Proudly supported by:

Key Note Address
by:
Professor Bruce J. Biddle
Professor Emeritus of Psychology
University of Missouri - Columbia

The Untested Accusation: Principals, Research Knowledge and Policy Making in Schools

The Jim Richardson Lecture
by:
Professor Craig McInnes
Centre for the Study of Higher Education
University of Melbourne

Researching Higher Education: Beyond Cross-roads

Conference Committee
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David Curtis Chair
Penny van Deur    Flinders Uni
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Educational Research Conference 2002

Tuesday 26th November 2002

CONFERENCE PROGRAM

School of Education,
Flinders University
Adelaide, South Australia

Conference web site at
http://www.flinders.edu.au/education/conference
## Conference Program

**When:** Tuesday 26th November 2002

**Where:** School of Education  
Sturt Buildings, North Campus  
Flinders University, Bedford Park, SA 5042  
The Opening and Closing Sessions will be held in the Sturt Theatre  
The School of Education is entered from Car Park 14

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9.00 am</td>
<td>Welcome</td>
<td>Sturt</td>
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</table>
| 9.15 am| **Key Note:** **Professor Bruce J. Biddle**  
Title: *The Untested Accusation: Principals, Research Knowledge and Policy Making in Schools*  
Chair: Professor Kevin Marjoribanks | Theatre |
| 10.30 am| Morning Tea and poster sessions                                      | N330    |
| 11.00 am| Five Concurrent Sessions - Strands A, B, C, E, F                      | various |
| 1.00 pm| Lunch in the Staff Room (purchased from cafeteria)                   | DeCafe  |
| 2.00 pm| Four Concurrent Sessions - Strands A, B, D, E                         | various |
| 4.00 pm| Afternoon Tea and poster sessions                                   | N330    |
| 4.30 pm| The Jim Richardson Lecture  
Citation: Professor Bob Teasdale  
**Key Note:** **Professor Craig McInnes**  
Title: *Researching Higher Education: Beyond Cross-roads*  
Chair: Professor Faith Trent | Sturt   |
| 5.45 pm| Barbecue Meal - cost $10 donation (DeCafe Courtyard)                 |         |

The Concurrent Sessions will consider:

- **STRAND A:** *Cross Cultural Comparisons in Education* N317
- **STRAND B:** *Teaching and Learning* N318
- **STRAND C:** *Group Differences and Educational Measurement* N105
- **STRAND D:** *ICT in Education* N105
- **STRAND E:** *Qualitative Research and Lifelong Learning* N251
- **STRAND F:** *Special Education and Gifted Education* N315
Educational Research Conference 2002

Strand A : Room N317
Cross Cultural Comparisons in Education

Morning
Chair: Professor Kevin Marjoribanks
Graduate School of Education, University of Adelaide

11:00 am Bobbie Matthews
School of Education, Flinders University
Asian Student’s Impressions of Australia

11.30 am Bronwyn Ellis, R. Gill, J. Sawyer, J. Medlin and D. Wilson
Whyalla Campus, University of South Australia
International graduates of a regional university campus

12:00 noon Mathew A. White
Graduate School of Education, University of Adelaide
An Australian Co-educational Boarding School: A Sociological Study of Anglo-Australian and Overseas Students’ Attitudes from their own Memoirs

12:30 pm Dr. Dorothy Hudson, J.J. Smolicz and M.J. Secombe
Graduate School of Education, University of Adelaide
Factors in the Belief Systems among Tertiary Students from Five Universities in Three Countries

Afternoon
Chair: Barbara Kameniar
School of Education, Flinders University

2:00 pm Tracey Bretag, S. Horrocks and J. Smith
School of Education, University of South Australia
Developing classroom practices to support NESB students in Information Systems courses: Some preliminary findings

2:30 pm Vicki Feast
School of Education, University of South Australia
The impact of IELTS scores on performance at university

3:00 pm Maciej Juszczynski
Graduate School of Education, University of Adelaide
Impact of national language policies upon the survival and development of minority languages

3:30 pm Vincenzo Andreacchio
Graduate School of Education, University of Adelaide
“Crossing boundaries” - Education for cultural inclusivity
Strand B : Room N318  
Teaching and Learning

Morning  
Chair: Associate Professor Roz Murray-Harvey  
School of Education, Flinders University

11:00 am Helen Askell-Williams  
Centre for Lifelong Learning and Development, Flinders University  
Testing a Framework of Dimensions of Quality of Knowledge about Teaching and Learning

11:30 am Michael J. Lawson and H. Askell-Williams  
School of Education, Flinders University  
Students are teachers too

12:00 noon Amy Hamilton  
School of Education, Flinders University  
‘It’s not what you say but how you say it’

12:30 pm Patricia Feehan  
School of Education, University of South Australia  
Making Meaning Within and Beyond the Teacher’s Tasks

Afternoon  
Chair: Professor Mike Lawson  
School of Education, Flinders University

2:00 pm David D. Curtis and M.J. Lawson  
School of Education, Flinders University  
Computer Adventure Games as Problem-Solving Environments

2:30 pm Jane Burdett  
School of Education, University of South Australia  
Making groups work: University students' perceptions

3:00 pm Carol R. Aldous  
School of Education, Flinders University  
Taking the Next Step in Mathematics and Science Education: Some Key Ideas, Issues and Implications for Research and Teaching

3:30 pm Donald Bramwell  
School of Education, Flinders University  
The Australian Science and Mathematics School as a case study in educational and organisational innovation
Strand C : Room N105
Group Differences and Educational Measurement

Morning
Chair: Professor John Keeves, School of Education, Flinders University

11:00 am David D. Curtis
School of Education, Flinders University
Assessing Problem-Solving: A New Approach that Seeks to Measure Judgement

