

Quality Learning
Research Priority Area
Annual Report 2004



Quality Learning

new times
new relationships
new pathways



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Executive summary

2004 has been a year of significant advancement for the Quality Learning Research Priority Area. While some data is still to be finalised, the RPA has already met or exceeded the vast majority of all targets set for 2004. Specific outcomes are detailed throughout this report, but the most important outcomes for 2004 are summarised here.

Our first key objective is to develop an internationally recognised approach to conceptualising, designing and evaluating 'quality' learning experiences and environments. In 2004 Quality Learning has:

- Signed a memorandum of understanding with Manchester Metropolitan University, the University of East Anglia and the University of Illinois. This MMU is to facilitate staff/student exchanges, multi-national and collaborative research projects, and benchmarking
- Finalised an international external advisory board with members from the UK and the US
- Been invited to send delegates and a keynote speaker to the international Quality Education conference being held at the National Taiwan Normal University in December. QL Convenor, Professor Kamler will be a keynote speaker at this event
- Funded 3 extremely successful, high profile conference initiatives.

Our second key objective is to extend the Quality Learning Research Priority Area's research program. In 2004 Quality Learning has:

- Funded 5 research grants (all designed to lead to external funding applications), and 3 seed grants
- Submitted 9 national and 2 international competitive external grant applications
- Launched and expanded the cross-disciplinary, cross-university international Educational Research Network (ERA) focused on new identities, new pedagogies, new technologies.

In relation to our third key objective of communicating results of research and consultative work undertaken in the Quality Learning research priority area to local, national and international audiences the following points are important to note:

- The QL RPA will have its official international launch on the 30th of November 2004
- The QL RPA has continued to build local networks and increase local profile through presentations to the South Barwon West District of the Victorian Education Department; to the Victorian Schools Innovation Commission (involving schools throughout Victoria) and through a number of public seminars
- Specific QL projects have been showcased at key Australian conferences including those of the Australian Teacher Education Association; Australian Association of Research in Education; the Australasian Science Education Research Association
- QL initiatives have also been the basis of international conference presentations given in countries including Britain, North America, Canada, Taiwan, South Africa, Denmark, Switzerland and Hong Kong.

In working towards objective four—to foster the development of a sustainable research culture through high quality research training—Quality Learning has:

- Sponsored an innovative doctoral exchange program between Deakin and the University of Wisconsin (Madison)
- Provided a range of professional development activities for early career staff, and higher degree by research students and integrated higher degree by research students into QL Members' Days and conferences.

Two final points are important to note. First, consistent with our commitment to ensuring that QL constitutes a cohesive group working towards shared research objectives eligibility for membership has once again been reviewed and processes to ensure that members can make an active contribution to the development of QL have been put in place. As a result the total number of members has decreased but the percentage of active members (those actively contributing to QL initiatives) has increased. The numbers of HDR students have also increased.

Second, the high level of activity and the quality of outcomes from QL RPA in 2004 have been achieved with a budget of \$180,000 (base funding of 110,000 supplemented by a \$59,000 'carry forward' and additional faculty funding). In order to capitalise on progress to date and continue to build the RPA we would hope to have access to a similar level of funding in 2005.

A: 2004 Operational Targets and progress on meeting KPI targets

Objectives

The functional plan for 2004-06 has four objectives:

- Develop an internationally recognised approach to conceptualising, designing and evaluating 'quality' learning experiences and environments.
- Extend the Quality Learning Research Priority Area's research program
- Communicate results of research and consultative work undertaken in the Quality Learning research priority area to local, national and international audiences
- Foster the development of a sustainable research culture through high quality research training

In the following section we provide information concerning the strategies used to achieve these goals, the key targets set, and progress towards these targets.

Strategies and Operational Targets 2004

Objective 1: Develop an internationally recognised approach to conceptualising, designing and evaluating 'quality' learning experiences and environments.

This objective reflects Quality Learning's commitment to forwarding understandings of what 'quality' might usefully mean in contemporary contexts and to articulating these understandings with international research priorities. The emphasis is on both the development of new frameworks for thinking about 'quality' and also the implementation/trialing, evaluation and modification of these frameworks to ensure a truly high quality approach to quality learning.

Strategies: 2004

Coordination

- Ongoing appointment of 0.6 SL as co-ordinator to facilitate the work of the RPA
- Restructuring of steering committee
- Finalisation of international advisory board
- Establishment of meeting schedule for advisory board
- Development of 'local' reference group (involving media representatives, parent representatives, community and business groups).

Industry Linkages Program

- This program will support entrepreneurial activity for the priority area by marketing the research priority's potential and products to the appropriate organizations and communities.

Conference Program

- This involves funding large and small conferences associated with Quality Learning, that bring together RPA members and distinguished national and international scholars (and the production of publications out of these conferences) The conference program is designed to provide a forum for building international profile, disseminating quality learning research and fostering industry and international links.

Distinguished visitors program

- Funding for distinguished visitors to attend Deakin university and work with RPA members
- Partial funding (in conjunction with ICARE members) of staff/student exchanges

Quality Learning publicity

- Preparation of Quality Learning web site and associated material
- Development of a proforma 'footnote acknowledgment' to ensure all activities associated with/funded through QL are appropriately acknowledged
- Development of a media liaison committee to facilitate the distribution of outcomes of QL research
- Funding of 'public seminars' focused on 'hot' topics (eg bullying in schools; supporting students through VCE)

Targets: 2004

1.1 Coordination

- 1.1.1 Review performance of coordinator through 2003; set performance goals for 2004. Feb 2004. Accountability: Steering Committee.

Outcome: Target met

Prof Kamler and Dr Rowan met in December 2003, and February 2004 to set key performance goals (related to achievement of goals in the RPAs functional and operational plans). Progress towards key goals has been monitored in regular meetings between Prof Kamler and Dr Rowan, and through the coordinator's regular reports to the Steering Committee.

- 1.1.2 Finalise composition of steering committee (via appropriate elections) and establish meeting schedule for 2004. Jan 2004. Accountability: Faculty of Education Research Committee

Outcome: Target met

In order to more accurately reflect the cross university nature of the RPA the terms of reference for the Steering Committee were adjusted in December 2003 so that the two elected members would no longer be elected from the two schools in the faculty of education, but rather from the general membership. Elections were held at the beginning of 2004, and a meeting schedule was established in March.

It is important to note that the activities of the Steering Committee were severely constrained during the first months of 2004, due to uncertainty about so-called 'carry forward' funding. This situation was not resolved until late April 2004.

- 1.1.3 Finalise composition of international advisory board and establish meeting schedule. Feb 2004. Accountability: Coordinator.

Outcome: Target met

Invitations to join the International Advisory Board of our RPA have been accepted by:

- Professor Mimi Bloch, University of Wisconsin-Madison
- Professor Diana Leonard, London Institute of Education
- Professor Fazal Rizvi, University of Illinois
- Professor Brigid Somekh, Manchester Metropolitan University
- Professor Rob Walker, University of East Anglia

Further details are available in Appendix B.

- 1.1.4 Conduct Quality Learning planning days with membership in April and October. Accountability: Coordinator and convenor.

Outcome: Target met

Members' Days encouraging active dialogue and communication are key components of the Quality Learning RPA's development. Members report on QL research and related activities, and continue to develop, in the process, the QL philosophy. Through these days criteria for QL membership has been increasingly tightened. The first Quality Learning members' day was held on the 9th of June and involved presentations from the coordinator (outlining ways in which the QL philosophy has been clarified and expanded in the past twelve months) and recipients of QL Grants in 2003, reporting their findings.

The second members day was held on the 26th of October. This day was focused on the theme Quality Research, and addresses explicitly the Quality Research agenda currently being developed by the federal government. Presentations were made by:

- Professor Jill Blackmore, Education and QL RPA Member
- Dr Michael Leach, Research Fellow, Institute for Citizenship and Globalisation (Faculty of Arts)
- Professor Charmine Hartel, Chair in Strategic Business (Faculty of Business and Law)
- Professor Terry Evans, Associate Dean (Research), (Faculty of Education)
- Associate Professor Jo Graffam, Associate Dean (Research), (Faculty of Health and Behavioural Science)
- Professor Peter Hodgson, Associate Dean (Research) and Federation Fellow (Faculty of Science and Technology)

This day was attended by more than 50 people, including many from outside the RPA. This indicates the relevance of QL activity to the broader university community and QLs increasing profile as an RPA that leads debate in issues of quality.

