

Unde Venisti, Quo Vadis, Cui Bono?
(Where have you come from, where are you going, who benefits?)



POSTGRADUATE
AND EARLY
CAREER
RESEARCHER
GROUP

*Presents the
work of
current post-
graduate and
early career
researchers*



**USQ Toowoomba Campus
Room Y392**

on

**Thursday 2nd November
12:30 MD - 5:30 PM**

*Welcome by Associate Professor Patrick Danaher
&*

**Friday 3rd November
9:00 AM – 1:30 PM**

Beginning with a panel discussion on:
Early Career Research Challenges and Opportunities

Thursday 2 nd November		
12:30 -12:45	Welcome by Associate Professor Patrick Danaher	
	Presenters	Topics
12:45 – 1:15	Steve Smith	Do We Need More Male Teachers? Perspectives from the Coal Face
1:20 – 1:50	Bernadette Lynch & Shalene Werth	Tracking the performance of students with an OP score over 16 within a large undergraduate business course
1:50	Afternoon Tea & Viewing of Installation by Janice Jones	
2:10 – 2:40	Janice Jones	Swimming or Drowning? An Action Researcher on the Coral Reef of Learning
2:45 – 3:15	Joan Conway	With what Lens?: Using Different Ideological Perspectives to Explore how Teachers Engage in the Making of Shared Pedagogical Meaning
3:20 – 3:50	Mary Keefe	Earth, rainbow or fire! Is the role of theory in research to ground, integrate or inspire?
3:55 – 4:25	Kaye Cleary & Henriette van Rensburg	Like Spinning a Coin? Student Perceptions of the Relevance of Online Masters Study at the USQ
4:30 – 5:00	Janine McCaffrey	Why Value Creativity?
5:05 – 5:35	Pat Danaher	<i>Unde Venisti, Quo Vadis et Cui Bono?:</i> Situated Ethics and Negotiated Interests in Designing an Educational Research Ethics Postgraduate Course at the USQ, Australia
6:30	Dinner: Thai Royal Restaurant, Southtown Shopping Centre, 144b South Street, Toowoomba – Reservation best for Party Booking	
Friday 3 rd November		
9:00 – 10:00	Panel Discussion: <i>Early Career Research Challenges & Opportunities</i> led by <ul style="list-style-type: none"> o Professor Gerry Fogarty Professor (Psychology) and Pro Vice-Chancellor (Research) o Professor Glen Postle, Honorary Professor, Faculty of Education Academic; EIDOS Research Fellow o Associate Professor Shirley O'Neill, Director ALLEI & CRTP o Dr Aniko Hatoss, A/Assoc Dean (Research) 	
	Presenters	Topics
10:05 – 10:35	Robyn Henderson	Ethics and Social Research: A Little Like Opening a Pandora's Box?
10:40 -11:10	Mary-Anne Fleming	The impact of Diverse Classrooms on Literacy Teaching in Complex Times
11:10	Morning Tea	
11:30 – 12:00	Huaying Chen	Educating English as a Foreign Language in China: Towards a Framework for Professional Standards for English Teachers
12:05 – 12:35	Dinah Ope	Barriers, Participation and Academic Achievement of Female Students in Secondary Schools in the Papua New Guinea National Education System
12:05 – 12:35	Jennifer Parker & Catherine Arden	Doctoral Research (Re)Design: Mapping the Terrain
12:40 – 1:15	Conclusion	Thank You Presentations
1:30	Day 2 Close of Symposium – Thank You for Your Attendance	



Welcome to the Postgraduate and Early Career Researcher Group's inaugural Research Symposium. You will be presented with current post-graduate and early career researchers' work under the theme of *Unde Venisti, Quo Vadis, Cui Bono?* (Where have you come from, where are you going, who benefits?). We are a group of researchers who actively meet every fortnight to discuss research in terms of design and methodology, opportunities and outcomes, support and guidance, and group culture and community. It is our greatest pleasure to share and showcase our research group's most current work to the academic and research community of the Faculty of Education, University of Southern Queensland. We hope that you will be inspired to join with us and our panel of experts for a truly exciting launch of what we hope will become a regular, university-wide event.

