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EDUCATION RESEARCH
Annual Report
2013
Our Mission

The School of Education prepares people to be creative and responsive educators and researchers in a complex, diverse world. We engage in research that builds the knowledge, skills and capabilities required to promote equality, educational success and lifelong engagement in learning.

Our postgraduate courses are enriched and informed by the social, cultural and natural endowments of the Northern Territory and the opportunities presented by partnerships with local industry, community partners and international neighbours in Asia.

Our research program attracts high-quality postgraduate students and visiting scholars. We aim to promote a research culture that stimulates, challenges and engages professionals in a range of sectors including workplaces, communities and schools.

Education Research
Educational research: engaging with schools, systems and communities

Working in partnership with schools and schooling systems is one of the more urgent tasks facing any School of Education in a university today. Charles Darwin University continues to draw on this tradition to grow the future for children and communities. For a national provider of preservice teacher education courses and postgraduate professional development programs this is a complex task, made even more so by our external delivery to large preservice cohorts in Victoria, New South Wales and South Australia to name but a few of the places where our students reside.

Navigating the emotional, cultural and social components of successful schooling is an ongoing challenge for teachers, children, parents and school managers. The School of Education’s health and well-being research agenda, supported by internal CDU research funding and complemented by external grants, involves us working closely with Northern Territory schools to grow creative partnerships with our communities in Northern Australia and the Asia-Pacific. Our research projects address issues as diverse as teacher well-being and online learning strategies that help teachers stay connected with peers no matter where they are living. Mindful of the harms associated with drug and alcohol use, we are investigating the extent to which tried and tested harm minimisation programs might provide insights into whole of school support programs that foster positive mental health and well-being in schools and for children. We research how teachers write and trial curriculum ‘units of work’ to grow primary children’s capacity for resilience.

Through these and other projects listed in this 2013 Annual Research Report we are assembling a better knowledge about children’s experiences of schooling in diverse communities and in difficult times. The same must be said of teacher education programs and the wider professional learning required to support educators. Given the high turnover of teachers, academics and research staff in the Territory a more durable repository of this research is important. Our research reflects the stakeholders and disciplinary influences shaping how schools and schooling are understood, organised and managed. This diversity was apparent in the findings of a partnership project with the Australian Council of Deans of Education (ACDE) and the Australian Association for Education Research (AARE). Research audits, nationally and internationally, indicate that educational research is often hampered by its practical history in teacher preparation. A long history of research has established the importance of lifelong learning, lifelong education and the skills and capacities required for a learning society. Yet the preparation and ongoing professional development of educators understood in the broadest sense across all sectors – early childhood, primary secondary, tertiary, in workplaces and into the post-retirement years – is essential to young people and those under duress being recognised as valuable citizens in this learning society. Our 2013 publications and research activity mirror this range of ways in which learning permeates worlds.

None of this work can be achieved without a critically engaged and lively research culture. Our newly opened International Graduate Centre for Education (IGCE) will provide opportunities to grow professional development pathways for teachers and to address some of the challenges inherent in ever-changing workplaces and occupations. Four core themes drive the activity of the IGCE and the postgraduate programs offered within the Centre: well-being, sustainability and globalisation; digital futures and new learning; the science of knowledge; and, literacy, culture and language. These four themes will enable educators and people managing learning in their communities to build their professional knowledge while undertaking self-directed learning projects that directly inform the work-related challenges they face in transforming their worlds. Our new seminar series – Research Commons – provides a forum for practical articulation and critical engagement with these ideas.

We look forward to a new year of research and learning partnerships in promoting education for social change in Northern Australian and the Asia Pacific.

Dr Sue Shore
Associate Professor in Education (Research)
New appointment - Professor of Health in Education

Richard Midford is Professor of Health in Education in a jointly funded position, representing a significant partnership between the School of Education and Menzies School of Health Research.

