecturer*

Ms Judy Robison

Dr Wayne Martino

Dr Lindy Norris

AWARDS

DR LIBBY LEE

WINNER OF THE WAIER

EARLY CAREER AWARD



## CHAIRS/COORDINATORS OF PROGRAMMES AND COMMITTEES IN 2001

<b>Programmes/Committees</b>	<b>Chair/Coordinator</b>
School Committee	Associate Professor Simone Volet
Initial Teacher Education Programme Committee	Dr Nado Aveling
Postgraduate Programme Committee	Mr Barry Kissane
School Experience Committee	Dr Susan McKenzie Mr Cal Durrant ( <i>Joint Chair</i> )
School Management Committee	Associate Professor Simone Volet
School Research Committee	Professor David Andrich
School Marketing Committee	Dr Lucy Jarzabkowski
CLCD Board	Associate Professor Simone Volet
ISPE Board	Associate Professor Simone Volet
AIE Board	Associate Professor Simone Volet (MU) Dr Marnie O'Neill (UWA) ( <i>Joint Chair</i> )
AIE Management	Associate Professor Simone Volet (MU) Dr Marnie O'Neill (UWA) ( <i>Joint Chair</i> )

## TEACHING IN THE SCHOOL

Education at Murdoch provides initial teacher education, graduate studies in education leading to professional and higher degrees, and research qualifications. 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.

### PRIMARY AND SECONDARY INITIAL TEACHER EDUCATION

Murdoch provides a four-year Bachelor of Education degree or a one-year Graduate Diploma in Education 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 programme 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 develop a specialty teaching or interest area. Graduates are qualified to teach at junior, middle and upper primary levels. Secondary Teacher Education students in the Bachelor of Education course also complete a four-year programme of study, including almost half Education units and half specialist subject area units relevant to one of the learning areas in secondary schools. Students must complete a full major in their specialist teaching area.

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 must be relevant to one of the learning areas in secondary schools. Murdoch also offers students who are beginning or part of the way through a Bachelor degree in some non-education field the opportunity to enrol concurrently in an education programme. Typically students undertake a four-year programme of study leading to the concurrent award of a three-year degree and a Graduate Diploma in Education.

In addition to information in the University Handbook the School publishes an Education Guide which articulates its programmes.

## GRADUATE PROFESSIONAL STUDIES

The one-year Bachelor of Education Studies provides teachers with the opportunity to broaden 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 teachers who want to deepen their expertise in particular aspects of Education. This programme has been of interest to other professionals and community members who are interested in educational processes and issues.

Murdoch also offers a one-year Graduate Diploma in Education for professionals wanting a qualification in tertiary and adult teaching. Demand for the Tertiary and Adult Education Programme has continued to increase due to an emphasis on more professional educational practice in tertiary institutions and training in government, private and non-government organisations and on enhanced and more professional educational practice in tertiary institutions. Pathways for TAFE lecturers to enrol in the Graduate Diploma programme have been strengthened by the award of credit for the completion of several professional development programmes. 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 a Graduate Certificate in Educational Studies (Tertiary and Adult), which represents half of the Graduate Diploma Programme.

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

There are four degrees now 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; there are two at the Doctoral level, the Doctor of Education and Doctor of Philosophy. The Master of Education (Coursework) provides advanced professional development for educators.

## Programme Enrolments

	2000	2001
<b>INITIAL TEACHER EDUCATION</b>		
<b>Primary</b>		
BEd 4 year	0	488
BEd Initial	423	57
BA/BSc/other degree + Grad Dip Ed	29	32
BA Primary Teacher Ed/Ed Studies	3	0
BEd/other degree	4	8
Grad Dip Ed	175	213
<b>Sub Total</b>	<b>634</b>	<b>798</b>
<b>Secondary</b>		
BEd 4 year	0	48
BEd Initial	15	1
BA/BSc/other degree + Grad Dip Ed	44	35
BEd/other degree	66	66
Grad Dip Ed	118	162
<b>Sub Total</b>	<b>243</b>	<b>312</b>
<b>TERTIARY AND ADULT</b>		
Grad Dip Ed/Grad Cert	89	80
<b>Sub Total</b>	<b>89</b>	<b>80</b>
<b>FURTHER PROFESSIONAL STUDIES</b>		
B Ed Studies	33	33
Grad Dip Ed Studies	1	0
Grad Cert Ed Studies	5	5
Grad Cert Maths	16	6
BprofStudies	45	15
Grad Dip/Cert Appl Lang Ed	4	1
MA Social Research Eval + PG Dip	9	8
MEd (Coursework)	16	12
<b>Sub Total</b>	<b>129</b>	<b>80</b>
<b>RESEARCH</b>		
MEd research/c'work & diss/Hons	21	24
MPhil/PhD	26	30
EdD	21	18
<b>Sub Total</b>	<b>68</b>	<b>72</b>
<b>TOTAL</b>	<b>1163</b>	<b>1342</b>

The enrolment numbers confirm that the School of Education has maintained and enhanced its place in education at both the undergraduate and graduate levels of education.

# 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 also has two Centres, the Centre for Learning, Change and Development (CLCD), and the Institute for Social Programme Evaluation (ISPE).

The School has maintained its access to National competitive grants and University grants for basic research.