Our Distinguished Guests

Master of Ceremonies

Associate Professor Patrick Danaher

Associate Professor (Education Research) Faculty of Education

Research Interests: Traveller education, educational research ethics and politics, and educator's work and identity

Panel Members

Professor Gerry Fogarty

Professor (Psychology) and Pro Vice-Chancellor (Research) Faculty of Sciences

Research Interests: Human factors, Structure of human intelligence, Management of human error in high risk industries Occupational stress

Professor Glen Postle

Honorary Professor, Faculty of Education Academic; EIDOS Research Fellow

Research Interests: curriculum development, On-line teaching and learning, and alternative education.

Associate Professor Shirley O'Neill

Director, Centre for Research in Transformative Pedagogies (CRTP) and Applied Linguistics and Literacy Education Institute (ALLEI)

Research Interests: Language and literacies education, development of cyber communities for web-based synchronous English language learning and teaching professional development, language assessment, cross-cultural attitudes and language policy development, cognitive development and the spatial metaphor of time.

Dr Aniko Hatoss

A/Assoc Dean (Research), Faculty of Education

Research Interests: language awareness, bilingualism, sociolinguistics, minority languages, language maintenance and shift, cross-cultural aspects of language learning and teaching, interculturality, teaching culture in language teaching, language attitudes, globalisation and language teaching and learning

Presenters	Abstracts
<p>Mr Steve Smith Postgraduate Researcher & Lecturer (Teaching & Learning in the Middle Years) Faculty of Education</p>	<p style="text-align: center;">Do We Need More Male Teachers? Perspectives from the Coal Face</p> <p>The diminishing presence of males within the teaching profession is attracting significant social and political commentary. Brendan Nelson, former Federal Minister of Education, Science and Training, claimed the proportion of male primary teachers (Australia in 2002) was only 20.9%. This is a decrease of five percent within a decade. Education Queensland has set a bold and ambitious 35% target for male teacher employment by December 2006. This is a significant increase on the 27.2% current proportion of men teaching within Queensland’s public schools. Yet, few campaigners for increased male teacher numbers have successfully identified explicit skills or attributes that male teachers bring to schools and how these might benefit students across genders. In 2003, the Human Rights and Equal Opportunity Commission (HREOC) rejected the Catholic Education Office’s (CEO) application for a five-year exemption from sex discrimination laws to offer male-only scholarships to prospective pre-service teachers. Supporting their proposal, the CEO raised a number of assumptions that the HREOC criticised as lacking elaboration and justification. The HREOC highlighted the lack of evidence to support the assumption that the gender imbalance will result in adverse social or educational effects. This presentation explores issues relating to gender imbalance within the teaching profession and outlines a regional research project that sought to identify educators’ views on whether any valued teaching qualities were more likely to be demonstrated by male teachers. The significance of quality teaching, irrespective of gender, is not in dispute, nor the focus of this presentation, and is not addressed. Nevertheless, the author argues that teacher gender does impact on the social and educational wellbeing of Queensland students.</p>
<p>Ms Bernadette Lynch Postgraduate Researcher & Lecturer Mrs Shalene Werth Postgraduate Researcher & Associate Lecturer (Management & Organisational Behaviour) Faculty of Business</p>	<p style="text-align: center;">Tracking the performance of students with an OP score over 16 within a large undergraduate business course.</p> <p>Facilitating the transition of first year students into University life and ensuring their ongoing retention and progress towards graduation are dominating themes within literature and policy in the Australian higher education sector. This paper tracks the performance of students with an OP score over 16 within a large undergraduate business course offered at USQ and outlines a number of the signature teaching and learning processes adopted within this course. Key principles that inform the teaching practice within this course are also outlined. This presentation speculates on the contribution of these factors to the success or otherwise of high OP students.</p>

