



Quality Learning

Research Priority Area

Function Plan 2005-2007



Quality Learning

new times
new relationships
new pathways



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Quality Learning RPA Functional Plan

1 Area Description

The Quality Learning Research Priority Area at Deakin University seeks to develop new, transformative, approaches to education—at all levels—that constitute a systematic and reflective response to the needs of diverse learners and educators.

Quality Learning Research addresses three key contexts:

- new times, characterised by new technologies, new social patterns, new opportunities, new risks and new relationships
- new understandings of identity, including significant changes to what it means to be a student, a learner, a teacher as well as what it might mean to be an Australian, a citizen, a worker
- old patterns of educational success and failure, acknowledging that despite years of equity-based educational reform, some people continue to have more positive experiences of education and a wider range of post-school pathways to follow.

Quality Learning projects aim to develop innovations in pedagogy, curriculum and assessment. They reflect a commitment to investigating precisely which groups of people 'win' and 'lose' from any educational practice, and any educational innovation. They support *interventions* designed to *transform*, in some way, existing educational practices and their outcomes.

2 Objectives and Strategic Importance

General objective:

To develop a framework for conceptualizing, designing and evaluating quality learning environments in order to determine the extent to which they have a demonstratively positive impact on the lives of those they involve.

Strategic importance:

The work of the Quality Learning RPA is internationally significant because it constitutes a sustained response to several key challenges facing educators throughout the world.

- First: key indicators produced by a range of organizations continue to demonstrate the fact that some individuals and groups are consistently more likely to experience 'positive' educational outcomes than others. This issue is a recognized concern of research centres throughout the world.
- Second: there is clear evidence to suggest a direct relationship between educational attainment and an individual's subsequent 'quality of life'. Many educational programs work to ensure that advantage continues to accrue to those already most privileged.
- Third: it is increasingly recognised that any attempt to improve educational initiatives needs to be cognisant of the particular characteristics of contemporary life. Close attention needs to be given to the impact that new literacies, computer and information technologies, the changing nature of families and work as well as increasing social diversity have on individuals' sense of themselves as learners. Explorations of the relationship between new identities, new technologies and new pedagogies is central to contemporary educational projects.

- Fourth: this contemporary environment has generated enormous amounts of 'educational innovation'. Research conducted by QUALITY LEARNING RPA members, however, demonstrates clearly that much which is routinely labelled as 'innovative' is both economically inefficient and pedagogically unsound. As such, many 'innovations' use up valuable resources for little or no educational benefit.
- Finally, in attempting to respond to these contexts, educators in all sectors are now-and will continue to be-challenged to demonstrate the 'quality' of their practices both within, and beyond standard 'quality assurance' mechanisms. This necessitates the use of a framework for thinking about 'quality learning' that takes, as its primary focus, the need for educational practices to respond to all of the contexts outlined above in the design of educational innovations that are relevant, effective and able to have a demonstrably positive impact on learners' lives.

Taken together, these contexts signal a need for a framework that is able to talk simultaneously about educational needs, educational products, educational outcomes and educational quality in ways that are not easily reduced to back to simple consideration of processes or procedures. We need, in short, a framework for conceptualising, implementing and evaluating 'quality' learning environments and experiences that focuses firstly and consistently on the consequences of any educational agenda for all those it includes and excludes. This framework must, of necessity, be able to address head on, any claims about the quality of any initiative that are based on criteria other than this. As a second focus, the framework needs to be able to conceptualise the transformation of existing practices in the production of 'real' quality learning environments.

The Quality Learning RPA responds to all of these contexts with an emphasis on conceptualizing and reconceptualising traditional frameworks for thinking about curriculum design, assessment, pedagogy, student identities and computing and communication technologies (CCTs). The RPA is working across educational sectors, and beyond traditional subject/discipline boundaries to prioritise educational initiatives that can stake a genuine and sustainable claim to providing genuine quality learning experiences. Underpinning all dimensions of Quality Learning's activity is the commitment to responding to fundamentally '*new times*' through the development of new partnerships, '*new relationships*' across educational and cultural sectors, beyond national and international boundaries and the introduction of '*new pathways*' into, through and beyond education systems for diverse student cohorts. As such, the Quality Learning RPA is directly aligned with Deakin University's core commitment to improving access and equity for groups traditionally marginalized within educational contexts.