11:30 am Shirley M. Yates
School of Education, Flinders University
Stepping from single to mixed sex education: Boys’ progress and perceptions during the restructuring

12:00 noon Neil Welch
School of Education, Flinders University
Depression in Schools: Challenges for Educators and Students

12:30 pm Leah Simons
Graduate School of Education, University of Adelaide
Discipline and the development of masculinity at Prince Alfred College: 1960-65

Strand D : Room N105
ICT in Education

Afternoon
Chair: Dr Sivakumar Alagumalai
School of Education, Flinders University

2:00 pm Heather McKay
School of Education, Flinders University
On-Line Learning is Child’s Play: The use of Metaphor in Shifting Paradigms

2:30 pm Lynette Arnold
University of Sydney
Designing a Metacognitive Knowledge Monitoring Assessment Tool for Year 5 & 6 students' ICT skills and abilities

3:00 pm Steven Barrett
School of Education, University of South Australia
Overcoming transactional distance as a barrier to effective communication over the Internet

3:30 pm Ruth Geer
School of Education, University of South Australia
Monkeying around: Technologies of representation and agency in teaching and learning
Program

Strand E : Room N251
Qualitative Research and Lifelong Learning

Morning

Chair: Professor George Smolicz
Graduate School of Education, University of Adelaide

11.00 pm  Hon. Lynn Arnold
Graduate School of Education, University of Adelaide
The use of vernacular language in Letters to the Editor – an Asturian case study

12:00 noon  Miriam Parsons
Graduate School of Education, University of Adelaide
“Why do we learn Spanish?” A student perspective of language curriculum and teacher methodology through the middle years

12:30 pm  Stephen Greaves
School of Education, University of South Australia
Use of Conversation Analysis to Determine Early Adolescents’ Understandings of Biblical Text

Afternoon

Chair: Alan Larkin
School of Education, Flinders University

2:00 pm  Ruth Schubert
School of Education, Flinders University
Is informal learning the missing link, in the development of social capital within communities?

2:30 pm  Peta Raftery
Centre for Lifelong Learning and Development, Flinders University
Investigating the impact of participation in lifelong learning on social exclusion

3:00 pm  Tony Gibbons and G. Sanderson
School of Education, Flinders University
Contemporary Themes in the Research Enterprise

3:30 pm  Paddy O'Toole
School of Education, Flinders University
Grounded Theory Method: Personal Reflections in the Midst of a Research Study
Strand F : Room N315
Special Education and Gifted Education

Morning

11:00 am Phillip Read
School of Education, Flinders University
New Year, New Teacher: A portrayal of an upper primary student with learning difficulties

11:30 am Penny Van Deur
School of Education, Flinders University
Designing to learn: A small study on scaffolding self-directed learning in a group of gifted primary school students

12:00 noon Barbara Nielsen
School of Education, Flinders University
The application of an epidemiological methodology to the researching of learning difficulties in literacy

12:30 pm Maciej Juszczynski
Graduate School of Education, University of Adelaide
Games in Education

Key Note Address

9:15 – 10:30 am
Sturt Theatre

The Untested Accusation: Principals, Research Knowledge and Policy Making in Schools

Professor Bruce J. Biddle
Professor Emeritus of Psychology, University of Missouri – Columbia

This paper discusses a major study based on interviews with school principals from both Australia and the United States – including some from South Australia. The two chief investigators involved in the study were Larry Saha (from the ANU) and the author. It explores the impact of research in education, testing the accusation that educational research is flawed and has little or no impact on educational practice, and results in a systematic study of research knowledge use among educators.
Asian Student’s Impressions of Australia

Bobbie Matthews
School of Education, Flinders University

Strand A: Room N317

A longitudinal study of tertiary sojourner students from Confucian cultures was undertaken in three universities and a college of technical and further education in Australia. There were 153 students in the initial study sample. Their values and approaches to learning were measured five times over a period of two years. A personal data questionnaire was completed at the first data collection. In addition, small group interviews were conducted with 20 students over a six-week period between the fourth and fifth data collections. The interviews focussed on the following issue: You are asked to present a seminar to prospective students who are about to come to Australia to study at university. What would you tell these students? Additional questions and prompts were used that elicited a broad range of responses. Some of the issues raised were: (a) likes and dislikes about living and studying in Australia, (b) problems encountered and management strategies employed, (c) differences encountered in the classroom: study habits, learning styles and how to study in an English-speaking environment. Comparisons were also made between lifestyles in Asia and Australia. Students were then asked to discuss perceived changes in values or approaches to learning during their time in Australia and also what special memories they would take home with them as they left Australia.

Testing a Framework of Dimensions of Quality of Knowledge about Teaching and Learning

Helen Askell-Williams
Centre for Lifelong Learning and Development, Flinders University

Strand B: Room N318

Knowledge about teaching and learning can be considered to be an important domain of prior knowledge that learners bring to teaching–learning situations. Traditional evaluations are reasonably successful at identifying “what” students know. However, evaluating “how well” students know has proved to be more problematic, as indicators of “quality” of knowledge have remained relatively opaque through being undifferentiated and/or justified with circular arguments (eg. Deep knowledge leads to better understanding, and better understanding is achieved when knowledge is deep!). This paper proposes a framework of nine dimensions of quality of knowledge about teaching and learning, and tests the framework against the interview transcripts of a graduate entry, third (clinical) year medical student and a Certificate III child care student. Audience and reader feedback is sought as to the theoretical well-foundedness and potential practical usefulness of the framework of dimensions of quality.