1.2 Industry linkages program

- 1.2.1 Consolidate links with Victorian schools innovation commission through meetings between at least 4 QL members with Convenor/Coordinator and VSIC. By April 2004. Accountability: Steering Committee and Convenor and Coordinator.

Outcome: Target met

2004 has been a significant year for QL's relationship with VSIC. Several QL members have been involved in VSIC funded/sponsored activities, and several others have worked to develop shared research agendas and applications for funding. Most notable achievements in this area are:

Dr Simone White received support via VSIC for an initiative within the 'Beyond the Pilot' research project.

Dr Leonie Rowan and Professor Chris Bigum contributed to the development of an application by VSIC to Multi-Media Victoria for funding to install and conduct research associated with broadband in regional state schools. The funding application was for 2.5 million dollars. The Quality Learning RPA and the Faculty of Education are both named as key stakeholders in the application.

Dr Leonie Rowan presented a keynote address to a VSIC sponsored conference on the topic Quality and Innovation, May 6, Melbourne.

Dr Simone White and Dr Eileen Honan have submitted a joint research grant application with Mr Craig Smith (VSIC) for a project focused on teacher identity. This is the beginning of a larger, joint research initiative intended to proceed to an application for external research funding.

- 1.2.2 Consolidate links with Director of the South Barwon region of the Victorian Department of Education through at least one meeting between the Director and QL Convenor and Coordinator. By April 2004. Accountability: Coordinator & Convenor.

Outcome: Target met

Professor Grundy coordinated two informal seminars with South Barwon personnel and the Faculty of Education in 2004. At both of these seminars QL members presented work on their research.

Seminar One was held on 7th May and involved presentations from QL Members, Ass Professor Judy Mousley; Dr Chris Hickey and Ms Muriel Wells, Professor Jill Blackmore, Associate Professor Annette Gough.

Seminar Two was held on 16th July and was explicitly focused on Quality Learning. Dr Rowan presented an overview of the QL RPA, and illustrative examples of the QL philosophy in practice were given by QL members Professor Bigum and Dr Angwin.

In addition to this Professor Grundy has had regular meetings with the Director of the South Barwon region.

1.3 Conference Program

- 1.3.1 Conduct Research on Doctoral Education (RoDE) conference. By June. Minimum 12 participants. Accountability: Professor Kamler.

Outcome: Target met

This conference was held 26-27 April and involved 28 participants. The key publication from the conference is a special edition of HERD on Quality Research on Doctoral Education. A full report on this conference was recently tabled at the Steering Committee and is available from the secretary of the committee.

- 1.3.2 Conduct Knowledge Producing Schools: a transformative educational agenda conference. By March. 20 participants Accountability: Professor Bigum.

Outcome: On target to be met

In response to requests from potential participants this conference has been re-scheduled for November 2004. Speakers from England, New Zealand and Australia have been confirmed. Plans are underway to develop refereed papers from the conference.

- 1.3.3 Conduct learning from the margins conference. 30 participants.
Accountability: Dr McLeod.

Outcome: Target met

This conference was held from 12th and 13th of July and involved 46 participants. The full range of conference papers are available on-line at the QL website. Selected conference papers are being revised for publication in an edited collection. A full report on this conference was recently tabled at the Steering Committee and is available from the secretary of the committee.

1.4 Distinguished visitors program

1.4.1 Fund 3 international visitors to attend Deakin University and work with RPA members. By December. Accountability: Coordinator.

Outcome: Target exceeded

Throughout 2004 QL has supported visits by the following international researchers:

Rachel Thomson (Open University, UK)

Associate Professor Jo-Anne Dillabough (University of British Columbia, Vancouver)

Professor Diana Leonard (London Institute of Education)

Assoc Professor Bernadette Baker (University of Wisconsin-Madison)

Prof Fazal Rizvi (University of Illinois)

Prof Bridget Somekh (Manchester Metropolitan University)

Professor Toshiakira Fujii (Tokyo Gakugei University)

Professor Julianna Szendrei (Eötvös Loránd University, Budapest)

Professor Mimi Bloch (University of Wisconsin-Madison)

1.5 Quality Learning publicity

1.5.1 Relaunch Quality Learning web site and associated material. Jan 2004. Accountability: Coordinator.

Outcome: Target met

The quality learning website is regularly updated. The new site was launched in December 2003, and has been modified consistently since then. The latest modification was October 28th.

A Quality Learning RPA brochure (designed as an introduction to QL for people outside education) has also been produced.

A draft QL graphic has also been designed in conjunction with the Marketing Division as part of our strategy to draw attention to QL projects: this graphic is intended to be used on all QL publications and project announcements to increase the ease with which QL initiatives are identified nationally and internationally. A formal request to use this graphic on QL materials is in train.



The QL RPA will have an international launch on the 30th of November. Invitations to the launch have been extended to education leaders (including the Minister for Education, the Directors of Education Victoria, Catholic Education in Victoria), international researchers affiliated with QL; members of ERA, and QL members.

1.5.2 Development of a proforma 'footnote acknowledgment' to ensure all activities associated with/funded through QL are appropriately acknowledged. Jan 2004. Accountability: Coordinator.

Outcome: Target met

All QL members have received advice on how to acknowledge support provided by the QL RPA. The endorsed form of words is:

For references to a funded research project

This research project was funded by the Quality Learning Research Priority area, hosted by the Faculty of Education at Deakin University, Australia. Details about the Quality Learning Research Priority Area can be found at: http://www.deakin.edu.au/education/quality_learning/

For papers

The research that informs this publication was funded by the Quality Learning Research Priority area, hosted by the Faculty of Education at Deakin University, Australia. Details about the Quality Learning Research Priority Area can be found at: http://www.deakin.edu.au/education/quality_learning/

For Conference Publicity

All conference publicity-brochures/posters/flyers, should contain a reference to Quality Learning (ie supported by Quality Learning at Deakin University)

Any larger document-program, web site, publication, should contain the acknowledgment:

This conference was funded by the Quality learning Research Priority Area, hosted by the Faculty of Education, at Deakin University, Australia. Details about the Quality Learning Research Priority Area can be found at: http://www.deakin.edu.au/education/quality_learning/

Conferences partially funded should acknowledge that:

This conference was supported by the Quality Learning Research Priority Area hosted by the Faculty of Education, at Deakin University, Australia. Details about the Quality Learning Research Priority Area can be found at: http://www.deakin.edu.au/education/quality_learning/

- 1.5.3 Development of a media liaison committee to facilitate the distribution of outcomes of QL research. March 2004. Accountability: Steering Committee

Outcome: Target met

Through 2004 QL has made use of existing university personnel/structures to facilitate the dissemination of QL research. The marketing department has played an active role in the establishment of QL's publicity materially. Members have been encouraged to identify their areas of expertise, and to register this with the Community of Science (COS) funding and expertise service

- 1.5.4 Funding of 'public seminars' focused on 'hot' topics (eg bullying in schools; supporting students through VCE). By August 2004. Accountability: Steering Committee

Outcome: Target met

QL Members have delivered three public lectures in 2004.

Professor Barbara Kamler has delivered, as a Deakin Discussion, "Crossing generations: new approaches to life-long learning", 10th August, Melbourne. This paper was also presented in Geelong as a Sunset Symposium on 12th October. The sunset symposium was supported by QL.

Dr Chris Hickey has delivered, as a Deakin Discussion, "Boys, Balls and Bad Behaviour", September 21st, Geelong. This paper was also presented in Melbourne as a Sunset Symposium on 13th October. The sunset symposium was supported by QL.

Dr Leonie Rowan has delivered the annual Living Literacy Lecture (to an invited group of literacy educators and policy makers) "Are we there yet? Journeying towards literacy in changed and changing times": October 29, Sydney. This was explicitly acknowledged as a QL initiative.

Developmental Goals: Objective 1:

Steering Committee will undertake a process of more tightly defining and applying criteria for membership. This will ensure that all members are actively contributing to the development of distinctive QL research agendas. The steering committee will convene at least one members' day in 2005 addressing the impact of QL research.

Objective 2: Extend the Quality Learning Research Priority Area's program of research

While objective 1 focuses on the development of a research framework, and increasing awareness of the fundamental link between 'quality learning' research and Deakin University, objective 2 aims to facilitate specific research programs that can take the QL model into a range of discipline and educational areas. These programs will form the basis for publications that draw attention to Deakin, and for external research grants that will advance the QL agenda. Most of the strategies selected have been piloted in previous years with demonstrated positive outcomes.