3 The Competitive environment

As indicated above, the research undertaken by Quality Learning RPA members is at the forefront of national and international research priorities. The significance of Quality Learning's research has been clearly signaled in 2004 by three international developments.

First, in 2004, the Quality Learning RPA led the development of the international *Educational Research Alliance*: (which received \$20,000 funding from the ARC Special Initiatives: Network Seeding Grants program) a multinational, cross disciplinary aggregation of faculties and research centres, united in their commitment to investigating the relationship between new identities, new pedagogies and new technologies. Coordinated by the Quality Learning RPA, ERA is developing a series of international seminars, as well as a website (and a set of accompanying electronic resources) to facilitate the exchange of information, and the formation of international and multi-national studies.

Second, in 2004 the Faculty of Education and the Quality Learning RPA signed a formal Memorandum of Understanding between Deakin University, Manchester Metropolitan University, the University of East Anglia and the University of Illinois. This MoU has confirmed Quality Learning's membership of ICARE: International Centres for Applied Research in Education. ICARE is affiliated with the Educational Research Alliance mentioned above, and works to foster innovative, multi-national research across Australian, the United Kingdom and the United States by supporting seminar series, staff and student exchanges, joint publications and collaborative research projects.

Third, in December, 11 members of the Quality Learning RPA will attend an international *Quality Education* symposium hosted by National Taiwan Normal University, in Taipei. Professor Barbara Kamler, Convenor of the Quality Learning RPA, is a keynote speaker at this conference, which will showcase the innovative research that the Quality Learning RPA membership has conducted since the emergence of the RPA.

In addition to these explicitly international initiatives, Quality Learning RPA members are involved in funded projects and have publications focused on the key research areas of:

- Innovation
- At risk students
- Mathematics and science education
- Middle years of schooling
- Innovation in education
- Youth studies

Project Name	Project Team	Funding Type
Young women negotiating from the margins of education and work	Dr Julie McLeod, Dr Andrea Allard, Prof Jane Kenway (UniSA) and Dr A Mackinnon (UniSA)	ARC Discovery
Understanding and Managing 'risk' for 15 - 19 year olds in a learning network: a case study of the Geelong LLEN	Prof Jill Blackmore, Dr Jennifer Angwin, Dr Lyn Harrison, Dr Geoff Shacklock	ARC Linkage
An investigation of decline of supply of principals in Australia	Prof Jill Blackmore	ARC Discovery
Teachers investigate unequal literacy outcomes: cross generational perspectives	Prof Barbara Kamler et al	ARC Discovery
Overcoming structural barriers to mathematics learning	Assoc Prof Judy Mousley	ARC Discovery
Improving middle years mathematics and science	Tytler, A Gough, Groves	ARC Linkage
Quality Teacher Program Evaluation	Assoc Prof Annette Gough	DEET, Victoria
Learning styles, preferences, strategies	Assoc Prof John Henry	NCVER

In addition to this, Quality Learning RPA members are developing 'new' areas of analysis including ground breaking research focused on:

- New Literacies
- Doctoral education

Project Name	Project Team	Funding Type
Learning Literacies Together Project	Dr Linda Komesaroff and Dr Simone White	Victorian Schools Innovation Commission / Ian Potter Foundation
Working students: reconceptualising the doctoral experience	Prof Terry Evans, Dr Peter Macauley, Dr Margot Pearson (ANU)	ARC Linkage

These projects have led to national and international publications within each of these areas.

4 Management, Leadership Structure, External Input

The Quality Learning RPA Steering Committee currently consists of:

- Convenor
- Dean of the Faculty of Education (if not convenor)
- Co-ordinator
- Two members elected from the membership
- One co-opted 'external' representative (outside the Faculty of Education)
- Administrative Officer
- The position of Director/convenor for the Quality Learning RPA was taken up in 2004 by Professor Barbara Kamler.