Assessing Problem-Solving: A New Approach that Seeks to Measure Judgement

David D. Curtis
School of Education, Flinders University

Strand C: Room N105

This paper is a report of a project which was designed to assess students’ problem-solving performance and which was undertaken in the Vocational Education and Training (VET) sector in Australia during 2002. The literature review for this project identified renewed interest in generic skills within Australia and overseas. An examination of practices in the assessment of generic skills revealed that four major approaches to assessment could be identified. Each of these has its own strengths and weaknesses. A new approach to the assessment of problem-solving ability was developed. This approach included two major elements: a novel instrument, the Problem-Solving Assessment (PSA) was developed, and an explicit process for problem-solving assessment was implemented. Together they provided an assessment regime that is argued to be authentic, performance-based, evidence-based and criterion-referenced. The paper will describe the process through which the instrument was developed, it will outline the administration of the instrument, and it will present the results achieved using it. Implications for the assessment of other generic skills will be discussed.
The use of vernacular language in Letters to the Editor – an Asturian case study

Hon. Lynn Arnold
Graduate School of Education, University of Adelaide
Strand E: Room N251

In situations where an L1 is dominated by an L2, the decisions of speakers/writers to opt for L1 usage in domains beyond the familial and local community are worthy of study. One such area is the usage of the maternal language in correspondence to the editor of L2 language publications.

This paper examines the usage of Bable, the romance vernacular of Asturias, Spain, in letters to the editor of the largest regional daily newspaper, La Nueva España. This paper is based upon research done as part of my doctoral thesis and explored correspondence to the editor over the period 1988 to early 1998.

The research examined both the range of utilisation of Bable in this form of communication, and also explored attitudes expressed as to the language (in the context of its sociolinguistic relationship with Castilian). On this latter point the research sought to explore if the use of Bable as a medium of communication whilst discussing status of the vernacular correlated with certain attitudes from the various polarities in the Asturian language debate.

In addition, the research mapped, and considered the significance of, the use of Bable by topic categories, extent of usage (ie whether letters were written entirely or partly in the vernacular as well as incidental word usage) and geographic location of correspondents.

A further aim of the research, focussed particularly on letters written entirely in Bable, was the examination of interference from Castilian and the plurality of forms often available within the lexical inventory of Bable.

New Year, New Teacher: A portrayal of an upper primary student with learning difficulties

Phillip Read
School of Education, Flinders University
Strand F: Room N315

As part of a doctoral research project titled “Supporting primary (R-7) students with learning difficulties: perceptions of teachers, parents, students and service providers a series of portrayals relating to the educational experiences of 5 students has been developed. These portrayals serve to recontextualise and illustrate themes and patterns identified through a Grounded Theory approach as well as allowing for the adoption of an ecological perspective whereby the dynamics of S/H viewpoints, actions and circumstances can be examined. This paper draws together a range of issues identified in this research and presents them in the form of a hypothetical portrayal – one school year in the life of a Simon, a year 6 student with literacy learning difficulties.

When Simon started Year 6, his new teacher found documented information about his school performance and learning needs to be very limited. Simon displayed a range of characteristics common to Third Wave students which mitigated against his class teacher identifying, at an early stage in the year, the nature of his learning difficulties. Simon’s parents were not aware that the school regarded their son as having a learning difficulty. “Whole class” teaching was the dominant approach and when accommodations were provided they tended to be “on the spot” accommodations not requiring substantial teacher pre-planning. Simon was just “surviving” academically but not improving. A Guidance Assessment failed to provide the type of information about Simon his class teacher was seeking. The efficacy of a subsequent individualised literacy support programme was influenced by factors such as a lack of planning/monitoring time, limited support modes, general rather than specific goal setting and a level of support which was insufficient to “make a difference” for Simon.
International graduates of a regional university campus

Bronwyn Ellis, R. Gill, J. Sawyer, J. Medlin and D. Wilson
Whyalla Campus, University of South Australia

Strand A: Room N317

The commonly held belief that a small regional campus provides a learning environment with many advantages for international students from non-English-speaking backgrounds is put to the test in the study described in this paper. Factors identified as influencing the success of international students at such a campus point to strengths to be fostered and celebrated and weaknesses that call for the development of strategies to improve the quality of that learning environment. Former international student graduates were surveyed to provide data concerning their perceptions of their regional Australian university experience and the extent to which it had prepared them for their ensuing careers. Insights shared here are of use to other Australian higher education institutions, particularly those with regional campuses, and have implications for the provision of a quality learning experience and environment for all students, not only international students.

Students are teachers too

Michael J. Lawson and H. Askell-Williams
School of Education, Flinders University

Strand B: Room N318

Schools’ and Universities’ mission statements promote intentions to develop students’ skills of self-determination and self-management for learning. This implies that educational institutions are committed to developing students who will adopt the attitudes, and have the skills, to allow them to willingly and actively construct their own knowledge. Discussions about students constructing their own knowledge frequently refer to processes of students building upon prior subject knowledge by integrating new information into existing cognitive networks. Discussions have also pointed out that students need knowledge about themselves as learners and knowledge about management of learning processes, such as self-regulation and metacognition.

In our research, we have taken a slightly different approach to the general field of students constructing their own knowledge. We propose that students also need to have knowledge about teaching, both when in class and when studying alone. Indeed, students spend a great deal of time self-teaching, such as when they interpret a teacher’s instructions, and when they instruct themselves whilst undertaking learning tasks. We have adopted the term students’ pedagogical knowledge to describe this field of enquiry.