He also holds an adjunct appointment at the National Drug Research Institute and collaborates with this institute on a number of projects including a Cochrane Collaboration review of alcohol and drug prevention in the workplace.

Richard previously worked at Edith Cowan University in Perth and has undertaken research on the prevention of alcohol harm in communities, prevention of alcohol and other drug harm in workplace settings and in the development of effective school drug education. Richard has been a consultant on alcohol and drug issues to private industry, government departments, and international organisations, including the WHO, and has sat on a number of boards and committees. He has published widely, is an internationally recognised researcher and scholar in his field and holds several Australian Research Council grants. Prof Midford will be working closely with colleagues in the School of Education at Charles Darwin University and the Centre for Child Development and Education at Menzies to enhance research capacity in the areas that link health and education.

Education and Health Research Nexus

The Education and Health Research Nexus is an initiative of the School of Education and has been funded through an internal CDU research funding mechanism called Developing Areas of Research Strength (DARS). The School is working in partnership with the Menzies School of Health Research and more specifically with the Centre for Child Development and Education.

This new initiative will explore questions of education and health, several projects have already commenced in 2013. These projects involve partnerships with other agencies such as the Northern Territory Department of Education.
Current research projects – CDU DARS funded

The Well Network: Teacher wellbeing

Dr Sue Smith

This 18-month pilot will examine an overlooked dimension of school wellbeing agendas, intra-personal teacher wellbeing and its relationship to workplace performance. Seminars and a website will provide professional learning, mindfulness courses and a supportive online community. Mixed research methods will gain insights from self-selected participants’ engagements. Intra- and inter-personal data gathered from two surveys at the beginning and end of the project, action research cycles directed by group interests, and web inputs will indicate if participants perceive better personal wellbeing and workplace performance through their engagements, and if this wellbeing strategy might be further developed and integrated into professional learning.

Duration: October 2013 - March 2015

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http://www.cdu.edu.au/education/research-projects/well-network

Child spatial language acquisition

Dr Cris Edmonds-Wathen

This project is intended as a pilot to investigate the development of spatial language and cognition of Indigenous language speaking children of North West Arnhem land. The discourse of child development straddles the domains of education and health in a complex manner. Cross-linguistic variation in the acquisition of the key spatial terms of interest has been documented in European languages and offers a base-line for language acquisition in those languages. However, the corresponding data for Australian Indigenous languages has not yet been collected. Indigenous language speaking children are sometimes at risk of being classified as developmentally delayed when assessments which have been designed for English-speaking children are used.

The project will use interviews and language-in-interaction activities to elicit quasi-naturalistic speech. Recognising the importance of space and location in the research process, all interviews and paired speech activities will be video recorded and transcribed to capture meaningful gestures and spoken communications. The data will be applied to inform teachers in order to improve mathematics teaching for these children.

Duration: November 2013 – April 2015

Contact:
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Social and emotional wellbeing education

Professor Richard Midford

Schools have long been recognised as excellent settings in which to provide a range of health programs and are critical in the social and emotional development of young people through the environment they provide and the knowledge and skills they teach. This research aims to extend upon the successful Drug Education in Victorian Schools (DEVS) project, which demonstrated that a single health issue program can produce significant benefits in relation to students’ health and wellbeing.

This study will investigate whether there is additional benefits from an integrated classroom program by identifying and measuring: (1) what broader prevention benefits can be gained when a program of known efficacy in one area of health education (alcohol and drugs) forms the basis for an integrated well-being program that incorporates sexual and mental health; and (2) what further benefits are provided by taking a whole-school approach.

Comprised of a small-scale needs analysis followed by a pilot trial, this project will inform practice in the Northern Territory and other jurisdictions and form the basis for larger scale nationally funded research.

Duration: October 2013 - December 2015

Contact:
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Building resilience in primary students

Dr Ania Lian

This 2-year project focuses on the development of resilience in primary school children. Resilience is defined as students’ capacity to resource the power of broader community intelligence and, in the process, to develop a sense of belonging to that community.