Presenters	Abstracts
<p>Mrs Janice Jones Postgraduate Researcher/PhD & Lecturer (Expressive Arts) Faculty of Education</p>	<p style="text-align: center;">Swimming or Drowning? An Action Researcher on the Coral Reef of Learning</p> <p>The presentation will be supported by an installation which is intended to voice the action researcher's journey (<i>Unde Venisti?</i>) During that journey the action researcher meets 'self as teacher', 'environment as teacher' and 'self as learner'. Her changing understanding of the nature of those elements (<i>Quo Vadis?</i>) gradually redefines the way in which she seeks to document and make sense of a child-driven curriculum in an alternative primary-middle years' school. Ultimately, (<i>Cui Bono?</i>) this challenges her perceptions of the processes, purposes and meaning of teaching and learning, and her role in teacher education. To reflect the multi-faceted research journey the researcher has created a bricolage of paintings, photographic images, sounds, scents and textures. These are juxtaposed against films and writings created and gathered during the first 9 months of her research, in order to engage the visitor on several levels of consciousness: through making what is familiar, unfamiliar she invites us to question our beliefs about the nature of 'school', 'teaching' and 'learning'.</p>
<p>Ms Joan Conway Postgraduate Researcher/PhD & Lecturer (School Pedagogies/On-Line Pedagogies) Faculty of Education</p>	<p style="text-align: center;">With what Lens?: Using Different Ideological Perspectives to Explore how Teachers Engage in the Making of Shared Pedagogical Meaning</p> <p>It is the methodology chapter of the doctoral thesis that a reader opens when faced with the prospect of understanding "<i>Unde Venisti?</i>" ("Where have you come from?"). This is the question that the reader needs to have clarified in order for the thesis to be understood as intended by the doctoral candidate. There is an imperative that the research design clearly frames the thesis as it unfolds through the data presentation and analysis chapters in response to the research questions. One might refer to this chapter as the backbone or the framework of the thesis. The decisions to use a specific ideological perspective, a particular methodological approach and a given set of data gathering and analysis tools are certainly par for the course as the ontological and epistemological stances of the doctoral candidate are realised. However, the terrain of the thesis development is challenging when a multidimensional worldview is adopted. This presentation traces the development of the author's doctoral thesis that has been designed from a multidimensional perspective. "<i>Quo Vadis?</i>" ("Where are you going") has been the constant challenge in this thesis as the richness of the case study data has emerged with scope for the author to use each selected ideological perspective in turn and collectively. The author argues that, in order to engage in a process of analysing how knowledge formation occurs, a range of lenses is needed to appreciate the complexity. Finally, "<i>Cui Bono?</i>" ("Who benefits?"). The benefits will also be multidimensional. For the early researcher this thesis reveals how the complexity of collective intelligence in schools might be analysed. As well, a range of personnel in learning communities might appreciate how teachers make shared meaning of their pedagogical work.</p>

