

Research in the School of Education

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

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

Australian Research Council Funded Projects

ARC Large Grants

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

\$228,000 (2001-2003)

Professor David Andrich

Learning from school reform: Processes and effects.

\$45,600 (2001-2003)

Associate Professor Helen Wildy

ARC Linkage Grants

Production challenges in the on-line learning environment.

\$107,000 (2002-2004)

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

Murdoch University Grants

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

\$19,000

Associate Professor Jan Currie

Opportunities with E-learning: Changing teacher's pedagogies

\$12,000

Dr Dorit Maor

Murdoch Innovative Teaching Development Grants

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

Enhancing Student Learning in Legal Clinical Education

\$5,000

Dr Irene Styles and Mr Archie Zariski

Other Grants

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

\$312,000 (2001-2003)

Associate Professor Renato Schibeci

Research Centres

Centre For Learning, Change And Development

Acting Director: Ms Judy Robison



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

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

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

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

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

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

The Work of the CLCD during 2002

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

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

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

CLCD Research and Development Projects commenced in 2002

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

CLCD Professional Development Projects commenced in 2002

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

CLCD Research and Development Projects continuing in 2002 from 2001

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

CLCD Professional Development Projects continuing in 2002 from 2001

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

Institute For Social Programme Evaluation

Director: Associate Professor Ralph Straton



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

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

The Work of the ISPE During 2002

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

Academic Staff Research Interests

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

Context Studies

Dr Nado Aveling

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

Dr James Bell

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

Associate Professor Jan Currie

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

Dr Lucy Jarzabkowski

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

Glenda Leslie

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

Christine Ross

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

Dr Rob Strathdee

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

Curriculum Studies

Dr Wendy Cumming-Potvin

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

Barry Kissane

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

Dr Wayne Martino

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

Dr Libby Lee

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

Associate Professor Renato Schibeci

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

Robin Pascoe

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

Associate Professor David Tripp

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

Process Studies

Professor David Andrich

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

Susan Beltman

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

Dr Judy MacCallum

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

Associate Professor Guanzhong Luo

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

Dr Susan McKenzie

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

Dr Dorit Maor

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

Associate Professor Ralph Straton

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

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

Dr Irene Styles

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

Associate Professor Simone Volet

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

Professional Development

Terry Church

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

Cal Durrant

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

Dr David Lake

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

Dr Lindy Norris

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

Beth Powell

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

Judy Robison

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

Ross Williams

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

Emeritus and Adjunct Professorships

Emeritus Professor Brian Hill

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

Adjunct Professor Don Smart

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

Postgraduate Research Studies

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

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

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

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

MEd (Research) Group

Aspirant Educational Leadership Program (March 2002)

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

Rockingham Campus



International & Interdisciplinary Studies in the School

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

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

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

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



Research Theses in Progress or completed in 2002

Doctor of Philosophy completed in 2002

Cupit, G.

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

(B. Hill)

Harlow, C.V.

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

(J. Bell, B. Hill)

Meerwald, A.

Ethnic subjectives: the process of hybridisation in multicultural Australia.

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

Perry, S.

Ethical decision-making by nurses and doctors.

(I. Styles, J. MacCallum)

Vandamme, T.

A psychological study of childhood depression in a rural population.

(R. Straton)

Doctor of Philosophy in progress in 2002

Beltman, S.

Strategies for success: the development of expertise in volition.

(S. Volet, J. MacCallum)

Burgess, M.

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

(D. Maor, J. Currie)

Butler, R.

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

(J. Currie, J. Bell)

Cameron, R.J.

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

(I. Styles, N. Aveling)

Chandra, J.

Critical thinking in 4 and 5 year old children.

(I. Styles, S. Volet)

Choules, K.J.

Ethical education: Transforming attitudes on asylum seekers.

(J. Currie, J. Bell)

Coyle, C.A.

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

(I. Styles, D. Leach)

Dobozy Eva

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

(J. Bell, J. Currie)

Edmondston, J.

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

(R. Schibeci, S. Dyson)

Gooding, G.

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

(D. Smart, J. Currie)

Green, J.

ICT's: Empowering women in rural Thailand.

(D. Maor, J. Currie)

Green, N.

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

(D. Smart, J. Currie)

Hatchell, H.

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

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

Holland, S.

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

(S. Volet, D. Andrich)

Hudson-Mabbs, S.

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

(R. Straton, R. Cummings)

Humphry, S.M.

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

(D. Andrich, G. Luo)

Knowles, S.

Postgraduate supervision: feedback on writing.

(W. Martino)

Lorrimar, J

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

(J. Currie, B. Thiele)

Lowe, W.

Designing a learner centered curriculum for adult health education.

(D. Maor, I. Styles)

Marriott, R.

Critical reflection for clinical educators:

Processes and contextual issues.

(D. Andrich, I. Styles)

Millsteed, J.

The development of adaptive learning skills in occupational therapy education.