To this end, the project engages with primary teachers in conceptualising, planning and implementing pedagogic strategies which foreground dialogue as a process of building individual and community capacity. Three research questions will serve as the basis of the study:

- What pedagogic challenges does a dialogic approach to learning help address in relation to the building of resilience in primary school students?
- In what ways can the use of technology, and especially ICT, support the building of resilience in primary school students?
- What are the perceptions of students, teachers and researchers as to the value and success of the building of resilience in school students in the context of this project?

A sequential action-learning model will inform each phase of research. The project’s outcome will result in development of a framework for understanding the challenges involved in constructing and implementing a pedagogy which makes the student’s experience of his or her power its central component.

Duration: October 2013 – September 2015

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Pre-service teachers’ stress and assessment design

Dr Gretchen Geng

The demands of balancing practicum experience, including ‘on the job’ assessment tasks, with university based theoretical demands can create varying levels of stress among pre-service teachers. If left unmanaged, such stressors have the potential to affect the successful learning among pre-service teachers.

The primary objective of this study is to identify key stressors faced by pre-service teachers during their professional development experience. This will be accomplished by utilizing the Perceived Stress Scale (PSS) to identify stress and measure affected participants’ stress levels and conducting face-to-face interviews with participant pre-service teachers to ascertain how different demographics, geographical locations, and assessment designs may be experienced as stressors. The results of this project will inform and assist in developing support services designed to improve pre-service teachers’ ability to successfully manage stress.

Duration: October 2013 - April 2015

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External and other funded projects

School drug education for junior high school students in Victoria - assessing the impact of a state wide, evidence based intervention

Professor Richard Midford

This cluster-randomised, controlled study measured the effectiveness of a comprehensive, evidence-based, harm-reduction focused school drug education program developed for secondary students aged 13 to 15 years. 1746 students in 21 Victorian government secondary schools participated in the research over a period of three years.

The education program developed for the purposes of the research comprised ten lessons in year eight and eight in year nine that addressed issues around the use of alcohol, tobacco, cannabis and other illicit drugs. Student data relevant to use and harm were gathered at baseline, at the end of each intervention year and at the end of year ten, using a self-completion questionnaire.

Early findings indicate that intervention students were more knowledgeable about drugs, including alcohol; communicated more with their parents about alcohol; increased their alcohol consumption less; and experienced a lesser increase in alcohol-related harms. These results show that a comprehensive, harm-minimisation focused school drug education is effective in increasing general drug knowledge, and reducing alcohol consumption and harm.

Analysis of the data is continuing, with publications planned on smoking and cannabis findings and teacher fidelity and effect.

Duration: 2009 – 2014

Partners: Victorian Department of Education and Early Childhood Development, University of Melbourne and Oxford Brookes University

Teaching manuals and student workbooks produced by the project
Pathways to teacher education in remote communities

Associate Professor Sue Shore

This project funded by the More Aboriginal and Torres Strait Islander Teachers Initiative over 2012-13 addressed pathways to training for Indigenous teachers in remote Indigenous communities. The project used participatory processes to engage teacher training providers and Aboriginal teachers in remote communities in assembling documentation of past and current teacher training initiatives, the current Indigenous workforce profile, and pathways that have generated successful employment outcomes for Indigenous teachers.

Participants living in this region observed that on many occasions they had been consulted about teacher education, yet in matters of substance their advice went unheeded. Five key messages emerged from the consultations. Where people live, who they are and the relationships already in place in community and with country are central to, rather than ‘remote’ from, how Yolngu conceive of education. Becoming a teacher involves multiple negotiations always undertaken in the context of community and cultural responsibilities.

A range of employment and systemic practices support Yolngu to remain on country and become registered teachers. Yet many such programs have short term funding cycles. They are often dependent on Commonwealth government funding and have limited consistency of staffing and delivery from one iteration to the next. There is high turnover of Balanda (non-Aboriginal) staff in schools yet the turnover of Yolngu Teachers in this particular community was relatively low, nevertheless their respective employment conditions, salaries and benefits did not always reflect this.