Strategies: 2004

Grant application program

- Provide funds to support the development of quality external grant applications

Seeding Grants for QL Research Projects

- Provide funds to support the pilot phase of research projects that have the potential to attract competitive research grants

Articulation with Faculty Research Groups

- Provide funding to designated faculty research groups to enhance the articulation between Quality Learning and other areas of faculty research

Formation of cross disciplinary research networks

- Support the development of a cross-faculty, cross-disciplinary research alliance focused on an area of shared interest such as the

Targets 2004

2.1 Research Activity/Income

- 2.1.1 Increase research income to \$1.4 million [target to be reached by start 2005]. Accountability: Steering Committee.

Outcome: Target not met

The research income target has not been reached. Preliminary estimates show approx 560k of research income attributed to QL RPA members.

- 2.1.2 Increase number of grants >20K received to 13 [target to be reached by start 2005] Accountability: Steering Committee.

Outcome: Target exceeded

There are 15 RPA members working on >20K grants

- 2.1.3 Increase number of staff involved as CIs on grants to 16 [target to be reached by start 2005] Accountability: Steering Committee.

Outcome: Target exceeded

There are 20 staff involved in research grants in 2004.

- 2.1.4 Increase number of applications for grants >20K to 13 [target to be reached by start 2005]
Accountability: Steering Committee

Outcome: On target to be met

Members of the RPA have submitted 9 ARC grant applications and 2 internationally competitive grant applications to October 2004.

- 2.1.5 Increase number of staff seriously involved as researchers (>4 days/month) associated with QLRPA to 15 [target to be reached by start 2005] Accountability: Steering Committee

Outcome: Target met

With the ongoing clarification of QL membership, QL now has 46 active members. Of these, 28 are currently in receipt of funding to support QL initiatives and at least fifteen can be described as being seriously involved in research funded by nationally competitive grants for more four or more days per month.

2.2 Grant application program

- 2.2.1 Provide funds to support the development of 6 quality external grant applications. By July. Accountability: Steering Committee and funded members

Outcome: Target not met

The QL RPA had intended to co-sponsor the Faculty of Education's ARCADs workshops (as it had done in previous years) to foster the development of high quality ARC applications. The lack of certainty about the QL budget meant that this target was withdrawn in early 2004. However, QL members have had access to mentoring from Professor Kamler, Professor Rizvi, and Professor Bigum for applications emerging from previously funded QL grants.

2.3 Seeding Grants for QL Research Projects

- 2.3.1 Provide funds to support the pilot phase of 4 research projects. By December. Accountability: Steering Committee and funded members

Outcome: Target exceeded

In 2004 QL has funded 4 large research projects (\$8,000 each), all of which are designed to lead to external grant applications. Projects funded in 2004 are:

Andrea Allard and Ninetta Santoro Quality Teaching for Difference: Investigating teachers' practices in culturally diverse classrooms.

Catherine Beavis Girls and Games: Quality learning, literacy, gender and digital culture online.

Susie Groves and Brian Doig Talking across cultures: an international collaborative study of student's mathematical explanations

Julie McLeod Learning to produce good citizens for the future: An historical study of discourses on the education of 'youth' in Australia, 1960s.

Jo O'Mara Quality Learning through Process Drama.

Interim reports on all of these projects were tabled at the Steering Committee on the 5th of October. Copies are available from the secretary of the committee.

In addition to this, QL has also provided seed funding (up to \$5,000) to:

Lyn Harrison, Geoff Shacklock, Annelies Kamp A case study of teaching and learning in the Young Parents Access Project at Corio Bay Senior College. Jennifer Angwin,

Eileen Honan and Simone White Teachers as reflective and learning practitioners

Simone White and Rod Maclean developing a new approach for teacher professional development

2.4 Articulation with Faculty Research Groups

Provide funding to designated faculty research groups to enhance the articulation between Quality Learning and other areas of faculty research. Review in July against budget. Accountability: Steering Committee

Outcome: Target not met

The QL RPA had intended to provide funding directly to each of the faculty's research groups. After reflecting on the current level of activity of the RPA and the involvement of FRG members with the RPA it was decided by the steering committee that it was not necessary for additional support to be provided.

2.5 Formation of cross disciplinary research networks

2.5.1 Support the development of a cross-faculty, cross-disciplinary research alliance focused on an area of shared interest such as the experiences of direct entry students at Deakin. By July. Accountability: coordinator

Outcome: Target met

Dr Rowan offered support for the development of such a project to two interested QL members (external to the Faculty of Education). Following discussions, one of these, Dr Stuart Palmer, has submitted an application on this topic for HEEP funding. QL will continue to provide support as requested for this initiative.

Quality Learning has also been involved in the development of the international Educational Research Alliance (ERA) which works explicitly to bring together scholars from diverse disciplinary backgrounds to explore educational implications of new technologies, new pedagogies and new identities.

Developmental Goals: Objective 2:

After evaluating targets and outcome for Objective 2, the Steering Committee has identified 3 key areas for improvement/extension in 2005/06.

First, the committee will earmark funding for up to two named research projects investigating a topic that the QL steering committee judges will extend the QL agenda into an area of pressing national/international significance. In addition to members proposing research projects, the committee will now seek applications from members to conduct projects in specific QL priority areas, as determined annually by the Steering Committee.

Second: the steering committee is meeting with the International Advisory Board in November 2004. One agenda item is to explore directions for international collaborative research projects in 2005/2006. This is likely to influence the selection of future research priority areas.

Third: The steering committee has been clarifying the role of RPA members, distinguishing between those who are active and those who are affiliated. Consequently, targets that were set when the named membership was larger and less defined may no longer be appropriate. A review of all targets relating to research applications, funding, publications is currently being conducted, and will be concluded prior to the finalisation of the Operational Plan for 2004. The International Advisory Board will contribute to the development of new targets.

Objective 3: Communicate results of research and consultative work undertaken in the Quality Learning research priority area to local, national and international audiences

Objective 3 aims to further develop the profile of the QL RPA and to maximize the chances that the RPA has a direct impact upon the world of relevant 'end users': students, educators, community members across all educational levels. This will facilitate the uptake of QL frameworks and also has the potential to impact positively on future collaborative research ventures.

Strategies: 2004

Position papers

- Produce two key 'quality learning' position papers each year, for three years, to outline clearly and advance the Deakin University approach to quality learning, and provide, thereby, a framework for RPA members to build on and material for readers to respond to
- Use a range of media (suitable to a diverse audience) to disseminate the key ideas in these position papers. This will involve initial publication of papers on the QL Web site; the presentation of aspects of the papers at key conferences; the distribution of relevant extracts from the papers to key stakeholders including schools and TAFE colleges
- Present workshops to local educators to encourage understanding of the QL agenda and facilitate the development of research partnerships

Conference publications

- Facilitate the development of refereed quality learning papers to be presented at international conferences each year

Academic mentoring

- Provide mentoring support to early career researchers who have recently completed PhD's to assist them to publish out of their theses. The aim is to fast-track publication so that early career researchers can quickly move into the next phase of their research program

Write-up Program

- Provide (relatively) uninterrupted time for write-up from research projects in the final six months of the project's life. Funds can also be used to produce publications from previously presented conference papers

Targets: 2004

3.1 Position papers

- 3.1.1 Produce two key 'quality learning' position papers to advance the Deakin University approach to quality learning, and provide, thereby, a framework for RPA members to build on and material for readers to respond to: April and September. Accountability: coordinator

Outcome: Target Met

After discussions on this topic the convenor and the coordinator agreed that it was no longer necessary (or indeed appropriate) for a single member of the group to set 'positions'. It was therefore decided that instead of producing set position papers, the coordinator would write papers that illustrate the already developed QL philosophy in practice.

The key papers produced for 2004 are:

Beyond pretence: new sensibilities for computing and communication technologies in teacher education. refereed paper presented at Australian Teacher Education Association Conference, 9th July 2004, Bathurst. Paper available at QL website:
http://www.deakin.edu.au/education/quality_learning

Innovation Chains: Possibilities and constraints for critical perspectives on computers, difference and educational innovation. Refereed paper to be presented at the Australian Association for Research in Education conference, December 2004, Melbourne. Paper available at QL website: http://www.deakin.edu.au/education/quality_learning

- 3.1.2 Disseminate these position papers using a range of media suitable to particular audiences. This will involve initial publication of papers on the QL website; the presentation of aspects of the papers at key conferences; the distribution of relevant extracts from the papers to key stakeholders including schools and TAFE colleges. Feb-December. Accountability: coordinator.