This session describes our investigations into the question, “What is the nature and extent of students’ pedagogical knowledge?” We conducted in-depth interviews with a cross-section of students from primary, secondary and tertiary institutions. Responses from the students are wide ranging, including, the need to achieve understanding, the value of class discussions, the importance of asking questions, the spiral nature of the curriculum, the importance of positive feedback, the student’s responsibility for learning and ways of creating motivation. It is clear, however, that although substantial and varied knowledge is distributed amongst students, at an individual level some students are well informed, while other students possess impoverished pedagogical knowledge. We believe that this has significant implications for the design and implementation of instruction. It also leads to questions for teachers such as, “In what ways do we organise our classes to facilitate students’ discussion and acquisition of pedagogical knowledge?” and “In what ways do we seek out and exploit our students’ pedagogical knowledge?”
Stepping from single to mixed sex education: Boys’ progress and perceptions during the restructuring

Shirley M. Yates  
*School of Education, Flinders University*

In 1999 an independent school in South Australia took the courageous step of introducing coeducation into their single sex boys’ school. Mixed sex education was phased in over two years, with girls admitted to Years 7 to 12 in 1999 and Years 3 to 6 in 2000. Progress and perceptions of school climate were measured in all primary and secondary level boys in the school in the inaugural year of coeducation and then annually over the next two years. Hierarchical Linear Modelling analyses revealed an interesting pattern of interrelationships between boys’ progress and cohort and grade level group perceptions of satisfaction, cohesiveness and competition within the school. Perceptions of the difficulty of schoolwork were also significantly related to boys’ progress during the restructuring period.

Designing to learn: A small study on scaffolding self-directed learning in a group of gifted primary school students

Penny Van Deur  
*School of Education, Flinders University*

This study investigates the value of scaffolding self-directed learning processes for eight gifted students in Year six in a South Australian primary school. The students were part of a withdrawal group who worked on self-selected research projects over a six-week period. Inspiration mind maps were constructed by the students at the beginning and completion of work on their topic. At the completion of their work, the mind maps were employed by the students to write summaries of their new knowledge. The researcher emphasised designing to learn in scaffolding the self-directed learning processes of planning questions, planning the use of time, finding resources, asking and answering questions, reflecting on the work done, summarising learning and thinking deeply about a related topic over a number of weeks.

This paper suggests that further research could investigate the value for gifted students of summarising their learning, and that teachers can assist gifted students to design their learning by giving them scaffolding and targeted feedback on the processes of self-directed learning.
**An Australian Co-educational Boarding School: A Sociological Study of Anglo-Australian and Overseas Students’ Attitudes from their own Memoirs**

**Mathew A. White**  
*Graduate School of Education, University of Adelaide*

Strand A: Room N317

Subjugated to the anachronistic rhetoric of nineteenth century literature, Australian boarding schools are habitually depicted as the remanence of a pre-colonial era. These images continue to be dominated by the paradigm of cruelty popularised by Tom Brown’s School Days. This paper analyses the aspirations and attitudes of a study group of Anglo-Australian and overseas secondary students at a Co-educational Boarding School through their own memoirs. The theoretical framework of humanistic sociology, as developed by the Polish-American sociologist Znaniecki combined with Smolicz’s theory of personal and group social systems was adopted for this purpose. The humanistic sociological approach asserts that a researcher must accept cultural phenomena from the viewpoint of the participants. The lineation and delineations of data revealed that respondents believed the boarding houses in the research school encouraged independence from the primary group system of the family and that the school provided the atmosphere to achieve this cultural becoming. The study revealed an attitudinal shift in the group, which welcomed the multiculturalism of the school and acknowledged the cultural monism of the home.

**Depression in Schools: Challenges for Educators and Students**

**Neil Welch**  
*School of Education, Flinders University*

Strand C: Room N105

Since a significant number of students are being diagnosed as having depression, it behoves us as educators to clarify what are the special challenges confronting this group within schools, and to explore how we might best intervene. As educators we need to recognise that depression is a disorder that emanates mainly out of social difficulties and negative life experiences, and one that seriously impacts on student learning and functioning. It is not just a biomedical condition but one where relationships and interactions with significant others, determines the prevalence, timing, nature and course of the disorder. We need to acknowledge that relationships, interactions and structures at school do play a very important, if not critical role in providing students with a sense of identity, achievement and social support as well as being sources of stress and negative experiences. This paper explores the challenges frequently confronting students with depression and identifies a number of promising educational interventions and the theories underlying them.

**‘It’s not what you say but how you say it’**

**Amy Hamilton**  
*School of Education, Flinders University*

Strand B: Room N318

The assessment of visual art is often a contentious issue and traditionally there has been resistance to standardised grading, the general opinion being that it is inappropriate to the nature of art. This study is based on the belief that assessment is an integral component of all parts of the teaching process and is a major factor in student learning. When grading visual art works it is tempting to judge achievement by standards of what a work of art should be but concentration on the product tends to focus on what the work needs rather than consideration of what the student needs. There are various assessment methods that can be applied to artwork.

Researchers have identified a need to discover more about student perceptions of assessment and learning. Student perceptions of what the teacher says and does act as filters to interpret the information. If these perceptions are not aligned with the teacher’s intention there is a possibility that the interaction between student and teacher will be ineffective. The ‘Golden Rule’ of teacher education, that teacher educators should treat teachers as they expect teachers to treat students means that teacher educators should model the kinds of teaching practices they want teachers to use with students.

The study aims to discover more about what students value about assessment and identify ways in which they use feedback. This study will also gauge the effectiveness of the teaching and learning practices in VISA 1301.
“Why do we learn Spanish?” A student perspective of language curriculum and teacher methodology through the middle years

Miriam Parsons
Graduate School of Education, University of Adelaide
Strand E: Room N251

The focus of this research project was on student transition to high school in Spanish and how previous primary learning in the language affected secondary experiences. Respondents came from two departmental schools with established Spanish language programmes and school structures that visibly supported Spanish as part of a whole school curriculum. The transition process for languages between the two schools was viewed as a successful model in South Australia.