The Steering Committee is supported by an International Advisory Board:

- Professor Mimi Bloch (University of Wisconsin)
- Professor Diana Leonard (London Institute)
- Professor Fazal Rizvi (University of Illinois)
- Professor Bridget Somekh (Manchester Metropolitan University)
- Professor Rob Walker (University of East Anglia)

Individual members of the International Advisory Board meet with the Quality Learning RPA Steering Committee on a regular basis, and once each year, a full International Advisory Board meeting is held. This meeting is designed to occur at one of the key international education conferences (in 2004 this International Advisory Board meeting was held before the Australian Association for Research in Education in Melbourne. In 2005, the meeting will be held before the British Educational Research Association annual conference in the UK).

It is proposed that in 2005 the International Advisory Board will be expanded to include representative(s) from Asian/Pacific Universities.

In addition to this, the Quality Learning RPA benefits from a close relationship between many of its research teams, and a variety of industry and professional associations. As a result of the steering committees/advisory committees associated with many QL projects, the RPA receives input from organizations including government and private schools, TAFE colleges, the Victorian Department of Education, the Victorian Schools Innovation Commission, members of G21 and the Federal Department of Education, Science and Training.

5 Members of the Area

For a list of members of the Quality Learning Research Priority Area, see Appendix 2

6 Strategies for 2005 - 2007

Preamble

The strategies identified for 2005-2007 aims to capitalize on the work undertaken by Quality Learning RPA members in the previous three years. The particular focus is on developing the kinds of resources that facilitate processes of educational *critique* and the design and evaluation of educational *transformations*. As such, the strategies outlined in this plan work together to expand the Quality Learning RPA agenda in directions that provide the greatest possible opportunities for research that truly makes a positive difference to those that it involves. Underpinning this work is an awareness of the importance of ensuring that all research is accessible to relevant end-users: educators, parents, family groups, community members and students of all descriptions.

Objectives

The strategies to be pursued in 2005-07 relate to the four key objectives of the RPA:

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

Strategies:

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: 2005-07

Coordination and Planning

- Appointment of 0.5 SL as co-ordinator to facilitate the work of the RPA (2005)
- Expansion of International Advisory Board (2005)
- Establishment of meeting schedule for International Advisory Board (2005-07)
- Membership days (including days specifically directed at members outside the Faculty of Education)

Linkages Program

- This program will support the expansion of the priority area by facilitating networks with key education stakeholders. (2005-2007)

International Conferencing Program

- Funding large and small conferences associated with the Quality Learning RPA, that bring together RPA members and distinguished national and international scholars (and the production of publications out of these conferences). This will involve support for conferences within Australia and internationally. The conference program is designed to provide a forum for building international profile, disseminating Quality Learning RPA research and fostering industry and international links. (2005-2007)

Distinguished visitors program

- Funding for distinguished visitors to attend Deakin RPA website and associated marketing material
- Funding of 'public seminars' focused on 'hot' topics (eg bullying in schools; supporting students through VCE)

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 Quality Learning model into a range of discipline and educational areas. These programs will form the basis for publications that draw attention to Deakin University, and for external research grants that will advance the Quality Learning RPA agenda. Most of the strategies selected have been piloted in previous years with demonstrated positive outcomes.

Strategies: 2005-2007

Grant application development program

- Provide funds to support the identification of research questions of national and international significance and to investigate the development of grants in these areas

Research Grants for QL Projects

- Provide funds to support the pilot phase of research projects that have the potential to attract competitive research grants
- Provide funding of up to \$10,000 to support larger research projects designed to lead to external grant applications.

Expansion of international cross disciplinary research networks

- Support the maintenance of the Educational Research Alliance
- Support the activities of the international ICARE alliance
- Investigate possibilities for international research projects particularly amongst the membership of ICARE.

Objective 3

Communicate results of research and consultative work undertaken in the Quality Learning RPA to local, national and international audiences

Objective 3 aims to further develop the profile of the Quality Learning 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: 2005-2007

Key papers

- Produce two key 'Quality Learning' 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 papers. This will involve initial publication of papers on the Quality Learning 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

Conference presentations and publications

- Facilitate the development of refereed quality learning papers to be presented at international conferences each year
- Expand facilities for publishing electronically QL conference papers
- Present workshops to local community to encourage understanding of the QL agenda and facilitate the development of research partnerships

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.