Any pathways for teaching on country must include and work with these issues. If this does not happen there is a danger not only that the program will fail but by default, Aboriginal teachers will be blamed for that perceived failure.

Duration: 2012 – 2014

Contact:
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Improving the teaching of mathematics in Papua New Guinea elementary schools by using local languages and cultural practices

Dr Cris Edmonds-Wathen

This project is exploring how best to identify and use cultural mathematical proficiencies to assist young students to transition to school mathematics in Papua New Guinea (PNG). Headed by Dr Kay Owens from Charles Sturt University, the project is funded by an AusAID grant of $391,000 for a three-year (2013-2015) period. The team includes Dr Owens as Principal Investigator and a group of researchers from the University of Goroka. Dr Edmonds-Wathen is contributing linguistic expertise to the project.

Using a design research methodology, the research team is designing and refining guidelines to assist elementary teachers to recognise and use cultural mathematical proficiencies, and to develop vernacular phrases for school mathematics. The research will also develop a design for professional learning with technology.

Partners: Charles Sturt University and the University of Goroka

Partner websites:
http://www.uog.ac.pg/glec/index.htm
https://www.csu.edu.au/research/ripple

Duration: 2013 – 2015

Contact:
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What counts as world standard research? What counts as education research?

Dr Alison Marchbank

CDU’s School of Education participated as a lead partner with the Australia Council of Deans of Education (ACDE) on a strategic plan to strengthen Education research capacity building. The Excellence in Research for Australia (ERA) 2010 audit indicated Australian research in Field of Research (FOR) 13 – the Education designated field – was assessed as lower than world standard, 2.2 of the possible 1 - 5 ranking.

The project involved a number of teams undertaking secondary data analysis of ERA 2010 and 2012 data, reviewing international literature on the increasing phenomenon of research audits and collating surveys completed by Australian educational researchers. The project provided a clearer picture of how research was coded in and out of the FOR 13 category as part of a major national audit, where educational research was produced, by which academics, through what patterns of networking and relationships and in which Australian regions. The project activated a national conversation about investing in the education research workforce, the value of professional and industry networks for research capacity building and in the case of CDU how to sustain distinctive commitments to Northern Australia research and what the rest of Australia can learn from that.

Copies of the report are available as follows:


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NDIS - National Disability Insurance Scheme

Dr Alison Marchbank

When an infant or young child is diagnosed with a permanent disability, it is universally accepted that early intervention is most effective in supporting the family to adjust to the child’s special needs. From 2013, the National Disability Insurance Scheme (NDIS) will be rolled out in stages throughout Australia impacting a range of different groups.

The purpose of this project is to examine:

• How professionals planned for transition to the NDIS in the Barwon region of Victoria identified as a preliminary site for the implementation of the NDIS.
• The impact of changes to the delivery of early intervention services, from professional and families’ perspectives.

This data will then be used to inform a second study with families in Darwin and Darwin rural with a particular focus on families from culturally and linguistically diverse backgrounds.

Duration: October 2013 - December 2015

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http://www.cdu.edu.au/education/research-projects/ndis
Partnerships and collaborations

Primary Industry Centre for Science Education

Charles Darwin University has established, as part of a nation-wide program, a Centre for Science Education that links schools, regional industries and government organisations. The centre has been created in partnership with the Primary Industry Centre for Science Education (PICSE) hosted by the University of Tasmania.

In total this project brings $80,000 to CDU and the School of Education for activities related to raising the profile of science and science related careers. A key part of project will be conducting activities with schools and undertaking professional learning for teachers of science.