Data gathered for this analysis was in the form of personal statements and interviews. A total of twenty-six respondents from Wynn Vale School and Golden Grove High School were involved in the study. The group consisted of eight Year 7 students from Wynn Vale School and eight Year 8 students, nine Year 9 students and one Year 10 student, all from Golden Grove High School. Of the Year 9 students, five had chosen to continue Spanish in 2001 and four had not. The Year 10 student had opted to do Spanish in Year 9 but had decided not to continue in Year 10.

For the purpose of this analysis the Year 10 respondent was included with the Year 9s, forming the group of five non-continuing students of Spanish. The remaining respondents were divided into one continuing Year 9 group and two compulsory groups - one Year 7 and one Year 8. There were three types of responses given – written, oral and a combination of written and oral. The combination of data types gave a broader range of responses than may have been elicited through using only one type of response method. The oral and written responses were treated as one complete set of data. The qualitative approach of the data collection meant that the option of using different data types was viable.

Representation of a student perspective was the critical feature of this study. A humanistic sociological approach was used to allow responses to reflect each individual’s point of view as accurately as possible. Conclusions of the data were drawn about student values and attitudes toward languages. Recommendations were made about further curriculum and methodological development in the languages area through reference to the student responses and in light of current direction in languages at state level.

The application of an epidemiological methodology to the researching of learning difficulties in literacy

Barbara Nielsen
School of Education, Flinders University
Strand F: Room N315

My research project has arisen from the context of the classroom, was prefaced by a series of case studies and followed by a quantitative study to demonstrate the relationship between visual function and reading in children 8.9 and 10 years of age. After the data collection was completed and there were no clear correlations between the visual function and the reading data, I began to review the research methodology used.

This led to an investigation of the methods of modern epidemiology, which has largely developed since the second world war. Epidemiology now has its’ own identity although it remains in an early stage of development. This paper explains the application of epidemiological principles to my research into learning difficulties in literacy. This application has led to a new perspective on learning difficulties and an understanding of why the first quantitative study was so ambiguous.
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<th>Factors in the Belief Systems among Tertiary Students from Five Universities in Three Countries</th>
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<td>Dr. Dorothy Hudson, J.J. Smolicz and M.J. Secombe</td>
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<td><strong>Strand A: Room N317</strong></td>
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<td>The paper reports some of the findings from a comparative study of moral values and religious beliefs among students from five universities in the Philippines, Poland and Australia, each with its own cultural and ideological profile. The 448 respondents who participated in the study were senior undergraduate and postgraduate students drawn from education and social science faculties in two independent Catholic and three secular state universities. Comparable data were collected from students in the form of a questionnaire in relation to their position on moral values and religious beliefs. This paper presents a detailed analysis of two questions of particular interest in which students considered what factors had influenced their success in life, including tertiary study, and who had been the biggest influence on their life. In addition, an analysis of student responses to the issues of lying and stealing, provided insights into how these moral dilemmas were faced in the different cultural, religious and moral values to which respondents were exposed.</td>
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<tr>
<td>Patricia Feehan</td>
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<td><strong>School of Education, University of South Australia</strong></td>
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<td><strong>Strand B: Room N318</strong></td>
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<td>This paper tackles how the tasks set by the teacher framed the responses given by two year 6/7 classes. The students were from a northern suburbs Catholic School. They were working within the ancient mythological story from the Book of Exodus in the Hebrew Scriptures. The children responded to the teacher’s tasks with different perspectives and layers of meaning which included from material to spiritual, and theological. In the process of working with the tasks the children encountered different levels of abstraction. Some children were familiar with dealing with abstraction, some were challenged by it and displayed depths of understanding and others were marginalised. The tasks set by the teacher provided different opportunities for the children to work effectively with abstraction at their own levels and this suggests criteria for selecting tasks. This paper represents part of my work in progress on: “The Catholic Tradition and Children’s Constructions of the Deep Symbol of Hope.”</td>
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<th>Discipline and the development of masculinity at Prince Alfred College: 1960-65</th>
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<td>Leah Simons</td>
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<td><strong>Graduate School of Education, University of Adelaide</strong></td>
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<td><strong>Strand C: Room N105</strong></td>
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<td>Prince Alfred College (PAC) was opened in 1869 as a Wesleyan Methodist boys’ college. It was the first Methodist College established in Adelaide, South Australia. This paper is based on research done for a PhD thesis. It is an oral history on the effects of discipline in the development of masculinity in men who attended PAC in the early 1960s. They are some of today’s male role models and are all fathers. This study is about gender and how schooling effects the development of masculinity in boys. It is one step in the process of finding the links between masculinity and schooling from a historical perspective. This research is about writing men’s experiences back into history as feminists wrote women’s perspective back into history. It gives a more balanced picture of PAC in the 1960s as it recognises and uses the voices of the students and compares this to the school archives to create a history based on the lived experience of schooling and how this affected the students throughout their lives.</td>
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Use of Conversation Analysis to Determine Early Adolescents’ Understandings of Biblical Text

Stephen Greaves
School of Education, University of South Australia
Strand E: Room N251

Conversation Analysis has proven to be a useful method to analyse results of an interpretive study involving early adolescent Catholic school students and their abilities to make meaning from biblical texts. For students operating within Catholic schools, the Bible is a foundation text and a major resource for both academic study and religious inspiration. This work particularly focuses upon the ability to make sense of biblical material by early adolescent students (aged about 11 – 12 years) in Catholic schools. Student focus groups discussed their interpretations of a miracle story taken from the gospel of Mark. The article outlines how this process began, how it transformed and developed, until finally it was able to serve the purpose for which it was designed. The researcher’s struggles and subsequent growth within the research process are also presented.