## RESEARCH PROJECTS COMMISSIONED AND CONTINUED

### 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.*

\$70,000 annually (2001-2003)

Professor David Andrich

*Gendered work cultures in post-secondary institutions*

Strategic Partnerships with Industry Research & Training (SPIRT) Fellowship

\$20,756 annually (1999-2001)

Associate Professor Jan Currie and Dr Bev Thiele

### MURDOCH UNIVERSITY GRANTS

#### **Murdoch Special Research Grants**

*Developing citizenship in an age of biotechnology*

\$12,500

Associate Professor Renato Schibeci

*Gifted young children in Australia: Policies, practices and parent perceptions*

\$7,000

Dr Libby Lee

*Male Teachers, masculinities and pedagogy: Investigating male teachers' self-perceptions and how this impacts on their teaching*

\$8,500

Dr Wayne Martino

## OTHER GRANTS

### *Food science and biotechnology*

DETYA Science Lectureships Initiative (with Curtin University of Technology)

\$311,252 Murdoch's Schools of Education & Biology funding in 2001 (Total \$1,346,670  
2001 – 2003)

Associate Professor Renato Schibeci

### *UNIFocus Bridging Program*

Murdoch University

*Project Director: Ms Jane Pearce*

\$44,000

### *Enhancing Student Learning in Clinical Education*

Innovative Teaching and Learning Grant, Murdoch University 2001

\$5,000

A. Zariski, I. Styles and M-A. Kenny

Murdoch's Schools of Law and Education

## RESEARCH CENTRES

### **CENTRE FOR LEARNING, CHANGE AND DEVELOPMENT**

*Director: Mr Gary Martin*

The Centre for Learning Change and Development (CLCD) promotes the view that the capacities and accomplishments of organisations are inseparable from, and dependent on the capabilities of the learning communities which they foster. CLCD enhances the capabilities of learning communities through providing research and consultancy services in the key areas of:

- Leadership
- Workplace and action learning
- Organisational and social change
- Professional development
- Organisational learning
- Social measurement
- Evaluation

In delivering these services, the CLCD draws on the diversity of experience and expertise within the School of Education and the wider University community. The Centre has a strong commitment to providing quality outcomes and delivering excellent service on time and on budget.

#### ***Serving the School Education Sector***

CLCD provides its range of research and consultancy services to education systems, education districts, individual schools and the wider community. The services can be provided across a range of key areas of expertise including:

- Outcome-focused approaches to teaching and learning
- Early childhood education and practice
- Learning and teaching
- Catering for the needs of diverse groups of learners
- Educational leadership and management

#### ***The Work of the CLCD during 2001***

The calendar year 2001 saw a dramatic increase in the Centre's research grant and professional development funding to a total of \$2,374,765 for new and continuing projects. As illustrated in the following listing, many of the projects won during the 2001 calendar year will be funded over a number of years. The above total includes the full funding for each of the contracted projects.

Although the Centre is attracting funding from increasingly diverse sources, its major providers remain State and Federal education departments. To June 2002, the Centre has attracted a further \$311,000 of funding.

## **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 2001**

The activities of the Institute in 2001 included work on two research projects and the conduct of a number of workshops. During the year the Director, Associate Professor Ralph Straton, completed a two-year term as President of the Australasian Evaluation Society and continued as a member of the Research and Evaluation Committee, City of Gosnells' 'Safe City' Programme and of the Social Research Technical Panel, Lotteries' Commission of W.A. Social Research Funding Scheme. Associate Professor Straton also consulted with senior staff of the Ministry of Culture and Heritage in New Zealand on the evaluation of music, arts and cultural programmes.

### ***CLCD Research and Development Projects commenced and continued in 2001***

#### *Addressing the Educational Needs of Boys Research Project*

Education Department of Western Australia, Training and Youth Affairs

*Project Director: Dr Wayne Martino*

\$224,356

#### *A Strategic Numeracy Research and Development Project*

Education Department of Western Australia, Training and Youth Affairs

*Project Director: Mr Gary Martin and Mr John Hogan*

\$556,600

#### *Best Practices in Outcome Focussed Assessment*

University of New South Wales

*Project Director: Professor David Andrich*

\$11,000

*Design and Development of a CALM Leadership and Organisational Development program*

Department of Conservation and Leadership

*Project Director: Mr Gary Martin*

\$97,680

*Developing and Piloting a Training and Development Program for NALSAS Language Teachers focussing on Methodology for Distance Delivery to Students*

Education Department of Western Australia

*Project Director: Dr Lindy Norris*

\$128,846

*Development of a Languages Methodology Course for Distance Delivery for Accredited and Non-Award Teacher Professional Development*

Education Department of Western Australia

*Project Director: Dr Lindy Norris*

\$110,000

*Discovering Democracy in Western Australian Schools - An Action Learning Program*

Education Department of Western Australia

*Project Director: Ms Judith Robison*

\$48,928

*Indigenous Mentoring Program*

Education Department of Western Australia, Training and Youth Affairs

*Project Director: Dr Judy MacCallum*

\$54,945

*Investigation of Ways to Develop Ministry of Justice as an Employer of Choice*

Ministry of Justice

*Project Director: Mr Gary Martin and Mr Paul Flatau*

\$26,675

*Project to Develop a Poster and Brochures aimed at Promoting Awareness of the Importance of Numeracy to Parents*