Outcome: Target met

'Introduction to QL' powerpoint presentations have been delivered to (and made available to)

- QL Members at the QL Members' Day in June (presentation also accessible via the web) (9th June)
- South Barwon Education Department personnel (16th July)
- Victorian Schools Innovation Commission (6th May)

Papers (and presentations) developing/articulating the QL philosophy are published on the QL website: www.deakin.edu.au/education/quality_learning.

- 3.1.3 Publish at least two internationally recognized articles/book chapters based on the position papers. By December Accountability: coordinator.

Outcome: On target to be met

Dr Rowan has co-authored (with another QL member, Dr Honan) a chapter to be published in an international collection by Open University Press, UK, on quality literacy education in early childhood settings.

Dr Rowan and Prof Kamler are currently finalising a paper titled Quality Learning and Quality Education: new relationships, new times, new pathways. This paper will be presented as a keynote address at the International Symposium on Quality Education, National Taiwan Normal University, December 2004, and will be submitted to a refereed international journal after the conference.

3.2 Conference publications

- 3.2.1 Presentation of 8 refereed quality learning papers at a range of national and international conferences. By December. Accountability: members

Outcome: Target exceeded

Quality Learning papers (including several based on Quality Learning Research Grants) have been presented at a wide range of national and international conferences in 2004. Two particular highlights include:

4 Papers presented as part of the Symposium: Transforming frameworks: Conceptualising and sustaining educational innovation, 1 December, Australian Association for Research in Education conference, Melbourne.

5 papers presented as part of a Symposium reporting on the QL funded Doctoral Exchange program between Deakin and the University of Wisconsin-Madison, 1 December, Australian Association for Research in Education conference, Melbourne.

11 Papers presented as part of a Quality Learning delegation to the International Symposium on Quality Education, National Taiwan Normal University, Taipei, December 13-14 2004.

- 3.2.2 Increase the number of faculty research papers in the area of Quality Learning reported in the national collection weighted for authorship to 48. By December. Accountability: members.

Outcome: On target to be met

2004 publications will be audited in March 2005 but to October 2004 at least 26 DEST publications by RPA members have been identified by the Faculty.

- 3.2.3 Increase the number of Deakin staff who are authors to 32. By December. Accountability: members

Outcome: On target to be met

2004 publications will be audited in March 2005 but to October 2004 at least 17 authors from the RPA have been identified by the Faculty.

3.3 Academic mentoring

- 3.3.1 Provide mentoring support to 5 early career researchers who have recently completed PhD's to assist them to publish out of their theses. February-November. Accountability: Professor Kamler

Outcome: Target exceeded

Throughout 2004, Professor Kamler has provided mentoring support to: Rod Maclean, Simone White; Michael Kavanagh; Jo Raphael; Juli Lynch; Zosia Gobeliowski; Ninetta Santoro; Jo O'Mara

An evaluation of the 2004 program will be conducted in November.

3.4 Write-up Program

- 3.4.1 Provide (relatively) uninterrupted time for write-up from research projects in the final six months of the project's life to 4 members. Funds can also be used to produce publications from previously presented conference papers. February-November. Accountability: coordinator

Outcome: Target met

Write up funding has been provided to Dr Lyn Harrison, Dr Geoff Shacklock, Dr Jenny Angwin and Ms Annelies Kamp to write up papers arising from the Corio Bay Creche Project.

Development Goals: Objective 3:

On the basis of reviewing this objective, the steering committee has identified a key area for improvement during 2005. QL members are presenting significant numbers of conference papers, and the impact of this research would be enhanced by more targeted publications that promote the QL agenda, internationally and nationally. The Steering committee will identify strategies and goals that encourage members to produce publications (such as monographs, special editions of journals, edited collections) that showcase QL projects on and advance key QL themes, such as quality learning and literacy; quality learning and technology; equity and quality in learning; and quality learning in regional areas.

Objective 4: Foster the development of a sustainable research culture through high quality research training

The QL RPA has a strong commitment to fostering cross-generational research teams, and to ensuring that new researchers have the opportunity to work within this emerging area. The strategies below facilitate this goal, and will ensure that the RPA maintains an active early career membership.

Strategies: 2004

Quality Learning Seminars for HDR students

- Present an annual “introduction to quality learning” seminar to HDR students (to articulate the goals of the QL RPA and encourage student work in the area)
- Presentation of a ‘quality in conference presentations’ seminar to HDR students (to enhance the reputation of Deakin students, and QL agenda through the development of ‘high quality’ conference presentations)

Quality Learning publicity

- Preparation and regular maintenance of Quality Learning web site and associated material

Targets: 2004

4.1 Quality Learning Seminars for HDR students

- 4.1.1 Present an “introduction to quality learning” seminar to at least 15 HDR students (to articulate the goals of the QL RPA and encourage student work in the area) February. Accountability: coordinator.

Outcome: Target Met

Dr Rowan provided a presentation titled “Quality Learning” at the Faculty of Education HDR Summer School, 21st February.

- 4.1.2 Presentation of a ‘quality in conference presentations’ seminar to HDR students. February and November. Accountability: Coordinator

Outcome: Target met

After reflecting on support previously given to QL HDR members (including a session in 2003 focused on quality conference presentations) it was decided to offer different topics to HDR students in 2004. Prof Kamler will be presenting a session titled Writing Literature Reviews: A Workshop for Doctoral students and Early Career Researchers for postgraduate students at the Australian Association for Research in Education conference in 2004.

Professor Kamler has also presented a conference paper titled ‘Becoming authorised: An investigation of quality doctoral writing in education and science’ at the Quality in Postgraduate Research International Conference, Adelaide, April 22-23.

In addition to this, in 2004 Quality Learning sponsored an innovative exchange between doctoral candidates at Deakin and University of Wisconsin, Madison. In this exchange students and supervisors engaged in reading groups, electronically mediated discussions, videoconference sessions and ultimately a face-to-face conferencing forum in the US. Throughout this process explicit attention was given to the development of skills in conference presentation, and preparation of publications.

4.2 Quality Learning enrolments/completions

4.2.1 Enrol at least 8 new HDR candidates (EFTSU) in the quality learning area. By December. Accountability: Coordinator and Steering Committee

Outcome: Target exceeded

15 commencing doctoral candidates (12.5 EFTSU) were enrolled in 2004.

4.2.2 Ensure at least 26 EFTSU of continuing Quality Learning students. By December. Accountability: Coordinator and Steering Committee

Outcome: Target exceeded

45 continuing doctoral candidates (27 EFTSU) were enrolled in 2004.

4.2.3 Ensure at least 11 HDR completions from Quality Learning. By December. Accountability: Coordinator and Steering Committee

Outcome: Target met

To October 2004, 11 of the 17 Faculty HDR completions were supervised by RPA members.

Developmental Goals: Objective 4:

The QL RPA, through its members and funded activities, provides active support to research higher degree students within the Faculty of Education. However, the Steering Committee believes that processes for introducing new HDR candidates to the QL RPA could be strengthened. The committee will develop procedures to enable this and to identify and mentor the work of HDR students whose work aligns with that of the RPA. Additionally, targets for HDR student numbers will need to be adjusted to reflect current and broader constraints on HDR enrolments.

B: External Advisory Board

The Quality Learning Research Priority Area's external advisory board is an International Advisory Board. This board plays an active role not only in the development and assessment of the RPA's targets and outcomes, but also in expanding the international profile and multi-national activities of Quality Learning.

The International Advisory Board meets as a whole group once a year (to coincide with an international conference such as the American Educational Research Association, the British Educational Research Association, or the Australian Association for Research in Education. The meeting for 2004 will be held in Melbourne, prior to the Australian Association for Research in Education (meeting confirmed for the 25th of November).

In addition to this, individual members of the advisory board attend special meetings of the Quality Learning Steering Committee during their visits to Australia.

This year Special Steering Committee meetings have been held (or are scheduled for):

28th of April (with Diana Leonard)

23rd of July (with Fazal Rizvi-as part of an Educational Research Alliance meeting)

25th November (with Rob Walker, Bridget Somekh, Mimi Bloch, Fazal Rizvi)

International Advisory Board members also contribute (via face-to-face discussions with the Quality Learning convenor, co-ordinator and steering committee members and electronic forums) to the formulation of key ideas underpinning Quality Learning position papers; they have also agreed to act as referees for articles contributed to the Quality Learning electronic journal; they provide expert feedback on various proposed Quality Learning projects (such as the research development of the Educational Research Alliance) and make presentations at key quality learning conferences.