Games in Education

Maciej Juszczynski
Graduate School of Education, University of Adelaide
Strand F: Room N315

This paper focuses on potential possibilities of using games in the educational process. Starting with description of particular model of education, developed in the “golden era” of ancient Greek (Paideia) as a point of reference, the paper analyzes advantages of games as a particularly useful educational instrument, especially in modern times of “time shortage” and “instant payoffs” expectations. In the process of analysis the Kepinski’s theory of “information metabolism” is also being applied.

Permanent references to the theory of games are made in order to set up a theoretical framework – mainly with regard to basic definitions and relation between them. A short history of games theory is drawn in order to illustrate how this initially purely mathematical instrument, evolved eventually into a vast interdisciplinary science providing useful instruments for humanistic sciences.

In an educational context classical distinction of sport, mental and psychological games is often being drawn. This paper focuses rather on mental and psychological games, although most of its conclusions apply to sport games (games of physical skill) as well.

As an example of a game with particularly good educational potential a classic Asian game of GO is being used. GO, although developed more than 4000 ago in ancient China, is still very modern in terms of its internal structure and system openness.
Developing classroom practices to support NESB students in Information Systems courses: Some preliminary findings

Tracey Bretag, S. Horrocks and J. Smith
School of Education, University of South Australia

Strand A: Room N317

The number of international Non-English Speaking Background (NESB) students undertaking Information Systems (IS) courses at the University of South Australia has significantly increased in recent years. These students consistently achieve lower average grades than local students. This paper outlines the first cycle of an action research project which aims to facilitate improved learning outcomes for NESB students. The basic premise of the research is that international NESB students’ academic performance is affected by socio-cultural and linguistic factors and that educational institutions have a responsibility to provide support to these students as they negotiate their new academic environment. Features of the project included training for IS tutors in English as a Second Language (ESL) teaching strategies, and a weekly support tutorial for students identified as needing assistance.

Computer Adventure Games as Problem-Solving Environments

David D. Curtis and M.J. Lawson
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Strand B: Room N318

Claims that computer-based adventure games are productive environments for the development of general problem-solving ability were tested in a study of 40 students’ interactions with a novel computer-based adventure game. Two sets of factors that are thought to influence problem-solving performance were identified in the literature – domain-specific knowledge (schema) and general problem-solving strategies. Measures of both domain-specific knowledge and general strategy use were developed and applied in the study. A cognitive model to explain performance is developed in which there are complex relationships among key concepts. General strategies were found to have important influences on problem-solving performance, but schema was negatively related to performance. The implications of these findings for both classroom practice and future research designs are discussed.
On-Line Learning is Child’s Play: The use of Metaphor in Shifting Paradigms

Heather McKay
School of Education, Flinders University

Stand D: Room N105

This case study describes how metaphor and reasoning through analogy was used to transfer knowledge from an area of expertise, child studies, to a new discipline, on-line learning. This transfer allowed a deeper level of understanding of a particular on-line learning initiative and a consequent re-evaluation of a proposed diffusion study in terms of its contribution to “quality” in education. It is offered as an example of the need for researchers to recognise different ways of knowing and to scrutinise their research topic through different lenses.

Is informal learning the missing link, in the development of social capital within communities?

Ruth Schubert
School of Education, Flinders University

Strand E: Room N251

This paper will present a summary of research on informal learning, social capital and communities, and will also present an overview of proposed research investigating the connection between informal learning and the development of social capital in communities. The focus of the study is within regional communities, as these communities represent identifiable groups of people, and social capital is developed within groups. Structuration theory is the theoretical framework underpinning the connection and development of the main concepts.

The paper explores the thesis that social capital develops within the connections and relationships that exist among the individuals who constitute a community or group and that it leads to greater trust and cooperation within groups and communities. In this sense, the greater the social capital of a community, the more it is likely to grow.

It is often stated that regional communities are different, but why these communities are different has not been fully explained, and why can communities, even within relatively close proximity differ so markedly from each other? So why is it that some communities are different and appear to be "successful" and what is it the makes the difference?

Public policy makers see the formal sectors of education as the key drivers of human and social capital development. Yet individual and institutional barriers inhibit the participation of some people in those sectors, and the informal learning that occurs within groups may be of comparable or even greater importance to individuals and communities.

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The impact of IELTS scores on performance at university

Vicki Feast
Dean: Teaching and Learning, Division of Business and Enterprise, University of South Australia

Strand A: Room N317

This paper investigates two key issues. First, the relationship between English language proficiency, as measured by IELTS tests scores, and performance at University, as measured by Grade Point Average (GPA), was investigated using multi-level analysis. A significant and positive relationship was found. Second, the trade-off between raising IELTS entry scores and the consequent loss of international students is investigated at one South Australian university.

Recommendations for raising IELTS scores for undergraduate and postgraduate students are made in the paper although it is recognised that the loss of international students might be considered too large to justify the increase in minimum English proficiency standards on financial grounds. The paper concludes that increased levels of support for international students after entry might be a preferred method of improving the success rates of international students.