Education Department of Western Australia

*Project Director: Ms Beth Powell*

\$165,349

*Provision of a Quality Teacher Programme - Exploring Pedagogical Practice across the Curriculum that supports Numeracy Development of Students*

South Australian Ministry for Education and Children's Services

*Project Director: Mr Gary Martin & Mr John Hogan*

\$70,700

*Provision of locally-based Professional Development Consortia Projects for School Teachers of History in Western Australia*  
Department of Education, Training and Youth Affairs  
*Project Director: Ms Judith Robison and Dr Lenore Layman*  
\$79,917

*Research and Development of a “Connecting with Culture” (Indigenous Education) Program*  
Catholic Education Office  
*Project Director: Mr Gary Martin and Mr Terry Church*  
\$132,000

*Research and Development of a Teachers Learning Support Network (QTP Project)*  
In collaboration with Edith Cowan University and the Centre for Excellence in Teaching,  
Education Department of Western Australia  
*Project Director: Mr Gary Martin*  
\$181,499

*Review of EDWA Partial Immersion Programmes*  
Education Department of Western Australia  
*Project Director: Dr Lindy Norris*  
\$22,880

*Web-Based Graphic Calculators Materials Development*  
CASIO  
*Project Director: Mr Barry Kissane*  
\$14,500

### ***CLCD Professional Development Projects commenced and continued in 2001***

*A Literature Search and Analysis of the Benefit of Learning a Language to Literacy Development in English*  
Education Department of Western Australia  
*Project Director: Dr Lindy Norris*  
\$22,000

*Community Languages Program*  
Education Department of Western Australia  
*Project Director: Mr Gary Martin*  
\$55,264

*Connecting with Culture: Contextualising Learning and Teaching within Aboriginality -*  
Project managed by Catholic Education Office, WA in collaboration with Education Dept. and Independent Schools Assoc.  
*Project Director: Ms Judith Robison*  
\$132,000

*Delivery of NALSAS Studies of Asia Professional Development Module (Teaching Asia)*  
Managed by the Asia Education Foundation and the Education Department of Western Australia.

*Project Director: Ms Judith Robison*  
\$19,976.00

*Investigating the Impact of In-Country Study for Teachers on the Uptake of Studies of Asia*  
National study prepared for National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce, DETYA.

*Project Director: Ms Judith Robison*  
\$22,000

*LOTE Methodology 2001*

Education Department of Western Australia

*Project Director: Dr Lindy Norris*  
\$44,110

*Problem- Based Learning Professional Development, Singapore*

Ministry of Education, Singapore

*Project Director: Ms Beth Powell*  
\$21,450

*Teaching in Western Australian Schools: An Orientation Program for Overseas Trained Teachers - Overseas Qualification Unit, Western Australian Department of Training and Employment*

*Project Director: Ms Beth Powell and Mr Terry Church*  
\$31,000.

\*Winner of the Premier's Award for Excellence in Public Sector Management - category of EEO and diversity\* 10 days of professional development workshop

*Using the LOTE Planning Framework Professional Development Program*

Education Department of Western Australia

*Project Director: Dr Lindy Norris*  
\$17,611

### **ISPE Research Projects commenced and continued in 2001**

*Evaluation Models for Community Crime Prevention Projects*

Commonwealth Attorney General's Department

*Project Director: Associate Professor Ralph Straton, Dr Rick Cummings, Associate Professor Brian English*  
\$150,000.

## 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)*

## PUBLICATIONS AND RELATED ACTIVITIES

### BOOKS AND MONOGRAPHS

- Durrant, C. and Beavis, C. (Eds.) (2001) *P(ICT)ures of English: Teachers, learners and technology*, Adelaide: Wakefield Press, 286 pp, (ISBN 1 86254 553 7).
- Martino, W. and Pallotta-Chiarolli, M. (2001) *Boys' Stuff: Boys talk about what really matters*, Sydney: Allen and Unwin.
- Martino, W. and Meyenn, B. (Eds.) (2001) *What About the Boys? Issues of masculinity and schooling*, Birmingham: OUP.
- Styles, I. and Zariski, A. (2001) *A Handbook and Video for Professional Development of Clinical Legal Educators*. Commonwealth Attorney-General's Office: Canberra.
- Volet, S.E. and Järvelä (Eds) (2001) *Motivation in learning contexts: Theoretical advances and methodological implications*. Series, *Advances in Learning and Instruction*. London/New-York: Elsevier.