The members of the board are:

Professor Mimi Bloch
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Professor Bridget Somekh
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C: Expenditure of Priority Area Funding

Detailed outcomes from the funding allocated to the RPA are included in the body of this report. The specific funds allocated to each of the objectives (and the associated targets) are indicated here. It is important to note, that in 2005 QL operated with a \$180,000 (base funding of 110,000 supplemented by a \$59,000 'carry forward' and additional faculty funding). In order to capitalise on progress to date and continue to build the RPA we would hope to have access to a similar level of funding in 2005.

Income

Central RPA funding	80,000
Faculty Contribution	30,000
Carry forward	59,945
Additional Faculty funding	10,000
Total Income	179,945

Area of Expenditure	Expenditure	Activities enabled by expenditure	Targets met
<p><u>Administration & Coordination</u></p> <p>Funding in this area has been essential for QL's development in 2004. These funds have underpinned work on all 4 objectives and all targets. Without this funding key targets would not have been met in 2004</p> <p>Strategic co-ordination (0.6 SL)</p>	\$58,844	<p>General coordination</p> <p>Facilitation of Int Advisory Board</p> <p>Coordination of Members' Days</p> <p>Industry linkages program</p> <p>Conference Initiatives</p> <p>Publicity</p> <p>Cross discipline research networks</p> <p>Position papers and key publications</p> <p>Conference papers</p> <p>HDR student seminars</p>	<p>1.1.1</p> <p>1.1.3</p> <p>1.1.4</p> <p>1.2.1</p> <p>1.2.2</p> <p>1.3.2</p> <p>1.5.1</p> <p>1.5.2</p> <p>2.5.1</p> <p>3.1.1</p> <p>3.1.2</p> <p>3.1.3</p> <p>3.2.1</p> <p>4.1.1</p>
<p>Administrative support for coordination of various RPA activities and maintenance of project budgets (0.2)</p>	\$12,967	<p>Support steering committee</p> <p>Members' Days</p> <p>Public Seminars</p> <p>Publicity</p>	<p>1.1.2</p> <p>1.1.4</p> <p>1.5.4</p> <p>1.5.1</p> <p>1.5.2</p>

Area of Expenditure	Expenditure	Activities enabled by expenditure	Targets met
<i>Planning</i>			
Funding for planning, communication and evaluation of our progress has been essential for the RPA. Funding has been directly linked to the achievement of Objectives 1 and 2. without this funding, the international advisory board would not have been formed, and members days' would not have been possible.			
International Advisory Board	\$2,000	International Advisory Board meetings,	1.1.3
Planning and discussion day for QL RPA members	\$1,800	planning and outcomes Members' Days	1.1.4
		Facilitate conference presentations	3.2.1
Area of Expenditure	Expenditure	Activities enabled by expenditure	Targets met
<i>Research development</i>			
Funding in this area was vital for achieving Objective 2: Extending program of research and Objective 4: High quality research training. Without this funding the key research initiatives would not have occurred.			
ARC Network/ERA initiative	\$5,000	Cross disciplinary research networks	2.5.1
Uni Wisconsin-Madison exchange	\$6,000	Student exchange International dialogue between staff and students	4.1.2
Seeding grants for small projects	\$7,600	Generate research activity	2.3.1
QL RG (5 large grants)	\$36,000	Generate Research Activity and Income	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.3.1
		Produce conference Publications	3.2.1
		Increase Deakin authorship	3.2.3

Area of Expenditure	Expenditure	Activities enabled by expenditure	Targets met
<p><u>Conference Program/Visitors</u> Funding in this area was used for conferences designed to bring together internationally respected scholars and RPA members. Without the RPA funding these conferences would not have occurred.</p>			
Quality Learning conferences	\$13,800	Research on Doctoral Education Learning from the Margins Knowledge Producing Schools	1.3.1 1.3.3 1.3.2
Funding of distinguished visitors	\$4,000	Distinguished visitors	1.4.1
Delegation to Quality Education Conference, Taiwan	\$18,000	International conferencing Increase international profile Quality publications	3.2.1 1.5 3.1.3

Area of Expenditure	Expenditure	Activities enabled by expenditure	Targets met
<p><u>Professional Development for RPA members</u> Developing the skills of RPA members is a vital component for all objectives.</p>			
Academic writing programs	\$13,000	Academic mentoring Seminars for HDR students	3.3.1 4.1.2

Area of Expenditure	Expenditure	Activities enabled by expenditure	Targets met
<p><u>Maintenance</u> Misc</p>	\$500		
Total Expenditure (anticipated)	179,511		

D: External Research Income

Category One

J. Blackmore

Australian Research Council, Discovery Grant

An Investigation of Decline of Supply of Principals in Australia

Leadership is critical when reforming schools for new knowledge economies. Yet international and Australian anecdotal evidence suggests a declining supply of applicants for school leadership. This study investigates the existence, extent and nature of, and explanations for, this paradox across three states and all education systems against international trends. Its unique contribution lies in its focus on (i) interactions between institutional structures, cultures and professional identity, (ii) context and location, (iii) the interplay of gender, race and ethnic difference. Innovative research methods, both qualitative and quantitative, will produce evidence to inform policy development on principal recruitment, selection, induction and professional development.

J. Blackmore, J. Angwin, L. Harrison & G. Shacklock

Australian Research Council, Linkage Grant with 1 APAI Scholarship

Understanding and Managing 'risk' for 15 - 19 year olds in a learning network: a case study of the Geelong LLEN

Learning networks are new strategies of educational reform and community capacity building addressing risk and interdependence arising from globalisation. This Deakin/Smart Geelong Region Local Learning and Employment Network partnership investigates the effectiveness of learning networks dealing with 15-19 year olds at risk. It explores stakeholders' understandings of learning networks and risk, undertakes a case study of the SGRLLLEN, and considers the responses of schools and young people to the SGRLLLEN using innovative youth researcher methodologies. It will inform policies, practices and evaluation of Victorian LLENs, provide professional development within SGRLLLEN, and theoretically and empirically advance an emerging under researched field.

T. Evans, E. Honan & S. Muspratt (Deakin) & R. Guy & P Paraide (NRI)

AusAid Grant

Curriculum Reform Implementation Project (CRIP) - Impact Study 6

This impact study is as a result of a collaboration between the National Research Institute of PNG of which Dr Richard Guy, a Faculty of Education Doctoral Alumni Network (FEDAN) member, is the Acting Director and the Faculty of Education. Ms Patricia Paraide is also a doctoral student in the Faculty. The study is funded by the Australian Government through AusAID and its agent SAGRIC International. The total budget for the two-year study is \$427,000 and the project is being managed through the CDU. The overall aim of this research is to study the impact of CRIP on the re-organisation and re-development of elementary and, consequently, primary education in PNG.

T. Evans (Deakin) & E. McWilliam, P. Taylor & A. Lawson (QUT)

Australian Research Council, Discovery Grant

The impact of risk management and higher degree research policy and pedagogy in Australian universities

In the context of heightened concerns about the outcomes of Higher Degree Research (HDR) programs in Australia, this project seeks to make a systematic inquiry into the ways that higher degree policy and pedagogy are impacted by the recent focus on risk management as an organisational imperative in universities. It will do so by investigating whether and how the social, cultural and institutional processes related to the management of risk are changing HDR policy and pedagogy in science- and social science-related departments within four Australian universities - a Group of Eight, an ATN, a 'dual mode/regional and a Private university.

T. Evans, P. Macauley, M. Pearson (ANU)

Australian Research Council, Linkage Grant with 2 APAI Scholarships

Working students: reconceptualising the doctoral experience

Doctoral education is traditionally conceptualised in policies and practices as about young, full-time students with no work or related commitments. However, nowadays, doctoral candidates constitute a diverse population working in various institutional, community and industry sites.

Government, universities and students' associations need to reconceptualise contemporary doctoral candidates' working relationships to enhance doctoral education and to realise its full potential in society. Using quantitative and qualitative approaches, the project breaks new ground through two related comprehensive and systematic studies of the doctoral-working experiences of full-time and part-time students. It will generate new conceptual frameworks, and tools for data collection and analysis.