Objective 4

Foster the development of a sustainable research culture through high quality research training and research mentoring

The Quality Learning 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: 2005-07

Academic writing mentoring

- Provide mentoring support focused on increasing publication rates for early career researchers who have recently completed PhD's and for other members who are not yet designated as 'active researchers'.

HDR membership protocols

- Develop processes for identifying HDR students who are aligned with the Quality Learning RPA agenda
- Develop processes for communicating to HDR students the opportunities available within QL to support/enhance their work

Quality Learning Seminars for HDR students

- Present an annual "Introduction to Quality Learning" seminar to HDR students (to articulate the goals of the Quality Learning RPA and encourage student work in the area)

Student Exchanges

- Identify possibilities for student participation in international programs of Quality Learning's allied institutions: this participation may involve participation in on-line discussions/seminar series, as well as actual exchange programs

Performance and Targets for 2005-2007

See appendix 3

Quality Learning RPA

Operational Plan for 2005

2005 Targets

Objective 1

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

2005 Targets

1.1 Coordination and Planning

- 1.1.1 Review performance of Coordinator through 2004; set performance goals for 2005. Feb 2005. *Accountability: Convenor.*
- 1.1.2 Investigate possibilities for expanding the composition of international advisory board to include at least one representative from the Asia/Pacific area and confirm meeting schedule. July. *Accountability: Coordinator.*
- 1.1.3 Conduct Quality Learning discussion days with membership in April and October. *Accountability: Coordinator.*
- 1.1.4 Audit membership to ensure active contributions are being made by all members, and invitations extended to new staff and modify membership as necessary. April and October. *Accountability: Steering Committee.*

1.2 Linkages program

- 1.2.1 Consolidate links with Victorian Schools Innovation Commission through meetings, joint research applications, co-sponsored conferences and co-publications. By November. *Accountability: Steering Committee and Convenor and Coordinator.*
- 1.2.2 Consolidate existing links with school representatives from key schools in Victoria, Queensland, New Zealand and England through the development of on-line conferencing, and the planning of joint publications. By November. *Accountability: Coordinator.*
- 1.2.3 Consolidate links with Director of the South Barwon region of the Victorian Department of Education and establish links with the new Director of the Central South West region of the Victorian Department of Education through at least one public seminar involving the Department of Education and QL members. By June. *Accountability: Coordinator & Convenor.*

1.3 Conferencing Program

- 1.3.1 Convene at least one internationally significant conference to be held in Australia. By December. *Accountability: Convenor.*
- 1.3.2 Support the development of an international conferencing/seminar series involving members of ICARE. By September. *Accountability: Coordinator.*

1.4 Distinguished visitors program

1.4.1 Sponsor visits by 3 international scholars with expertise relevant to the RPA who will attend Deakin University and work with RPA members. By December. *Accountability: Coordinator.*

1.5 Quality Learning publicity

1.5.1 Expand Quality Learning web site to add additional resources and functionality. By July. *Accountability: Coordinator.*

1.5.2 Produce and distribute 2005 version of Quality Learning Brochure. By March. *Accountability: Coordinator.*

1.5.3 Support 2 'public seminars' focused on 'hot' topics (eg bullying in schools; supporting students through VCE). By November. *Accountability: Steering Committee.*

Objective 2

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

2005 Targets

2.1 Research Activity/Income

2.1.1 Achieve research income of \$800,000 [target to be reached by start 2006]. *Accountability: Steering Committee.*

2.1.2 Increase number of grants >20K received to 14 [target to be reached by start 2006] *Accountability: Steering Committee.*

2.1.3 Number of staff involved as CIs on grants to 18 [target to be reached by start 2006] *Accountability: Steering Committee.*

2.1.4 Increase number of applications for grants >20K to 15 [target to be reached by start 2005] *Accountability: Steering Committee.*

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.*

2.1.6 Increase the number of publications by QL members (weighted for authorship) by at least 10%. By December. *Accountability: Steering Committee.*