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Partner: University of Tasmania - http://www.picse.net/HUB/index.htm

Alice Springs Education Researchers Network

Early October in Alice Springs saw a successful two day School of Education forum ‘Exploring Educational Research in Central Australia’. It was attended by school teachers, teacher educators and Department of Education staff and led to creation of a network to share support and develop projects. Assoc. Prof Sue Shore (School of Education) and Donna Robbins (Teaching Schools Project, Centre for School Leadership Learning and Development) from Darwin joined locals, Prof Rolf Gerritsen (Northern Institute), Dr Al Strangeways (School of Education) and Dr Melodie Bat (Pracademics Solutions) to discuss ways CDU could support educators interested in developing their research interests, expertise and networks.

The participants were enthusiastic about the opportunity to find out more about the pathways into postgraduate study and keen to share interests in their proposed research areas, many of which were focused on Indigenous education issues, and on re-asserting an Aboriginal voice in current education research and debates. As one participant commented, ‘I’ve been waiting two years to get involved in a discussion like this and a group like I’ve met today’!

The group intends to be a catalyst for the emergence of a strong and effective local voice about Central Australian Education Research.

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Postgraduate matters

PhD graduation: Improving Indonesian students oral proficiency in English using cooperative learning in Muhammadiyah University of Surakarta (UMS)

Dr Aam Muamaroh
Doctor of Philosophy with primary supervisor Dr Paul Black

This study explored approaches to improving the spoken English skills of students at a private university in Indonesia, where many students still encountered difficulties in spoken English. It proceeded in two stages.

The first stage used action research to investigate ways of improving students’ confidence in speaking English. Based on questionnaires, interviews, student feedback, class observations and a teacher’s journal, it found that teaching methodology which focused on students’ involvement using pairs and small group work gradually improved their confidence in speaking English.

This suggested the second stage of the study, which used quasi-experimental research to explore the use of cooperative learning as a means of improving students’ spoken English skills, as compared to control groups using a more traditional approach. Data were gathered through speaking and listening tests, questionnaires, interviews, student feedback, and class observations.

The qualitative data showed that both teachers and students believed that cooperative learning can be useful for improving students’ spoken English skills. This was supported by a result from the quantitative data which showed significant improvements in students’ speaking duration if not in their speaking quality. The findings of this study point to a positive role for group work and cooperative learning in language education, in particular for conversational English classes in Indonesia in the future.

Master of Education by coursework graduations: Farewelling our Cambodian students

The School of Education said ‘goodbye’ to a group of international students after they all successfully completed the Master of Education degree by coursework. The students were part of the Higher Education Quality and Capacity Improvement Project (HEQCIP). The program was funded by the World Bank, which in agreement with the Ministry of Education, Youth and Sport, provided US$ 23 million (50% grant and 50% credit) to fund a five year scheme (2011-2015).

Applicants were required to have at least three years teaching experience at higher education institutions as full-time lecturers. Additionally, they were asked to submit a written proposal and study plan, pass the IELTS test, and, after a rigorous interview, the finalists were selected from hundreds of applicants. Some of these stipends came to the School of Education at CDU.

During the program, the students engaged in projects, initiatives and study which expanded their understandings of areas such as research methods, innovation and creativity in pedagogy and assessment, educational leadership, leadership for change, and management and administration. After completing their one-year Master of Education degree, the School of Education staff celebrated their achievements by holding a farewell ceremony where each student received a certificate.
Postgraduate presentations

As part of their confirmation of candidature CDU postgraduate candidates are required to complete a presentation on their research proposal. 2013 was a busy year for candidates and supervisors with much ensuing celebration as they moved to the next stage of their research journey. We wish them all well.

‘Perceptions, motivations and impact: Aboriginal teachers and Information and Communications Technologies (ICTs) in very remote communities of the Northern Territory’

PhD confirmation of candidature presentation: Donna Robbins

Research on the value and impact of digital technologies in the context of the 21st Century Learners and 21st Century Education continues to highlight the tensions and contentious nature of educational change. Over the last decade a growing body of research has explored the relationship between digital technologies in education with particular regard to Aboriginal and Torres Strait Islander peoples. Existing research focuses on contextual issues such as accessibility and use and adult and school age learner outcomes. Yet there is limited research on the practices and lives of Aboriginal and Torres Strait Islander teachers, and even less is known about how such teachers develop their relationship with ICTs to foster their professional engagement within their own and wider educational contexts.