B. Kamler & B. Comber (UniSA)

Australian Research Council, Discovery Grant

Teachers investigate unequal literacy outcomes

Unequal outcomes in literacy remains the most intractable problem facing our educational community. This research will investigate both historical and contemporary literacy practice in terms of its differential effects on primary school children. It recognises the teacher as the most significant factor in improving student outcomes and builds teacher researcher communities to document teaching that makes a difference for 'at risk' children. Its unique cross generational methodology will make overt links between one generation of teachers and the next and produce new knowledge about literacy and disadvantage. Practical applications for teacher education and professional mentoring across generations will be developed.

J. McLeod & A. Allard (Deakin) & J. Kenway, & A. MacKinnon (UniSA)

Australian Research Council, Discovery Grant

Young Women Negotiating from the Margins of Education and Work: Towards Gender Justice in Educational and Youth Policies and Programs

Young women who leave school early are the most economically disadvantaged young people in the labour market. We will investigate the educational, labour market, biographical and social experiences of these young women, and their inter-actions with teachers and youth service providers. We will identify trends, differences and similarities across rural and urban locations and across generations, and develop a profile of factors and programs most likely to help these young women negotiate their post-school lives. The research findings will enrich gender justice and social theory and contribute to policy and program development in the education and youth services sectors.

J. Mousley (Deakin) & P. Sullivan & R. Zevenbergen (Latrobe)

Australian Research Council, Discovery Grant

Maximising success in mathematics for disadvantaged students

This project aims to identify strategies that teachers can use to overcome the obvious disadvantage some school students experience in learning mathematics. Currently working class and Indigenous students in Australian schools are performing very much worse than their peers in mathematics. Some currently recommended teaching strategies may be actually exacerbating this disadvantage. This project will identify the factors contributing to the lack of success of these students, and offer strategies that teachers can use to ensure that students from disadvantaged backgrounds have the same opportunities to learn mathematics as other students.

N. Santoro, J. Reid (CSU) & C. McConaghy (UNE)

Australian Research Council, Discovery Grant

Indigenous Teachers: Understanding their Professional Pathways and Career

There is an urgent need to understand the nature of the professional experience of Indigenous teachers in Australian schools.

This project will produce significant new knowledge about the career experiences

of former and current Indigenous educators, about the prior life experience of Indigenous teachers beginning their careers in NSW and Victorian schools, and in-depth case studies of their first three years as teachers. It will provide vital information for state and federal education and teacher education policy formation, contribute to social theory with regard to institutional racism, 'whiteness' and Australian education and advance methodologies for research about Indigenous issues.

P. Smith

National Centre for Vocational Education Research, Research Grant

Learning styles, preferences, strategies: Relevance and good practice in VET

This research project is funded by the National Centre for Vocational Education Research and is to be completed by May 2004. The research is being undertaken in six VET provider locations throughout Victoria, South Australia, and Western Australia.

The purposes of this research are:

1. To identify and clarify the distinctions between learning styles, preferences and strategies and their practical application to VET learning environments;
2. To identify the range of teaching strategies already in place throughout VET, their effectiveness for learners and different learner groups, and their applicability to different instructional methodologies and learning outcomes;
3. To develop a set of strategies that instructors can use to develop learners and knowledge/skill acquisition within the Training Package context;
4. To identify a professional development program, or set of programs, that will be valuable in assisting VET instructors to develop client-focused delivery methods.

R. Tytler, A Gough, S. Groves

Australian Research Council, Linkage Grant with 2 APAI Scholarships

Improving middle years mathematics and science

Student disengagement with mathematics and science in the middle years of schooling, and the low retention rates into these areas in upper years, is of national concern. This project investigates the role of mathematics and science knowledge, and school subject cultures, in mediating change processes in the middle years. It builds on a highly successful change model developed for science teaching and learning in Victoria to investigate how generic conceptions of teacher pedagogy and school change intersect with subject matter knowledge and traditions in the closely related areas of mathematics and science. The findings will inform future school change projects.

Category 2

S. Groves

Dept Education, Science and Technology, Literacy & Special Programs Grant

Mapping, Review and Analysis of Australian Research in Numeracy Learning at the Primary School Level

The purpose of the Project was to map and provide information on key Australian research in the area of numeracy teaching and learning, with a focus on the primary school level, and to review this in the international research context, in order to inform teaching and learning s and further research to enhance students' numeracy outcomes.

Extensive data was gathered from government and non-government agencies, universities, and mathematics education and other organizations. gathered from government and non-government agencies, universities, and mathematics education and other organizations.

Category 3

C. Hickey & P. Kelly (Faculty of Business & Law)

Australian Football League, Research Grant

Getting the Balance Right: Professionalism, Performance, Prudentialism and Playstations in the life of AFL footballers

The project is conducting research related to the professional development of AFL players, and the relationships between this professional development and player performance. Of interest are two related concerns: How professional footballers prepare themselves for a life after football; how professional footballers develop balance in their lives so that their performance as professionals is enhanced.

S. White

Victorian Schools Innovation Commission, Research Grant

Beyond the Pilot project

Beyond the Pilot is a two year project, funded principally by the ANZ Trustees (a charitable foundation), that allows the Victorian Schools Innovation Commission (VSIC), in partnership with the Education Foundation, to work directly with schools and this university in finding ways of improving education. This project is investigating what sustains innovation in education. What is learnt on this question will lead to developing policy advice to government regarding how best to support innovation, and practical advice to other schools and universities interested in implementing or sustaining innovative programs.

As researchers of the only university site selected for the project, we have undertaken a case study of our approach to the BTeach (prim/sec) course over the past two years. Interviews have been conducted with student teachers, teachers, teacher educators and staff in leadership positions within schools and the faculty, and documents linked to the innovation have been collected.

The project aims to increase current knowledge of innovation in educational practice in Victoria, and deepen the understanding of what initiates and sustains educational innovation. The final report will recommend how state educational policies and university structures could best support educational innovation.

Other

L. Rowan, J. McLeod, S. Grundy, F. Rizvi, & C. Beavis

Australian Research Council, Special Research Initiatives Seed Grant

An Educational Research Alliance for the 21st century: exploring the interconnected relationships between new identities, new technologies and new pedagogies

This initiative created a new Educational Research Alliance (ERA) between three strong scholarly domains to address one central question: how best to educate current and future generations in light of significant but uneven social, economic and technological change? Exploring the interconnections between these hitherto disparate domains—new cultural formations and identity changes; new technologies; and new educational practices— is crucial for re-conceptualising contemporary education and improving the equity and quality of learning experiences and outcomes. The ERA will take a cross-generational, cross-disciplinary and international approach to this challenge.

E. Stacey & P. Smith

Deakin University, Central Research Grant

Developing effective online communities of practice and communities of learning

Computer-mediated communication (CMC) in education and training enables development of collaborative learning between learners and between instructors and learners in a community of learning, where participants are temporally or geographically distributed. CMC can also enhance communities of practice developed in workplaces between people who work together through the development of broader communities of learning. However, CMC may also disrupt established communities of practice as new relationships form, and new ways of learning are adopted. This research investigates effective development of online communities of learning and the ongoing impact of communities of learning on communities of practice.

See also Appendix 1.

E: Ten Best Publications since start of priority area

See Appendix 3

F: Prizes, awards, and other achievements

Keynotes addresses by RPA Members 2004

Beavis, C. (2004) Online Learning: Learning from play. Keynote Address, IT's About the People, Annual conference, Information and Communications Technology Education Victoria, Melbourne Grammar, Melbourne May 23.

Hickey C. (2004) Noticing the 'cool' in school'. Keynote address to the Coping with boys and their peer group investments conference. Geelong Conference Centre, November 12-13.

Evans T D (2004) Virtually real or real virtue: a reflection on ICTs in Education. Keynote presentation at the IT in Education Symposium, University of Hong Kong, 10 July.

Gough, Noel (2004) Environmental education research: producing 'truth' or reducing ignorance? Invited keynote address to Effective Sustainability Education: What Works? Why? Where Next? Linking Research and Practice, University of New South Wales, February 18-20.

Kamler, B. & Rowan, L. (2004) Quality Learning and Quality Education: New times, New relationships, New pathways. Invited keynote address Quality Education Forum, National Taiwan Normal University, Taipei, December 13-14.

McLeod, J. (2004) Theoretical claims and empirical takes in researching social and biographical change. Invited opening presentation, to symposium on 'Researching change and continuity: qualitative perspectives', London South Bank University, Funded by the ESRC Families and Social Capital Research Group, October 14.