2.2 Grant application development program

2.2.1 Involve at least 10 members in identification of research questions of national and international significance and in the development of 1 external grant in these areas. By July. *Accountability: Steering Committee.*

2.3 Research Grants for QL Projects

2.3.1 Provide funds of up to \$5,000 to support the pilot phase of at least 3 research projects and develop processes to monitor outcomes from pilot work. By December. *Accountability: Steering Committee and funded members.*

2.3.2 Provide funds of up to \$10,000 to at least three research projects associated with Quality Learning: projects are intended to lead to applications for external research grants. Funds to be allocated by January and expended by November. *Accountability: Steering Committee and funded members.*

2.4 Expansion of international and cross disciplinary research networks

- 2.4.1 Support the expansion of the *Educational Research Alliance* through the maintenance of the ERA web site, expansion of ERA membership, and extension of seminar series. By September. *Accountability: Coordinator.*
- 2.4.2 Extend the activities of the *ICARE* alliance through the development of an international seminar series for members: first event to be held prior to the British Educational Research Association conference in September 2005. By September. *Accountability: Coordinator.*
- 2.4.3 Extend the activities of the *ICARE* alliance through investigation of opportunities for international grant applications. By September. *Accountability: Steering Committee.*

Objective 3

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

2005 Targets

3.1 Key papers

- 3.1.1 Produce two key 'Quality Learning' 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 and involve people other than that Coordinator in the production of these papers. By December. *Accountability: Coordinator.*
- 3.1.2 Disseminate the key ideas in these papers through a range of media suitable to particular audiences. 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. Feb-December. *Accountability: Coordinator.*
- 3.1.3 Increase the number of faculty research papers in the area of Quality Learning reported in the national collection weighted for authorship to 58. By December. *Accountability: members.*
- 3.1.4 Increase the number of Deakin staff who are authors to 34. By December. *Accountability: members.*

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.*
- 3.2.2 Present workshops to local community to encourage understanding of the Quality Learning agenda and facilitate the development of research partnerships. By December. *Accountability: Coordinator.*

3.3 Write-up Program

- 3.3.1 Provide funds to support write-up from research projects in the final six months of a project's life to at least one previously funded QL research team. February-November. *Accountability: Coordinator.*

Objective 4

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

2005 Targets

- 4.1 Academic mentoring
 - 4.1.1 Conduct evaluation of academic mentoring program offered in 2004. February. *Accountability: Coordinator.*
 - 4.1.2 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: Convenor.*
 - 4.1.3 Investigate structures to support the publication work of Faculty/QL Members who are not 'active' researchers. By December. *Accountability: Convenor.*
 - 4.1.4 Investigate structures to support the research work of QL members outside the Faculty of education. By December. *Accountability: Coordinator.*
- 4.2 HDR Membership protocol
 - 4.2.1 Establish process for identifying HDR students who are aligned with the Quality Learning RPA and revise existing HDR membership records as necessary. By April. *Accountability: Coordinator.*
 - 4.2.2 Establish process for communicating to HDR students opportunities associated with membership of the Quality Learning RPA. By April. *Accountability: Coordinator.*
- 4.3 Quality Learning Seminars for HDR students
 - 4.3.1 Present an "Introduction to Quality Learning" seminar to at least 15 HDR students (to articulate the goals of the Quality Learning RPA and encourage doctoral student work in the area) February and August. *Accountability: Coordinator.*
- 4.4 International experiences
 - 4.4.1 Identify possibilities for Deakin students to participate (virtually and in person) in the HDR programs of international Universities aligned with the Quality Learning RPA and opportunities for actual exchange programs. By July. *Accountability: Coordinator.*
 - 4.4.2 Communicate information about these opportunities to HDR students. By July. *Accountability: Coordinator.*
- 4.5 Quality Learning enrolments/completions
 - 4.5.1 Enrol at least 8 new HDR candidates (EFTSU) in the quality learning area. By December. *Accountability: Coordinator and Steering Committee.*
 - 4.5.2 Ensure at least 26 EFTSU of continuing Quality Learning students. By December. *Accountability: Coordinator and Steering Committee.*
 - 4.5.3 Ensure at least 11 HDR completions from Quality Learning. By December. *Accountability: Coordinator and Steering Committee.*