This study focuses on the identified gap in the research agenda by asking several key questions about the use of ICTs in the professional lives of Aboriginal teachers who live and work in the very remote communities of the Northern Territory. The focus question that guides this research is: How and why do Aboriginal teachers in very remote NT communities use Information and Communication Technologies (ICTs) in their professional lives?

This research will use qualitative methods to focus specifically on the teachers through the lens of critical theory. This research particularly focuses on transformative practices in educational contexts and how Aboriginal teachers focus and reflect on their own values, perceptions and motivations in regards to ICTs in their professional lives in light of dominate educational discourses.

‘Investigation of contemporary practice to support girls’ education in rural Cambodia’

Master by Research confirmation of candidature presentation: Tithchanbunnamy (Namy) Lor

Until now the problem of female students’ dropout in rural Cambodia was investigated as an individual or family problem. For example, the reasons or factors influencing female students’ dropout were mainly related to individual issues, such as pregnancy, parenthood, low academic achievement, over age school entry, family with disadvantages or limited resources; low level of parents’ education attainment, motivational level of parents toward their children’s education/ poor family socialization, and parents’ low expectations for their children’s academic success. These factors still play a role in female students’ school dropout in rural Cambodia. However, increased awareness of the social factors which impact on girls’ education, together with increased awareness that only ‘Education For All’ can propel a country to be an equal participator in the increasingly globalised village of the Asia-Pacific region, are slowly bringing to focus the issue of girls’ education.

This research has two main aims:

• To better understand challenges involved in alleviating the dropout rate of female students from schools with the view of identifying strategies which may assist in the decrease of that rate.
• To identify ideas that can invigorate the role that schools play in the community in ways that may help communities see schools as assets and schooling as critical to the community development.
News and events

Head of School awarded Fulbright Scholarship

One of only 30 awardees throughout Australia, the Head, School of Education Professor Peter Kell has been awarded the prestigious 2014 Fulbright Northern Territory Scholarship in the Senior Scholarship category.

He will travel to the United States in early 2015 to explore questions on internationalising the learning experience of postgraduate education in the Northern Territory as part of a research project entitled “Reaching Out to the Globe: Internationalising masters postgraduate learning in education”.

"I will spend six months at the University of Illinois (Champaign-Urbana) researching how we can use new technologies to develop collaborative transnational learning experiences in postgraduate education,” Professor Kell said.

Professor Kell’s current research interests include global student mobility, the internationalisation of education and training in the Asia Pacific, and literacy and language in East Asia.

Professor Kell said part of the focus of the project would be to further develop the new Master of Education (International) commencing at CDU in 2014.

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2nd annual Mary River writing retreat

Following up on 2012’s successful writing retreat, postgraduate students and supervisors took four days in November to gather at the Mary River Wilderness Retreat, an hour and a half east of Darwin. The participants utilised this space and timely opportunity to share conversations, dissect issues, brainstorm, and most importantly to generate writing outputs – chapters, journal articles, grant applications and conference papers- to further develop their research capacity.

Where professional conferences provide important opportunities to collect feedback, network and develop ideas, the writing retreat provides a space to focus on sustained writing and completion of publications, as well as growing research culture building practices.
Literacy across the Curriculum

Robyn Gregson

The aim of this work is to explore the literacy demands of subject areas taught in secondary schools, to show how literacy is applied across the curriculum. Teachers can review literacy issues and see how each author has developed activities to improve students’ literacy skills in the key learning area. At no other time in history have there been such literacy demands on individuals. Being able to read and write is no longer sufficient to meet the demands of literacy in secondary schools, tertiary institutions, and the workforce.