Robottom, I. (2004) Some Elements of Critical Thinking in Environmental Education. Invited address at an OECD seminar on Critical Thinking in Environmental Education held at Aegeri, Switzerland, organised by the University of Zurich. September 13-24.

Rowan, L. (2004) Are we there yet? Pathways to literacy in changed and changing times. Keynote presentation in the Living Literacy Lecture Series. Primary English Teachers' Association, Sydney, October 29.

G: Higher Degree by Research Students 2004

See Appendix 4

H: List of Priority Area Members

See Appendix 5

APPENDIX 1: KPI TARGETS

Appendix 1: Interim report against KPI's for 2004

	Targets Set in 2003/04			Achieved / Expected	Revised Targets*	
	2004	2005	2006		2005	2006
Research income \$000						
Commonwealth				502470		
Other public sector (non commonwealth)				22100		
Industry and other				36300		
Total	1.4	1.6		560870		
Staff involvement in seeking funding						
Number of grants >\$20k received	13	14		15		
Number of staff involved as CIs on grants	16	18		20		
Number of applications for grants >\$20k	13	15		11		
Collaboration with users						
Number of serious user partners						
Number of serious visits from user partners	5	6		9		
Research output						
Publications weighted for authorship	48	58	68	48+		
Deakin staff who are authors	32	34	36	32+		
HDR completions	11	12	13	11		
New HDR graduates taken up by employers in area				all		
Research training						
Honours students (EFTSU)	8	10	12	12.5		
Commencing HDR candidates (EFTSU)	26	28	30	27		
Continuing HDR candidates (EFTSU)						
Total HDR candidates (EFTSU)				39.50		
Researchers						
Number of staff seriously involved (>4 days per month)						
Deakin	15	16		15		
External						

APPENDIX 2: EXPENDITURE PLAN 2004

2004	Income	Expenditure
Income		
Central RPA funding	\$80,000	
Faculty Contribution	\$30,000	
Extra funds from faculty	\$10,000	
Requested Carry Forward from 2003*	\$59,945	
<hr/>		
Expenses		
<i>Administration & Coordination</i>		
Strategic co-ordination (0.6 SL)		\$58,844
Coordination of various RPA activities and maintenance of project budgets (0.2)		\$12,967
<hr/>		
<i>Planning</i>		
International Advisory Board Apr/May		\$2,000
Planning and discussion day for QL RPA members		\$1,800
<hr/>		
<i>Research development</i>		
ARC Network/ERA Initiative		\$5,000
Uni Wisconsin-Madison project (5 @ \$1200)		\$6,000
Seeding grants for small projects		\$7,600
QL RG (large grants \$8k x 5)		\$36,000
<hr/>		
<i>Conference Program/Visitors</i>		
Funding of conferences designed to bring together internationally respected scholars and RPA members		\$13,800
Funding of distinguished visitors		\$4,000
Taiwan Conference		\$18,000
<hr/>		
<i>Professional Development for RPA members</i>		
Academic writing programs		\$13,000
<hr/>		
<i>Maintenance</i>		
Misc		\$500
<hr/>		
	Total 179,945	179,511

APPENDIX 3: TEN BEST PUBLICATIONS OF THE PRIORITY AREA; AND SELECTED BEST PUBLICATIONS OF PRIORITY AREA MEMBERS

Ten best publications since the start of the RPA

- Allard, A. (2002). 'Aussies' and "Wogs' and the 'Group in-between': Year 10 students' constructions of cross-cultural friendships'. *Discourse: studies in the cultural politics of education*, 23(2) 193-20. [C1]
- Beavis, C. and Snyder I. (2004) *Doing Literacy Online: teaching, learning and playing in an electronic world*, Hampton Press, NJ. [A1]
- Blackmore, J. (2002) Is it only 'what works' that 'counts' in new knowledge economies? The trend towards evidence based practice and its implications for educational research and teacher education in Australia Special issue *Social Policy and Society*, 1(3) 257-66. [C1]
- Grundy, S. (2002) Working Inside the State: Reflections on Large Scale Educational Reform. *Journal of Educational Change*, 3 (1) 55-62. [C1]
- Healy and E. Honan (eds), 2004, *Text Next: new resources for literacy learning*. Primary English Teachers Association, Newtown, NSW. [A1]
- Kamler, B. (2001) *Relocating the personal: a critical writing pedagogy*, pp. 1-208, State University of New York Press, New York. [A1]
- McLeod, J. (2002) Working with intimacy: young people and friendship in an age of reflexivity, *Discourse: Studies in the Cultural Politics of Education*, 23(2), 211-226. [C1]
- Rowan, L., & Bigum, C. 2003. Actor network theory and the study of online learning. *New perspectives on quality*. In G. Davies & E. Stacey (Eds.), *Quality education @t a distance*. Proceedings of the IFIP TC3/WG3.6 Working Conference, February 3-6, 2003, Geelong, Australia (pp. 179-188). Boston: Kluwer Academic. [B1]
- Santoro, N. 2003 "Caught up in the Teaching-Training Divide". *Studies in Continuing Education*, vol 25, no. 2 pp.212-224 [C1]
- Tytler, R. (2002) Teaching for understanding; student conceptions research, and changing views of learning, *Australian Science Teachers' Journal*, Vol 48, No 3, pp. 14-21, ASTA, Australia [C1]

Two best publications of selected members since start of the priority area

- Allard, A. and Sanderson, V. (2003) Whose School? Which Community? *Education in Rural Australia*, 13 (1) 41-62.
- Arber, Ruth (2000), Defining positioning within politics of difference: Negotiating spaces 'in-between, *Race Ethnicity and Education*, 3(1) 45- 63.
- Arber, Ruth (2003) The presence of an-other: The prescience of racism in post-modern times, *Journal of Educational Change*, 4(3) 249-268.
- Beavis, C. (2002). *Reading, writing and role-playing computer games*, in I. Snyder (Ed) *Silicon Literacies*. Routledge, Sydney, 47-61.
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APPENDIX 4: HDR STUDENTS

- Khalfan Al-Jabri** Doctor of Philosophy
The role of higher education in national development of the Sultanate of Oman
Date commenced: 23/2/04
- Lynette Bird** Doctor of Education
Self regulated learning
Date commenced: 1/3/04
- Murray Black** Doctor of Education
Strategies in teaching statistics to non-mathematicians
Date commenced: 30/3/01
- Jennifer Bygrave** Doctor of Education
Preparing Business Graduates for Professional Work: a different approach to the undergraduate business curriculum?
Date commenced: 22/2/99
- Bruce Calway** Doctor of Education
Rethinking a Virtual Learning Guide Pedagogy
Date commenced: 1/3/00
- Kah Yein Chan** Doctor of Philosophy (Completed 2004)
Fostering meaningful learning by using work problems in post-secondary mathematics
Date commenced: 28/2/01
Date submitted: 30/4/04
- Intha Chetty** Doctor of Education
Secondary Students: Rhythms of Learning and pedagogies for change
Date commenced: 15/2/99
- Daisy Chiao** Doctor of Philosophy
Task-based instruction via online internal computer mediated communication
Date commenced: 25/8/03
- Christopher Cooper** Doctor of Philosophy
Children's early music experiences and their development of absolute pitch
Date commenced: 3/3/03
- John Cripps Clark** Doctor of Philosophy
The Role of Practical Activities in the learning of science in upper primary classrooms.
Date commenced: 1/3/98
- Sarah Culican** Doctor of Philosophy
Scaffolding Literacy in the middle years of schooling
Date commenced: 31/8/00
- Deborah Erikson** Doctor of Education
The Implementation and Integration of Information Technologies in the School Curriculum: A case study
Date commenced: 16/7/01
- Ingrid Galitis** Doctor of Philosophy
Gifted Education: Blessing or Curse?
Date commenced: 22/3/99
- Phillippa Gerbic** Doctor of Philosophy
Learning in a Asynchronous Environment for On Campus Students
Date commenced: 15/2/99
- Sam Gerges** Doctor of Philosophy
The effectiveness of using computers as a mathematics teaching tool in secondary schools
Date commenced: 2/9/02
- Rosemary Green** Doctor of Philosophy
Examination of the doctoral literature review process
Date commenced: 19/7/04
- John Grogan** Doctor of Education
Working partnerships in multicultural schools
Date commenced: 3/3/03
- Tak Shing Ha** Doctor of Philosophy
An investigation into the learning experiences of information Technology professionals in the workplace
Date commenced: 1/3/00
- Ailsa Haxell** Doctor of Philosophy
Teaching heart and soul using I T
Date commenced: 19/7/04
- Carol Hogan** Doctor of Education
Women's work in Regional Literacy Education: The Use of Collaborative Writing for Professional Learning
Date commenced: 1/3/96
- Lewis Hughes** Doctor of Philosophy
Lifelong Learning: Its Relationship to the Achievement of an Organisation's Goals
Date commenced: 1/5/00
- Kirsten Hutchison** Doctor of Philosophy
Homework: a site of struggle
Commenced: 28/2/01