### BOOK CHAPTERS

- Bell, James W. (2001) *Building Bridges/Making Meanings: Texts of Popular Culture and Critical Pedagogy in Theory and Practice*, Chapter 14 in *Negotiating Critical Literacies in Classrooms*, Ed: Barbara Comber and Anne Simpson, Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, pp 229-244.
- Currie, J. and Thiele, B. (2001) *Globalization and gendered work cultures in universities*, In A. Brooks and A. Mackinnon (Eds) *Gender and the Restructured University*, Buckingham, UK: Open University Press, pp 90-115.
- Durrant, C. (2001) *Peripherals to Motherboard: Stories of ICT and English in Australia in the 1980s*, in Durrant, C. and Beavis, C. (Eds.), *P(ICT)ures of English: Teachers, learners and technology*, Adelaide: Wakefield Press.
- Durrant, C. and Beavis, C. (2001) *A P(ICT)ure is Worth...*, in Durrant, C. and Beavis, C. (Eds.), *P(ICT)ures of English: Teachers, learners and technology*, Adelaide: Wakefield Press.
- Durrant, C. and Green, B. (2001) *Literacy and the New Technologies in School Education: Meeting the L(IT)eracy Challenge?* in Fehring, H. and Green, P. (Eds.), *Critical Literacy*, Newark: International Reading Association.
- MacCallum, J. (2001) *A model of motivational change in transition contexts*. In A. Efklides, J. Kuhl, & R. Sorrentino (Eds) *Trends and prospects in motivation research* (pp.119-142). Netherlands: Kluwer Academic.

- MacCallum, J. (2001) The contexts of individual motivational change. In D. McInerney & S. Van Etten (Eds) *Research on sociocultural influences on motivation and learning* (pp 61-97). Greenwich, CT: Information Age Publishing.
- MacCallum, J. (2001) Motivational change in the transition from primary school to secondary school. In F. Salili, C. Y. Chiu, & Y. Y. Hong (Eds) *Multiple competencies and self-regulated learning* (pp. 163-191). Greenwich, CT: Information Age Publishing.
- Martino, W. (2001) 'Powerful people aren't usually real kind, friendly open people!' Boys Interrogating Masculinities at school, in Martino, W. & Meyenn, B. (Eds.) (2001) *What About the Boys? Issues of masculinity and schooling*, Birmingham: OUP.
- Martino, W. (in press, 2001) Boys to Men: Addressing Issues of Masculinity and Homophobia in the Critical Literacy Classroom. In B. Comber & A. Simpson (Eds.), *Negotiating Critical Literacies in Classrooms*, Lawrence Erlbaum Publishers.
- Martino, W. and Pallotta-Chiarolli, M. (2001) Gender Performativity and Normalising Practices: Exploring heteronormativity, homophobia and heterosexism in the lives of young people at school, in Haynes, F. & Mckenna, T. (Eds.) *Unseen Genders*, NY: Peter Lang.
- Volet, S. E. (2001) Emerging trends in recent research on motivation in context. In S.E. Volet & S. Järvelä (Eds). *Motivation in learning contexts: Theoretical advances and methodological implications* (pp 319-334) London, UK: Elsevier.
- Volet, S. E. (2001) Learning and motivation in context: A multi-dimensional and multi-level, cognitive-situative perspective. In S.E. Volet & S. Järvelä (Eds). *Motivation in learning contexts: Theoretical advances and methodological implications*(pp 57-82) London, UK: Elsevier.
- Volet, S. E. (2001) Significance of cultural and motivational variables on students' appraisals of group work. In F. Salili, C.Y. Chiu, & Y.Y. Hong (Eds). *Student Motivation: The Culture and Context of Learning* (ch15) (pp. 309-334). New York: Plenum.

#### JOURNAL ARTICLES

- Aveling, N. (2001) "Where do you come from?" Youth perspectives on politics, social issues and personal freedoms, Australian Association for Research in Education, <http://www.aare.edu.au/01pap/index.htm>
- Bell, J. and Patterson, A. (2001) 'Teaching and Learning Generic Skills in Universities: the case of 'sociology' in a teacher education programme', *Teaching in Higher Education*, 6 (4), 451-471.
- Currie, J. and Tjeldvoll, A. (2001) Globalization and European Universities: A Trends Report from the University of Oslo, *Studies in Comparative and International Education*, 7 (2), 1-121.

- Durrant, C. and Godfrey, J. (2001) "Milton Hook's 'Avondale: Experiment on the Dora'", in *The History of Education Review*, Vol. 30, No. 1, pp 109 - 111 (ISSN 0311-3248).
- Jarzabkowski, L. M. (2001) Emotional labour in educational research, *Queensland Journal of Educational Research*, 17 (2), 123-137.
- Kissane, B. (2001) Algebra and personal technology, *Australian Mathematics Teacher*, 57(4), 38-44.
- Kissane, B. (2001) Graphic calculators: Enabling and enhancing or eroding mathematics teaching and learning? *Reflections*, 26(2), 8-10.
- Kissane, B. (2001) Evaluating normal probabilities on a graphics calculator. *Electronic Classroom*, 5(3), 2-3.
- Lake, D. (2001) Sabrina and learning outcomes: An outcomes-based TV guide with primary science applications. *Investigating* 17, 14-17
- Lake, D. (2001) Being reasonable out of school. *Scios* 38, 22-23
- Lake, D. (2001) 'Waging the war of words: Global warming or heating?' *Canadian Journal of Environmental Education* 6, 52-57
- Lake, D. and Kemp, M. (2001) Choosing and using graphs. *Australian Mathematics Teacher* 5, 7-12
- Lake, D. and Kemp, M. (2001) Choosing and using tables. *Australian Mathematics Teacher* 57, 40-44
- Maor, D. (2001) Development and formative evaluation of a multimedia program using interpretive research methodology. *Journal of Computers in Mathematics and Science Teaching*. 20(1), 75-97.
- Maor, D. Video analysis: adding another dimension to qualitative research. Eric Document reproduction Service (800 443-Eric) Robison, J. Grundy, S. Judith and Tomazos, D. (2001) Interrupting the Way Things Are: Exploring New Directions in School/University partnerships. *Asia-Pacific Journal of Teacher Education*, 29, (3), pp. 203-217.
- Martino, W. (2001) Boys and literacy: Investigating boys' reading preferences and involvement in literacy, *Australian Journal of Language and Literacy* 24 (1): 61-74.
- Schibeci, R. A. and Hosie, P. (2001) Evaluating courseware: A need for more context-bound evaluations? *Australian Educational Computing*, 16(2), 18-26.
- Strathdee, R. (2001) Changes in Social Capital and 'Risk'. *School to Work Transitions, Work, Employment and Society* 15(2), 1-16.