Appendix One: Selected National and International Competitors

Research Area	Competitor	Location
Quality Pedagogy	Productive Pedagogies group: Prof JM Gore, Dr JG Ladwig, Dr PK Brock, Dr MD Bruniges, Mr RW Randall, Dr MW Smith, Ms JL Davy	University of Newcastle
2005 ARC Recipients Faculty of Education	CT Nyland; Prof SW Marginson; Dr GG Ramia; Mr M Gallagher The social and economic security of international students in the global education market A/Prof IA Snyder Being digital in school, home & community Dr G Tsolidis; Dr A Kostogriz Transnational literacies: diaspora, schooling and identity	Monash University
2005 ARC Recipients Faculty of Education	Prof BJ Caldwell; Prof WR Mulford; Dr DM Gurr; Dr L Drysdale; Dr RS Swann International comparison study of successful school leadership Prof DJ Clarke; Prof F Leung Responsibility for knowledge generation in Australian and Korean mathematics classrooms Prof RH James; A/Prof G Baldwin; Prof C McInnis; Dr KD Krause The influence of disciplinary cultures on approaches to undergraduate teaching and learning Prof RV Teese; A/Prof SP Lamb Academic curriculum and school settings Prof JG Wyn; A/Prof L Andres Pathways then and now: student transitions	University Of Melbourne

Appendix Two: 2004 Members of the Quality Learning RPA

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

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Appendix 3.1 Performance (Target)

	Targets Set in 2004*		Achieved/ Expected	Revised Targets*		
	2005	2006	2007	2005	2006	2007
Research income \$000						
Commonwealth	400,000	600,000	800,000			
Other public sector (non commonwealth)	400,000	600,000	800,000			
Industry and other						
Total	800,000	800,000				
Staff involvement in seeking funding						
Number of grants >\$20k received	14	16	18			
Number of staff involved as CIs on grants	14	16	18			
Number of applications for grants >\$20k	15	16	18			
Collaboration with users						
Number of serious user partners	6	7	8			
Number of serious visits from user partners	4	6	8			
Research output						
Publications weighted for authorship	58	68	78			
Deakin staff who are authors	34	36	38			
HDR completions	12	13	14			
New HDR graduates taken up by employers in area		ALL	ALL	ALL		
Research training						
Honours students (EFTSU)	NA	NA	NA			
Commencing HDR candidates (EFTSU)	10	10	10			
Continuing HDR candidates (EFTSU)	28	28	28			
Total HDR candidates (EFTSU)	38	38	38			
Researchers						
Number of staff seriously involved (>4 days per month)						
Deakin	16	18	20			
External						
Technology transfer						
Take up of results by users	NA	NA	NA			
Conferences, workshops held for users	3	5	7			
Number of HDR projects involving users	4	5	6			
Number of collaborative projects with industry	4	5	6			
Licenses negotiated for use of IP	NA	NA	NA			

Appendix 3.2 Performance (Actual)

	Targets Set in 2003/04			Expected
	2004	2005	2006	2004
Research income \$000				
Commonwealth				502,470
Other public sector (non commonwealth)				22,100
Industry and other				36,300
Total	1.2	1.4	1.5	560,870
Staff involvement in seeking funding				
Number of grants >\$20k received	13	14	15	15
Number of staff involved as CIs on grants	16	18	18	20
Number of applications for grants >\$20k	13	15	15	11
Collaboration with users				
Number of serious user partners				
Number of serious visits from user partners	5	6	7	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				
Commencing HDR candidates (EFTSU)	8	10	12	12.5
Continuing HDR candidates (EFTSU)	26	28	30	27
Total HDR candidates (EFTSU)	33	38	42	39.5
Researchers				
Number of staff seriously involved (>4 days per month)				
Deakin	15	16		15
External				
Technology transfer				
Take up of results by users				
Conferences, workshops held for users	+6			
Number of HDR projects involving users				+4
Number of collaborative projects with industry				
Licenses negotiated for use of IP				