Making groups work: University students' perceptions

Jane Burdett
School of Education, University of South Australia

Strand B: Room N318

Group work has many benefits for effective learning while also preparing graduates for future work. However, group work often elicits a mixed reception from participants. This paper explores the perceptions of final year university business students of their formal group work experiences. Information has been gathered through the collection of quantitative and qualitative data, and analysis reveals student experiences, both positive and negative. This paper also examines students’ perceptions about the extent to which their experiences enabled them to achieve the university’s graduate group work competencies. Finally, it reports students’ own suggestions for improving the problems they encountered thus providing strategies for addressing their concerns.
Designing a Metacognitive Knowledge Monitoring Assessment Tool for Year 5 & 6 students' ICT skills and abilities

Lynette Arnold
University of Sydney
Strand D: Room N105

To assess a student’s ability to monitor their knowledge in a domain and to differentiate between what they believe they know and do not know and what they actually know and do not know, Tobias & Everson developed a procedure referred to as the Knowledge Monitoring Assessment (KMA).

Previous attempts to measure metacognitive knowledge monitoring have relied on observations of student performance, interviews, protocol analyses and/or self-report inventories and have proven to be difficult, time consuming and labour intensive, and results have, in many cases, been subject to a number of questions relating to inconsistencies and what is actually being measured.

While the KMA still effectively relies on student self-report it emphasises prediction of performance based on reflection of current knowledge and understandings rather than, for example, reflections on cognitive procedures used to perform the task. On the KMA the student is first asked to estimate their ability to solve a problem, which is subsequently tested. In this way the KMA strategy evaluates the differences between the learners estimates of declarative or procedural knowledge in a particular domain and their actual knowledge as determined by test performance on the items presented in a multiple choice test. Such testing offers objective scoring and can be administered individually or to a group via paper-based or computer-generated media.

Following the approach outlined by Tobias & Everson (1996) a set of 12 learning technology-based questions that focussed on the declarative and procedural knowledge required by students to successfully complete research project related tasks in Years 5 and 6 was designed, trialled and subsequently implemented as part of a research study investigating the self-regulated learning behaviours of students in technology-rich classrooms.
Impact of national language policies upon the survival and development of minority languages

Maciej Juszczynski
*Graduate School of Education, University of Adelaide*

Strand A: Room N317

The different options existing with regards to national language policies (language planning) toward minority languages are analyzed in this survey. They vary from discrimination to preservation in their overt and covert aspects. As a result different states of relations between minority and dominant languages occur: assimilation, integration (of different level) or multiculturalism (co-existence of languages and cultures). Language planners on a national level have their decisions limited due to globalisation processes and the newly developed body of linguistic human rights situated in the context of classic general theory of human rights. Actual linguistic strategies towards minority languages seem very often based on short-sighted political priorities (assimilationist strategy being still very popular) failing to foresee long-term consequences to social stability of an open society.

Taking the Next Step in Mathematics and Science Education: Some Key Ideas, Issues and Implications for Research and Teaching

Carol R. Aldous
*School of Education, Flinders University*

Strand B: Room N318

Six key ideas and issues related to mathematics and science learning and teaching are discussed. These ideas encompass notions of:

1. Equity,
2. Service to humanity,
3. Literacy,
4. Knowledge dimensions and their changing emphases,
5. Affective as well as cognitive responses to mathematics and science, and
6. Connections to technology.

The implications of these ideas in highlighting new directions needed for research in mathematics and science education are considered. These implications are expanded upon in the context of the presenter’s own research into creative problem solving. Finally the connections of this new research to teaching are discussed.
Overcoming transactional distance as a barrier to effective communication over the Internet

Steven Barrett
School of Education, University of South Australia
Strand D: Room N105

The use of the Internet as a medium for distance education requires students to transmit large amounts of socio-emotional information to people who are often total strangers. This can make people feel vulnerable, so they limit the amount of this type of information they transmit across the Net, which in turn creates a barrier to effective communication. This study assessed the quality of the communication that occurred as part of the teaching in a subject in a Doctorate of Education program. The quality of the communication did not accord with the expectations gleaned from the literature, due to the nature of the relationships that existed between the participants. The findings of this study can be used as the basis of interventions designed to improve the effectiveness of the Internet as a medium for undergraduate distance education.

Contemporary Themes in the Research Enterprise

Tony Gibbons and G. Sanderson
School of Education, Flinders University
Strand E: Room N251

This paper discusses themes associated with the enterprise of educational research, particularly as it applies to notions of ontology and epistemology in ‘quantitative’ and ‘qualitative’ methodologies. It begins by identifying the ‘space’ that educational research occupies in the contemporary social setting and indicates the growing complexities of the ‘real world’ which researchers contemplate. The development of empirical and interpretive methodologies is traced through an historical analysis of educational research which highlights the emergence of the postmodern platform. This leads to an examination of the traditions of both the ‘quantitative’ and ‘qualitative’ approaches with a view to understanding their positioning in the field of educational research. It is maintained that these two methodologies are examples of paradigms which exist within traditions. They are often said to be incommensurable paradigms. We propose a solution to their seeming incommensurability which in part involves assessing the coherence of the idea of a ‘paradigm’.
"Crossing boundaries" - Education for cultural inclusivity

Vincenzo Andreacchio
Graduate School of Education, University of Adelaide

Strand A: Room N317

Multicultural Education programs and curricula are not only about diversity of representation and participation, but are also about the content of teaching and learning. The paper examines the work undertaken in multicultural education in South Australian schools and centres over a twenty-year period (1980–2000) through the Multicultural Education Committee (MEC) Grants Program. The data for this investigation was obtained from MEC grant application forms and reports by schools and centres undertaking their own particular projects and programs. This data was complemented with further memoirs, interviews and questionnaires by teachers, students and parents.

In essence, multicultural education aims to move students to a state of “bi valency”, live and work across cultures. Much of the focus of work surrounding multicultural education deals in coming to terms with or an acceptance of differences. In recent times, the new local and global learning environments provide new opportunities for opening and crossing cultural boundaries. To what extent have our similarities and shared values been included in multicultural education programs? What does culturally inclusive curriculum look like? and what approaches are appropriate to develop cultural literacies and understandings?