- Strathdee, R. and Jordan, S. (2001) The training gospel and the commodification of skill: Some critical reflections on the politics of skills training in Aotearoa/New Zealand, *Journal of Education and Training* 53(3), 391-405.
- Straton, R. G. (2001) Evaluation research in Australasia: Moving forward. *Evaluation Journal of Australasia*, 1 (2), 24-26.
- Styles, I. and Baudains, C. (2001) TravelSmart Workplace: Walking and the journey to work. *Road and Transport Research. Volume 10(1)*, 26-34.
- Styles, I., Radloff, A. and de la Harpe, B. (2001) The development of self-regulation of learning in adult university students. *Empirische Padagogik*, 15 ( 2), 267-283.
- Styles, I., Beltman, S. and Radloff, A. (2001) "I only wish I had known it sooner": Education students' changing conceptions of learning strategies. *The Australian Journal of Teacher Education*, 26 (2), 14 – 26.
- Styles, I. and Radloff, A. (2001) The synergistic thesis: supervisor and student perspectives. *Journal of Higher and Further Education*, 25, 1 , 97 – 106.
- Styles, I. and Zariski, A. (2001) Law Clinics and the promotion of Public Interest lawyering. *For the Public Good: Pro Bono and the Legal Profession in Australia. Law in Context*, 19, 65 – 88.

#### CONFERENCE PUBLICATIONS

- Maor, D. and Hendriks, V. (2001) Peer learning and reflective thinking in an on-line community of learners. (in press) Australian Association for Research in Education (AARE), Fremantle, WA.
- Maor, D. and Mawson, B. (2001) Beyond design: A new paradigm for technology education.. (in press) Australian Association for Research in Education (AARE), Fremantle, WA.
- Maor, D. and Hendriks, V. (2001) Understanding the Quality of Students' Interactions through Computer Conferencing in Higher Education from the Social Constructivist Perspective Ed Media Conference, Tampere, Finland.
- Strathdee, R. (2001) Recent developments in 'training': The emergence of embeddedness in state policy, in P. Jeffery (ed) Proceedings of the Australian Association for Research in Education Conference, Australian Association for Research in Education, Melbourne, Victoria, Australia.

## CONFERENCE PRESENTATIONS

- Andrich, D. (2001) Psychological scales of income using a new psychometric model of preference and choice. ANZMAC Conference, Bridging marketing theory and practice, Auckland, New Zealand, December.
- Andrich, D. (2001) Understanding resistance to the data-model relationship in Rasch's paradigm: a reflection for the next generation. Invitational presentation at a conference honouring the 100<sup>th</sup> anniversary of the birth of Georg Rasch, Copenhagen, September.
- Andrich, D. (2001) Controversy and the Rasch model: A characteristic of a scientific revolution? Invitational presentation at the meeting of the International Conference on Objective Measurement: Focus on Health Care, Chicago, October.
- Aveling, N. (2001) Learning to speak with, rather than for the 'Other: reflections on praxis, Disrupting Preconceptions: Postcolonialism and Education conference, University of Queensland, August.
- Currie, J. (2001) "Privatization and Academic Freedom in Australian Universities", ASHE International Annual Conference, Richmond, Virginia, November.
- Currie, J. (2001) Globalization's Impact on Tenure and Academic Freedom: An Alternative Response to Worker Flexibility, 11<sup>th</sup> World congress of comparative Education, Korean National University of Education, Choongbuk, Korea, July.
- Currie, J. (2001) Globalisation and Internationalisation in Australian, European and United States Universities, the South African Association for the Research and Development of Higher Education (SAARDHE) 12<sup>th</sup> Biennial Conference, University of the Free State, Bloemfontein, South Africa, March.
- Currie, J. (2001) A Gumnut University as an Enterprise University: Rhetoric and Reality, Conference on Globalisation and Higher Education: Views from the South, Sponsored by University of the Western Cape (South Africa) and the Society for Research into Higher Education (UK), Cape Town, South Africa, March.
- Durrant, C. (2001) Degrees of Cunning: English Teachers and ICTs. Presented at the Joint AATE/ALEA National Conference, *Leading Literate Lives*, Wrest Point Convention Centre, Hobart, July.
- Jarzabkowski, L. M. (2001) The social dimensions of teacher collegiality. Presented at the annual conference of the Australian Association for Research in Education, Notre Dame University, Fremantle, December.
- Kissane, B. (2001) Algebra and technology: Emerging issues, Mathematics: Shaping Australia, Proceedings of the Eighteenth Biennial Conference of the Australian Association of Mathematics Teachers, pp 120-130. Canberra, Australian Association of Mathematics Teachers.