Aijing Jin Doctor of Philosophy
Educational globalisation and P. E. Curriculum reform
Date commenced: 16/3/04

Nicola Johnson Doctor of Philosophy
Computer and software in relation to gender
Date commenced: 15/3/04

Annelies Kamp Doctor of Philosophy
Smart Geelong Region Local Learning and Employment
Network: A case study
Date commenced: 7/4/03

Parwaiz Karamat Doctor of Philosophy
The impact of information technologies on
distance education
Date commenced: 3/3/03

Noella Kershaw Doctor of Philosophy
Representations of Leadership: Women Primary
Principals informing Educational Change.
Date commenced: 3/3/03

Hania Kosowski Doctor of Philosophy
Education in a global world
Date commenced: 3/3/03

Deana Leahy Doctor of Philosophy
Dominant discourses in health education
Date commenced: 1/11/02

Barry Lee Doctor of Philosophy
The implementation of information communication
and technologies in primary school music education
in Hong Kong
Date commenced: 29/3/00

Iris Yi-Shin Liou Doctor of Philosophy
Foreign language acquisition
Date commenced: 20/8/04

John Lockley Master of Arts
Effects of the implementation structure of the
G L O B E program in New Zealand on students learning
in environmental education
Date commenced: 1/3/04

Jill Loughlin Doctor of Philosophy
Beyond the sea: oral histories of the learning experiences
of jazz Educators
Date commenced: 8/3/04

Janet Mc Dowall Doctor of Education
Technology applications in music education with a focus
on the early childhood years
Date commenced: 1/7/96

Kerri-Ann Mc Kenna Doctor of Education
Rethinking Curriculum, Assessment and
Reporting in a Technology-Rich School
Environment
Date commenced: 28/2/01

Carmel McGrath Doctor of Education
Knowledge producing schools research
Date commenced: 21/5/03

Margaret McLean Doctor of Philosophy
The possibility of transformation: Learning and
teaching about disability
Date commenced: 1/3/97

Rosanna McMaster Doctor of Education
Health education for families with a child who has an
eating disorder
Date commenced: 10/3/03

Gavin Melles Doctor of Education (Completed 2004)
Negotiating Curriculum Work in English as a Second
language (ESL)
Date commenced: 31/3/98
Date submitted: 15/1/04

John Mitchell Doctor of Education
The future VET manager in the information age
Date commenced: 1/3/97

Kim Munich Doctor of Philosophy How nursing
students cope with online learning: Strategies for
effective learning in an online environment
Date commenced: 17/7/00

Deborah Nanschild Doctor of Education
Values-Based situated Learning and Implications for
Organisational Change
Date commenced: 4/3/02

Patricia Paraide Doctor of Philosophy
Integration of indigenous and western
mathematical knowledge in PNG
Date commenced: 3/3/03

Brian Pauling Doctor of Philosophy
Surviving the Global challenge - the future of
Higher Education in New Zealand in the
age of technological convergence
Date commenced: 4/3/02

Barbara Raeburn Doctor of Education
Practicum visits in primary preservice
teacher education
Date commenced: 19/7/04

Philip Reid Doctor of Education

Self directness and lifelong learning among secondary school students in the V E T program
Date commenced: 1/3/04

Herli Salim Master of Arts

Learning quality in literacy education
Date commenced: 19/7/04

Warren Sellers Doctor of Philosophy

Exploring Currere: Generativity, learning and complexity
Date commenced: 4/3/02

Margaret Sellers Doctor of Philosophy

Re(con)ceiving childhood in the curriculum
Date commenced: 29/3/04

Jennifer Thompson Doctor of Education

Enhancing Learning: The Provision of Online Learning Support for Higher Education Students Learning Online
Date commenced: 9/8/99

Wendy Warren Doctor of philosophy

(Under examination)
Emagining Change: English Teachers and Technology
Date commenced: 31/3/01
Date submitted: 22/10/04

Dirk Wellham Doctor of Philosophy

Correlation of academic results and co-curricular activities of school students
Date commenced: 4/3/02

Alistair Welsh Doctor of Philosophy

Language Learner Identity: a study of learners of Indonesian in Australian Universities
Date commenced: 16/9/02

Nicholas Wempe Doctor of Philosophy

Can the creation of a development lab assist a mid-sized polytechnic in providing a vehicle for its academics to forge links with industry partnerships?
Date commenced: 3/3/03

Anthony Whitefield Doctor of Philosophy

(Under examination)
Laptop computers as a mediating tool between teacher beliefs and pedagogy
Date commenced: 1/3/98
Date submitted: 25/8/04

Shayne Williams Doctor of Philosophy

Indigenous values: Informing Curriculum and Pedagogical Praxis
Date commenced: 22/7/02

Sandra Williamson-Leadley

Doctor of Philosophy
The use and impact of information and communications technologies in the primary classroom
Date commenced: 21/7/03

Gail Wilson Doctor of Education

The move towards flexible modes of delivery using information and communication technologies in a higher education setting
Date commenced: 31/3/98

Barbara Woods Doctor of Philosophy

Kiwi A C E: an indicated preventive depression programme for high school students
Date commenced: 15/3/04

Roy Wu Doctor of Philosophy

Construct predictive measures to predict employment outcomes of individuals with mental retardation
Date commenced: 10/9/04

2004 total = 60

APPENDIX 5: LIST OF PRIORITY AREA MEMBERS

Dr Andrea Allard
Faculty of Education

Dr Jennifer Angwin
Faculty of Education

Dr Ruth Arber
Faculty of Education

Dr Catherine Beavis
Faculty of Education

Prof Chris Bigum
Faculty of Education

Prof Jill Blackmore
Faculty of Education

Prof Jocelyn Calvert
Distance Education, DVC Office

Dr Coral Campbell
Faculty of Education

Dr Di Challis
Learning Services

Ms Heather Davis
QL RPA Secretary

Mr Brian Doig
Faculty of Education

Prof Terry Evans
Faculty of Education

Ms Ingrid Galitis
Faculty of Education

Assoc Prof Annette Gough
Faculty of Education

Assoc Prof Noel Gough
Faculty of Education

Ms Jenny Grenfell
Faculty of Education

Assoc Prof Susie Groves
Faculty of Education

Prof Shirley Grundy
Faculty of Education

Dr Lyn Harrison
Faculty of Education

Assoc Prof John Henry
Faculty of Education

Dr Chris Hickey
Faculty of Education

Dr Dale Holt
Learning Services

Dr Eileen Honan
Faculty of Education

Dr Evelyn Johnson
Faculty of Education

Prof Barbara Kamler
Faculty of Education

Assoc Prof Kieran Lim
Faculty of Health &
Behavioural Studies

Prof Bill Logan
Faculty of Arts

Dr Juli Lynch
Faculty of Education

Dr Rod Maclean
Faculty of Education

Dr Julie McLeod
Faculty of Education

Assoc Prof Judy Mousley
Faculty of Education

Dr Joanne O'Mara
Faculty of Education

Ms Jo Raphael
Faculty of Education

Dr Mary-Lou Rasmussen
Faculty of Education

Ms Mary Rice
Learning Services

Prof Fazal Rizvi
Adjunct Professor,
Faculty of Education

Assoc Prof Ian Robottom
Faculty of Education

Dr Leonie Rowan
Faculty of Education

Dr Ninetta Santoro
Faculty of Education

Dr Geoff Shacklock
Faculty of Education

Dr Peter Smith
Faculty of Education

Dr Elizabeth Stacey
Faculty of Education

Prof Nita Temmerman
Faculty of Education

Assoc Prof Russell Tytler
Faculty of Education

Dr Julia Walsh
Faculty of Education

Ms Muriel Wells
Faculty of Education

Dr Simone White
Faculty of Education

= 47