(S. Volet, R. Straton)

Noteboom, A.

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

(D. Maor, I. Styles)

Pasqualini, R.

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

(N. Aveling, H. Ruthrof)

Payne, L.

Issues of governance for small schools.

(J. Bell, J. Currie)

Pearce, J.

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

(J. Currie, S. Volet)

Peters, C.

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

(N. Aveling, J. Currie)

Reid, C.

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

(D. Andrich, I. Styles)

Revitt, M.A.

Rural communities and wildlife tourism:

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

(S. Volet, R. Strathdee)

Ruddy, A.

Dissertation title to be announced.

(J. Currie, D. Smart)

Trestrail, C.

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

(D. Smart)

Doctor of Education completed in 2002

Gonggalang, L.

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

(D. Andrich, I. Styles)

Mordini, A.

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

(B. Hill)

Muller, P.

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

(N. Aveling)

Rosengren, J.

The emotionally intelligent organisation.

(D. Andrich, S. Volet)

Doctor of Education in progress in 2002

Bell, J.

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

(J. MacCallum, S. Volet) - Submitted

Browning, I.

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

(D. Smart) - Submitted

Joyce, J.

Adolescent perceptions of third world poverty.

(J. Currie, I. Styles)

Kemp, M.

Numeracy across the university: demands and potential.

(D. Andrich, D. Lake)

Mulder, H.

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

(N. Aveling)

Nevard, J.

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

(J. Currie)

Price, A.

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

(L. Norris)

Pullella, A.

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

(W. Martino)

Rammolai, M.

The image of agricultural education in educational institutions in Botswana.

(J. Bell, J. Currie)

Robertson, D.

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

(S. Willis)

Shaw, G.

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

(D. Smart)

Suntisukwongchote, P.

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

(R. Schibeci)

Van Wyke, J.

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

(D. Andrich)

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

Varusay Mohamed, Fauziah S.A.

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

(R. Straton)

Master of Education (Honours) completed in 2002

Doddrell, E.

Recognition of prior learning: A policy study.

(D. Smart, G. Martin)

De Reuck, J

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

(I. Styles, H. Grehan)

MacLeod, C

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

(D. Tripp)

Master of Education (Honours) in progress in 2002

Heldsinger, S.

Studies in national benchmarking in reading.

(D. Andrich)

Morris, S. C.

Learning in primary science.

(J. Currie)

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

Aubrey, R.

Transition from middle to upper school.

(B. Kissane)

Campbell-Hicks, R.

An evaluation of community-based adult learning.

(I. Styles, D. Andrich)

Chadwick, A.

Dissertation title to be announced.

(B. Powell)

Clark, L.

Inequality in education.

(J. Currie)

Collins, A.S.

Empowering aboriginal students in the critical literacy classroom.

(W. Martino, N. Aveling)

Cresdee, M.A.

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

(L. Jarzabkowski)

Davies, S.

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

(D. Lake, R. Schibeci)

Djukic, C.

Vocational education and training, structured workplace learning.

(B. Kissane)

Fenn, S.

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

(R. Strathdee, L. Jarzabkowski)

Glasheen, R.

Dissertation title to be announced.

(N. Aveling, R. Strathdee)

Gobby, B.

Students interrogating gender regimes: Implications for policy & practices.

(W. Martino)

Griffiths-Heath, D.

Public relations creating a positive PR profile for the college.

(J. Pearce)

Harris, B.

Dissertation title to be announced.

(W. Martino)

Hartley, V.

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

(D. Maor)

Jose, A.

Developing volitional strategies in middle school.

(J. MacCallum)

Lawson, C.M.

Dissertation title to be announced.

(J. Pearce)

Lord, J.

Dissertation title to be announced.

(L. Jarzabkowski)

McWhirter, B.J.

An evaluation of a community-based aged wellness programme.

(J. MacCallum)

Millar-Figgins, R.

Dissertation title to be announced.

(J. Bell)

Moore, E.A.

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

(J. Pearce)

Murthy, S.T.

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

(R. Strathdee)

Parker, D.

Information communication technology, business and vocational education.

(R. Straton)

Ralph, M.

Model library characteristics to support on-line learning.

(D. Maor)

Reynolds, N.

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

(J. Currie, B. Kissane)

Seckinger, I.

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

(R. Strathdee)

Shanks, P.

Access and equity issues for rural and remote students.

(D. Smart, M. Champion)

Shuttleworth, D.

Career vocational enterprise education.

(J. Pearce)

Snadden, M.

Dissertation title to be announced.

(R. Straton, R. Strathdee)

Swan, A.W.

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

(L. Lee, I. Styles)

Thompson, G.F.

Swings & roundabouts: discourses of correctedness in secondary schools.

(J. Bell)

Watson, P.

Dissertation title to be announced.

(N. Aveling)

Yearwood, M.

Dissertation title to be announced.

(L. Jarzabkowski)