- Kissane, B. (2001) The algebra curriculum and personal technology: Exploring the links. In Alan Rogerson (Ed), Proceedings of the international conference: New Ideas in Mathematics Education, 127-132. Palm Cove, Queensland.
- Kissane, B. (2001) Mathematical Association of New South Wales Annual Conference, Sydney, September, 2001 Invited plenary address: Using technology in the best possible ways.
- Kissane, B. (2001) New Zealand Association of Mathematics Teachers Biennial Conference, Wellington, New Zealand, July 2001 Invited mini-plenary address: Technology for learning mathematics.
- Kissane, B. (2001) Asian Technology Conference on Mathematics, Melbourne, December 2001 Invited plenary address: Using technology for learning mathematics.
- Lee, L. (2001) Reflecting, refocusing and rethinking practices for young gifted children. The Australian Early Childhood Association Biennial Conference, Sydney, July.
- MacCallum, J. (2001) Exploring socially-shared motivation in a primary classroom. Paper presented at the annual conference of the Australian Association for Educational Research, Fremantle, WA, December.
- MacCallum, J. (2001) The role of mentoring in development. Paper presented at the biennial conference of the Australasian Human Development Association, Brisbane, July.
- MacCallum, J. (2001) The development of motivation through mentoring. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, USA, April.
- MacCallum, J. (2001) The development of motivation in the middle school years. Paper presented at the annual meeting of the American Educational Research Association, Seattle, USA, April.
- Maor, D. and Hendriks, V. (2001) How to create e-learning environment where the teacher acts as a facilitator and the students engage in peer learning? Teaching and learning forum- Focusing on the students, Edith Cowan University, Perth, WA, February.
- McKenzie, S. (2001) Using the concept of quality of life to inform research and intervention with families who have members with disabilities: Helping Families Change Conference, February.
- Schibeci, R. and Dawson, V. Murdoch University "What Do Students Really Know About Biotechnology?" Paper presented at Australasian Science Education Research Association, Townsville, July.
- Straton, R. G. (2001) Evaluating Social Programmes in 'Real World' Contexts. Invited address, Australasian Evaluation Society Seminar Series, presented at the Auckland, Wellington, Queensland and Western Australian Branches.

- Straton, R. G. (2001) Evaluation research in Australasia: Moving forward. Presidential Address, presented at the Australasian Evaluation Society International Conference, Canberra.
- Styles, I., Baudains, C. and Dingle, P. (2001) Australia: Walking the 21st Century. An International Walking Conference, Perth, February.
- Styles, I. and Baudains, C. (2001) Australian Association for Research in Education Conference, Fremantle, December.
- Styles, I. and Snider, P. (2001) Psychometric analysis of Triandis' Instruments of Collectivism and Individualism using Modern Latent Trait theory. Australian Association For Research in Education Conference, Fremantle, December.
- Styles, I., Ward, C. and Bosco, A. (2001) Influencing the future: Goals of student Nurses and their perceptions of nursing. Australian Association for Research in Education. Fremantle, December.
- Styles, I., Ward, C. and Bosco, A. (2001) Student nurses' images and expectations of nursing and the nursing profession. Nursing Upclose, Adelaide, November.
- Styles, I. and Ward, C. (2001) Migration and multiple loss: resources of British women to re-invent themselves. Presented at Human Development conference, Brisbane, July.
- Styles, I. and Ward, C. (2001) Facilitating migrant settlement: Strategies for education. Australian Association for Research in Education. Fremantle. December.
- Volet, S. E. (2001) Cross-cultural studies on learning and teaching: The role of understanding and memorisation in the process of learning. Discussant in a symposium presented at the European Association for Research on Learning and Instruction (EARLI), Fribourg, Switzerland, August.
- Volet, S. E. (2001) Looking for motivation in context: New methods and empirical evidence. Discussant in a symposium presented at the European Association for Research on Learning and Instruction (EARLI), Fribourg, Switzerland, August.
- Volet, S. E. (2001) International education; Critical issues in Teaching and Training. Keynote Address given at the Cultural Diversity in International Education Conference organised by Rangsit University Bangkok in collaboration with IDP Thailand, March.
- Volet, S. E. (2001) Motivation in learning contexts: Theoretical and methodological implications. Paper (joint with S. Jarvela) presented at the Invited Symposium of the European Association for Research on Learning and Instruction (EARLI) at the American Educational Research Association (AERA) Conference, Seattle, US, April.

Volet, S. E. (2001) Enhancing self-regulated and problem-based learning in Flemish Higher Education. Discussant of the symposium prepared by the Flemish Forum for Educational Research at the American Educational Research Association (AERA) Conference, Seattle, US, April.

Volet, S. E. (2001) Situating research on motivation in learning contexts: What's new? Member of an Expert Panel Discussion at the European Association for Research on Learning and Instruction (EARLI) Conference, Fribourg, Switzerland.