The teaching of literacy skills is no longer the domain or responsibility of those who teach English in our schools. They have a curriculum of their own that will support literacy needs but will not show students how to read to understand and write specifically for subjects such as mathematics, science or drama.

The goal of this book is to explore the role of literacy and how strategies that improve student literacy can be incorporated into lessons, as students engage with the content and skills they are required to learn.

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Buddhist voices in school: How community created a Buddhist education program for state schools

Sue Smith

This book tells of how a community developed and taught the Buddhist Education in Victorian Schools Program (BEVSP) in some Victorian state primary schools and how volunteer members collaborated to develop a landmark experiential learning curriculum ‘Discovering Buddha: Lessons for Primary School.’ It aims to raise broader and serious issues around how religion and ethics can be taught in Australia, and how voices from communities might be included.

It argues that it is timely for Buddhists to engage with education and, by describing challenges faced by a non-sectarian group delivering religious instruction, questions are raised about how Buddhist people might choose to define their spirituality and, drawing upon the Buddha-Dharma, discern what might be cogent lessons for young people being schooled in Australian society.

This book speaks to different groups at different stages: Buddhists – ‘ethnic’ Buddhists and ‘convert’ Buddhists, dharma people, religious educators, and fellow country women and men concerned with how ethics and spirituality are incorporated into democratic state-funded schooling. This book also speaks to academia, whose role in helping to navigate these complex tasks might be made more inclusive, and possibly clearer, by reframing ontologies and current pedagogies in ways that embrace some perspectives that originated in Asia.

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Ethics Committee approvals
– projects commenced in 2013

• Dr Al Strangeways received ethics approval for her project ‘Preservice Teacher Identities’.

• Dr Cris Edmonds-Wathen attained ethics approval for her Developing Areas of Strength funded project: ‘Improving the teaching of mathematics elementary schools by using local languages and cultural practices (Papua New Guinea)’.

• PhD candidate and staff member Mrs Jenny Buckworth gained ethics clearance for her PhD project ‘Talking Like a Teacher: Identifying as a Teacher’.

• PhD candidate and staff member Ms Lorna Quinnell received ethics clearance for ‘Investigation of pre-service teacher’s knowledge of syntax in mathematics’.

• Dr Sue Smith’s research ‘Minority to the mainstream: an ethnographic study of a Buddhist teacher’s college in central Java’ attained ethics approval.

• Ms Janice Crerar’s PhD project ‘Gender, science and discourse: Investigating the effects of dominant discourses in science and science education on the uptake of science knowledge in Australian schools’ ethics application was approved.

• Mr Joseph Hewett, a Master of Education (MED) student, gained ethics clearance for his project ‘A study into teacher effectiveness when using poetry to teach EAL/ESL to Indigenous students’.

Literacy and Language in East Asia
Marilyn Kell and Peter Kell

This book critically explores why Asian nations are on top of the world in student achievement tests in reading and literacy, yet governments and industry in these nations are anxious about a crisis in education.

This book:
• Provides a critical analysis of the high performing East Asian nations and the “contests” and “league tables” derived from international literacy and numeracy achievement tests.
• Argues for education systems to embrace reforms that promote capabilities which prepare students for life and work in modern and globalised communities.
• Takes a unique approach that departs from traditional country study approaches and seeks to identify how each nation has been influenced by cross national policy borrowing.

Why are governments anxious about the capabilities and skills of school and university graduates in a global economy when there is an Asian economic boom? The authors explore questions about how the Asian countries value test-based examination curriculum and its influence on the practices of teaching learning and the lives of young people in Asia. The authors describe the challenge of change for East Asian nations to develop more relevant approaches to literacy and language and more inclusive societies focussed on the needs of young people and not exam results.

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Publications

Books


Book chapters


Monograph

Journal articles


Conference publications


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Education Research

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