The conclusion provides a model of “four cultural contexts” for the teaching and learning cultural knowledge and skills that make up multicultural education in local and global settings. This model is exemplified through a critical analysis of teaching approaches that highlight similarities as well as differences in multicultural education.

The Australian Science and Mathematics School as a case study in educational and organisational innovation

Donald Bramwell
School of Education, Flinders University

Strand B: Room N318

The Australian Science and Mathematics School (ASMS) has been framed as a means to promote, generate and foster effective change in the teaching and learning of mathematics and science. The School, while establishing a great many novel programs and partnerships, is seeking to move beyond novelty and to be truly innovative in all it does, in the ways it undertakes its activities and in the people and organisations with which it collaborates. This study provides an opportunity to explore the many facets of an initiative aimed at achieving comprehensive and lasting innovation. Using the ASMS as a case study, this research project will investigate the School’s development from initial idea to practical operation. The key question to be addressed in this study will be: How do the development and early operation of the ASMS inform understandings of innovation in science and mathematics education?
Monkeying around: Technologies of representation and agency in teaching and learning

Ruth Geer
School of Education, University of South Australia

Strand D: Room N105

Technologies that are essentially market-driven are forcing dramatic changes in the way society operates today. These same technologies are also permeating into online learning communities with limited understanding of their value in an educational context. New and emerging technologies are focusing on representing the “humanness” of its users through the availability of e-voice, e-face, e-world, character representation and agents, which are being heralded as increasing social interaction and motivation. Key to understanding these technologies is to appreciate the value of representation and agency within learning communities in supporting interactions that allow for engagement at the cognitive and metacognitive levels. Intelligent agents have been shown to increase student satisfaction and motivation but further investigation is needed to assess their capabilities to enhance learning. It is important for educators to take the initiative in driving the emergence and evolution of these technologies to address educational needs rather than adapting market-driven technologies to an educational context. This paper will map these emerging technologies in relation to a framework of technology-mediated interaction to gain further insight as to whether these technologies can be harnessed to enhance teaching and learning in online communities.

Grounded Theory Method: Personal Reflections in the Midst of a Research Study

Paddy O’Toole
School of Education, Flinders University

Strand E: Room N251

Grounded Theory Method (GTM) is a method of analysing data to generate theory. This article describes some of the pitfalls and drawbacks of using GTM faced by a PhD researcher gingerly picking her way through the philosophical critiques, ideological pressures and problems with available texts. Despite all this, it is concluded that GTM is an effective research method in terms of adding to the body of knowledge and personally satisfying to the researcher.
Once again today we recognise and celebrate the contributions of Emeritus Professor Jim Richardson to education in South Australia and internationally.

Following military service with the British Army during the second World War, and subsequent university study, Jim’s first academic appointment was in 1949 as Lecturer in Education at Otago University in New Zealand. He next took an appointment as Senior Lecturer at the Remedial Education Centre of the University of Queensland under Professor Fred Schonell. It was here that Jim Richardson founded and became the first editor of the journal, *The Slow Learning Child*. Under his editorship, *The Slow Learning Child* became one of the leading international journals in special education.

From the University of Queensland where he completed his PhD, Jim Richardson was attracted to the University of British Columbia, but after only three years in Canada he returned to Australia as Professor of Education at the University of New England, where he introduced the study of Special Education within the Education major.

At the beginning of 1967 Jim Richardson moved to Adelaide to participate in a highly innovative and bold experiment in higher education. He was appointed as both the foundation Professor of Education at Flinders University and as the Principal of the new Bedford Park Teachers’ College in whose buildings we meet today. It was a daunting role, and a hugely demanding one. Jim’s commitment to it never wavered, and under his leadership both the College and the University’s Discipline of Education were set on firm but innovative and visionary foundations.

When the Discipline of Education at Flinders University became the School of Education, Jim was appointed foundation Dean. He continued to serve as Professor of Education at Flinders University until his retirement in 1979, at which time the title of Emeritus Professor was conferred.

This afternoon we again acknowledge his very significant achievements through the Jim Richardson Annual Lecture in Education. Ladies and Gentlemen, will you join with me in congratulating and celebrating the contributions of an eminent South Australian educator – Professor Jim Richardson.
Researching Higher Education: Beyond Cross-roads

Professor Craig McInnes
Centre for the Study of Higher Education, University of Melbourne

The succession of national reviews of higher education over the last five years, culminating now in the Crossroads discussions initiated by the Minister for Education, Science and Training, present challenges for higher education researchers. The discussion papers and submissions have provided the focal point for debate over both perennial and contemporary issues in higher education, and in perhaps too many instances, the capacity of research into higher education in Australia to inform the debate has been limited. This paper takes as its starting point the key questions raised by the Ministerial Discussion Paper published in April 2002 and reviews the extent to which higher education research has shaped thinking about policy and practice in the issues papers that followed. Regardless of the outcomes of the higher education review, many of the assumptions and conceptual frameworks on which higher education research have been based now require major rethinking. The paper identifies areas where higher education research has been found wanting, and suggests possible research agendas for the immediate and long term impacts.

After the conference,
join colleagues for a

Barbecue Dinner

It begins at 5:45pm in the
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Donation of $10
The Educational Research Conference 2002

is being held in the Sturt Theatre,
North Wing of the Sturt Buildings (building 1 on the map),
and is best accessed from Car Park 14

If you get stuck, lost, or have any last minute dilemmas, contact

Katherine Dix
0414 858 959