#### REPORTS/COMMISSIONED REPORTS

Straton, R. G., English, B. and Cummings, R. (2001) *Evaluation models for community crime prevention: Conceptual foundations*. (Revised version) Unpublished report prepared for the Commonwealth Attorney General's Department. Perth: Institute for Social Programme Evaluation, Murdoch University.

Styles, I. and Zariski, A. (2001) Report on Evaluation of Inaugural Schools' Conflict Resolution and Mediation (SCRAM) Competition. Report for SCRAM Competition Committee, Western Australia.

#### SEMINARS, PROFESSIONAL DEVELOPMENT, WORKSHOP AND COURSE PRESENTATIONS

Andrich, D. (2001) Seminar: Introduction to Rasch measurement of latent trait test theory. Institute for Child Health Research, Perth, Western Australia.

Andrich, D. (2001) Seminar: Modern test theory in rehabilitation. Faculty of Medicine, University of Louvain, Brussels, Belgium.

Andrich, D. (2001) Seminar: Psychometrics from Thurstone to Rasch. Rheumatology & Rehabilitation Research Unit, The University of Leeds, UK.

Andrich, D. (2001) International on-line professional development course: Introduction to Rasch Measurement and Traditional Test Theory.

Durrant, C. (2001) The Signs-Avondale Creative Writing Seminar, Avondale College, NSW, Friday 19 October, 2001 'Writing for the Screen'.

Jarzabkowski, L. M. (2001) Leadership and Organisational Development Program for Department of Conservation and Land Management, June.

Jarzabkowski, L. M. (2001) Overseas Teachers Orientation Program for Western Australian Department of Training and Employment.

Kissane, B. (2001) Paper: Algebra and technology: Emerging issues, Workshop: Fathom (with Marian Kemp), Workshop: Programming a calculator, Workshop: Algebra. Australian Association of Mathematics Teachers Biennial Conference, Canberra, January.

- Kissane, B. (2001) Workshop: Introduction to using a graphics calculator, Workshop: Calculators and equations, Workshop: Chaos and graphics calculators. Mathematical Association of South Australia Annual Conference, Adelaide, April.
- Kissane, B. (2001) Mathematical Association of Western Australia PD presentation, Scotch College, Workshop, Fathom, May.
- Kissane, B. (2001) Workshop: Using calculators to explore fractions and decimals, Workshop: Calculators in the primary school, Workshop: Mathematics, the Internet and the primary school. Mathematical Association of Western Australia Annual Primary Conference, Perth, May.
- Kissane, B. (2001) Workshop: Solving equations with graphics calculators, Workshop: Getting started with graphics calculators, Workshop: Exploring sampling with graphics calculators. New Zealand Association of Mathematics Teachers Biennial Conference, Wellington, July.
- Kissane, B. (2001) *Workshop*: Solving equations with graphics calculators, Workshop: Financial mathematics and calculators. Mathematical Association of Western Australia Annual Conference, Bunbury, August.
- Kissane, B. (2001) Paper: The algebra curriculum and personal technology: Exploring the links. Workshop: Sampling and graphics calculators, Workshop: An introduction to graphics calculators, Workshop: Calculators and modelling. New Ideas in Mathematics Education, Palm Cove, Qld, August.
- Kissane, B. (2001) Workshop: Fractions and decimals with a calculator in the primary school. Mathematical Association of Western Australia PD Presentation, Claremont, September.
- Kissane, B. (2001) Workshop: Data analysis with a graphics calculator, Workshop: Financial mathematics, Workshop: Fractions, decimals, percents and calculators. Mathematical Association of New South Wales Annual Conference, Sydney, September.
- Kissane, B. (2001) Workshop: Calculators and histograms, Workshop: Financial mathematics, Workshop: Algebraic calculators and symbolic manipulation. Queensland Association of Mathematics Teachers Annual Conference, Gold Coast, September.
- Kissane, B. (2001) Workshop: Solving equations with graphics calculators. Mathematical Association of Western Australia Secondary Convention, Fremantle, December.
- Kissane, B. (2001) Workshop: Using an algebraic calculator, Workshop: Beginning calculus and the calculator, Workshop: Functions and data: First steps in personal technology. Asian Technology Conference on Mathematics, Melbourne, December.

- Kissane, B. (2001) Paper: Algebra and technology. International Commission on Mathematical Instruction, ICMI Study on The Future of the Teaching and Learning of Algebra, Melbourne, December.
- Lake, D. Roleystone PS QTP, Environmental Education, Roleystone.
- Lake, D. Singapore Teaching Network, Problem-based Learning, Murdoch, January.
- Lee, L. (2001) Bubbles and Foams. Primary Science Conference, Rockingham
- Lee, L. (2001) Science in early childhood Workshop for Childcare Centre staff for the Lady Gowrie Child Centre, Perth.
- Lee, L. (2001) Gender and culture in early childhood. Two workshops for the Ethnic Child Care Resource Unit. Ethnic Child Care Resource Unit, Leederville, March and June.
- Maor, D. Seminars on online teaching and learning, in the Foundation of University Teaching and Learning program at the Centre for Staff development at the University of Western Australia, May.
- MacCallum, J. (2001) Creating partnerships through mentoring. Invited presentation to the 2001 Education Foundation Summit, Melbourne, October.
- MacCallum, J. (2001) Mentoring. Invited address to Mensa WA, Perth, September.
- MacCallum, J. (2001) Does mentoring really work? Invited keynote workshop presentation at The International LAP Conference, Adelaide, August.
- MacCallum, J. (2001) Role models in schools. Invited presentation to School Chaplains, Churches Commission on Education, February.
- McKenzie, S. (2001) Overseas Teachers Orientation, Community Languages Program.
- Powell, B. (2001) Presented the Keynote address for the Mathematics Association of Western Australia Primary Mathematics Convention: What matters in Mathematics, Perth, May.
- Powell, B. (2001) Two professional development workshops for Leschanault Catholic Primary School. Developing teachers' understanding of Working Mathematically in the Space Strand, Leschanault, August.
- Powell, B. (2001) Numeracy across the curriculum Count Asia In, Perth, September.
- Schibeci, R. (2001) Public perceptions of biotechnology and the implication for the school science curriculum. Curtin University of Technology, SMEC, April.
- Straton, R. G. (2001) Evaluating Social Programmes in 'Real World' Contexts. Invited address, Australasian Evaluation Society Seminar Series, presented at the Auckland, Wellington, Queensland and Western Australian Branches.

- Straton, R. G. (2001) Concepts and Practices in Health Services Evaluation, Workshop designed and presented for the Health Department of Western Australia.
- Straton, R. and Cummings, R. (2001) Commissioning and Managing Health Services Evaluation, Workshop designed and presented for the Health Department of Western Australia, Perth.
- Styles, I. (2001) The impact of affect in postgraduate studies: Psychology Seminar Murdoch University.
- Volet, S. (2001) Cultural diversity as an educational resource. Seminar given at the Cultural diversity in international education Conference organised by Rangsit University, Bangkok in collaboration with IDP Thailand, Thailand.
- Volet, S. (2001) Challenges and opportunities in culturally diverse educational environments: A case for leadership and commitment towards cultural reciprocity. Invited seminar presented at the University of New England's Vice-Chancellor's Strategic Directions Forum on cross-cultural issues in the educational context. Tamworth, NSW, November.
- Volet, S. (2001) Best practice in international education and training. Invited seminar presented in the Series 'International Education-Professional Development' organised by the Pan Pacific Association of Private Education and Training, Australia, Melbourne, October.
- Volet, S. (2001) How do we lead the way in pastoral care of students in international programmes? Invited seminar-workshop at the Annual Conference of the Western Australian Association for Tertiary Education Management on the theme of International Education, Perth, July.
- Volet, S. (2001) Teaching students from diverse cultural-educational backgrounds: From 'tips' to 'learning-enhancing strategies' in tutorial, group work and assessment. Seminar given to staff at Centre for Advancement in University Teaching, Curtin University, Perth, May.

## EDITORIAL BOARDS

*Applied Psychological Measurement*

David Andrich, Member

*Australian Journal of Educational and Developmental Psychology*

Simone Volet, Review Editor

*Australian Senior Mathematics Journal*, Australian Association of Mathematics Teachers,  
Adelaide, SA.

Barry Kissane, Editorial Panel

*Australian Primary Mathematics Classroom*, a journal of the Australian Association of  
Mathematics Teachers

Beth Powell, Member

*English in Australia*

Cal Durrant, Member

*Scios* (WA Science Teachers' Association journal)

Renato Schibeci, Assessor for application to National Science Foundation (USA)

*European Journal Research Dialogue*

Simone Volet, Member of Editorial Board

*Evaluation Journal of Australasia*

Ralph Straton, 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

*The Australian Mathematics Teacher*, Australian Association of Mathematics Teachers,  
Adelaide, SA.

Barry Kissane, Executive Editor

## EXTERNAL COMMITTEE REPRESENTATION

### Australian Research Council

David Andrich, Member of the Expert Advisory Committee of The Social, Behavioural and Economic Sciences

### Affiliation of Professional Education Associations Committee

David Lake, Member

### Australian Association of Environmental Education WA

David Lake, Vice President

### Australasian Evaluation Society

Ralph Straton, President

### Association of Independent Schools of Western Australia LOTE Advisory Committee

Lindy Norris, 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

### Executive Council of AATE (Australian Association for the Teaching of English)

Cal Durrant, 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, Secretary-Treasurer

### Indonesian Syllabus Committee - Curriculum Council of Western Australia.

Lindy Norris, Member

### PAN Arts Intercultural Association (Inc.), 2000-2002

Nado Aveling, Founding Member and President

### Research and Evaluation Committee, City of Gosnells’ ‘Safe City’ Programme.

Ralph Straton, Member

### Steering Committee: “Visions of Toodyay” a Community Arts Investment Program, funded under the auspices of PANArts, 2001

Nado Aveling, Member

### Science Teachers Assn of WA Professional Development Committee

David Lake, Member

Social Research Technical Panel, Lotteries' Commission of W.A. Social Research Funding Scheme.

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

World of Energy Education Committee

David Lake, Member

Western Australia Institute for Educational Research

Judy MacCallum, Vice President and representative Educational Research Committee.

For further information about the School of Education  
please contact the Dean's Office

Tel: (08) 9360 2341

Fax: (08) 9310 8780

Email: [luck@central.murdoch.edu.au](mailto:luck@central.murdoch.edu.au)

<http://www.murdoch.edu.au>