Presenters	Abstracts
<p>Dr Mary Keefe Early Career Researcher & Senior Lecturer (Special Education/ Diversity) Faculty of Education</p>	<p style="text-align: center;">Earth, rainbow or fire! Is the role of theory in research to ground, integrate or inspire</p> <p>The choice of a theoretical framework provides the researcher with a perspective, context or lens to view various aspects of the problem. The theoretical framework also guides methodological choices, methods used to collect and interpret the data and reporting strategies. Kerlinger (1979) describes the purpose of a theoretical framework in a quantitative study as “a set of interrelated constructs (variables), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining natural phenomena” (p. 64). Cresswell (2003) supports this view of systematic interrelationships between the phenomena being studied and the collection and interpretation of data. He graphically describes the theoretical framework as a rainbow that overarches the independent variables to explain or predict the dependent variable. In qualitative studies the theoretical framework may guide the researcher and provide an independent philosophical lens through which the researcher is able to view each progressive stage of the study (Crotty, 1998). The theoretical framework may also be grounded in the phenomenon under investigation (examples may be found in feminism, constructivism or cultural studies) and evolve later in the study from an analysis of the information collected or from a comparison with competing paradigms. This paper focuses on the purpose and function of theory in research to demonstrate how theory as rainbow overarches all aspects of the study; how theory as earth, grounds the researcher in method and analysis; and how theory as fire can inspire the researcher to view the outcomes of the investigation with creative and innovative insights.</p>
<p>Ms Kaye Cleary Postgraduate Researcher/PhD & Lecturer Dr Henriette van Rensburg Early Career Researcher & Lecturer (Flexible Learning) Faculty of Education</p>	<p style="text-align: center;">Like Spinning a Coin? Student Perceptions of the Relevance of Online Masters Study at USQ</p> <p>This study reports on a work-in-progress. It is part of the second phase of a longitudinal study of the online masters programs offered by the Faculty of Education at the University of Southern Queensland. The first phase, undertaken in 2004 in preparation for re-accreditation of the programs, uncovered, amongst other factors, strong indicators of active lifelong learners and the important role of learning communities/alliances developed over their period of study. Student comments indicated that these communities were not merely class-based learning communities, but as connections were formed and strengthened through re-acquaintance in subsequent classes, the ‘community’ developed richer characteristics associated with communities of practice. On the whole, students were not content to absorb knowledge, learning to become competent practitioners. Instead we found that many were driven by a desire to be proponents of change in their local communities, forging directions, challenging the status quo inscribing meaning from reflecting on the richness of ideas fed into their transnational classes paralleled by reflections on their own contexts. We were seeing indications of students straddling two communities each feeding into the other. These were some of the considerations that informed the program development teams’ re-development of the online programs for offer in 2006. A program model drawing upon communities of practice, lifelong learning and Terry Mayes’ Learning Cycle underpinned by a belief that “[a]ll learning is situated in a personal, social and organisational context, which determines motivation” (Mayes, 2002, p.3) was developed. One aspect of the phase two evaluation seeks to establish the relevance of the new program to the learners’ workplace and their broader career aspirations. By applying the lens of lifelong and lifewide learning, we hope to gain a better understanding how students straddle the formal educational requirements of our masters programs with their non-formal workplace learning – to answer the question, “Learning for whom?”</p>

Presenters	Abstracts
<p>Janine McCaffrey Postgraduate researcher/ Masters & Research Assistant Faculty of Education</p>	<p style="text-align: center;">Why Value Creativity?</p> <p>The concept of creativity has traditionally proved an elusive one to pin down. The Greek, Judaic, Christian and Muslim traditions all contain the notion of ‘inspiration’ or ‘getting an idea’ founded on the belief that a higher power produces it. The Romantic era in Europe brought a major shift in focus, starting to see the source of inspiration as the human being, accompanied by the artistic expression of it. Since the mid 1990s, there has been a growing recognition from policy-makers and commentators alike that learner creativity is now an extremely important aim for education. However, current frameworks have several limitations, which are discussed. Should the rhetoric of politicians (worldwide) promoting the case for creativity in general and creativity in education in particular be accepted uncritically? As Craft (2006) notes, the increased interest in creativity appears to have occurred without reference to any value framework. The question “Why should we value creativity and creative thinking in education?” needs to be addressed. This presentation also includes a discussion of the concepts of Big C and Little c creativity and the contemporary work of Anna Craft at the Open University in the United Kingdom.</p>
<p>Assoc Prof Pat Danaher Established Career in Research & Associate Professor (Education Research) Faculty of Education</p>	<p style="text-align: center;"><i>Unde Venisti, Quo Vadis et Cui Bono?: Situated Ethics and Negotiated Interests in Designing an Educational Research Ethics Postgraduate Course at the University of Southern Queensland, Australia</i></p> <p>Ethics and politics constitute core elements of educational research, yet they cannot be taught and learned in isolation from the conduct of that research. Increasingly postgraduate research training has augmented what has been learned from working with supervisors to produce theses. Coursework also has a vital role to play in facilitating an engagement with the conceptual and methodological issues framing educational research ethics and politics. This presentation traces the aims and pedagogical strategies that underpinned the design of EDU8604 Educational Research Ethics and Data Management, an online Doctor of Education course in the Faculty of Education at the USQ, Australia. The aims included encouraging students to apply the questions “<i>Unde venisti?</i>”, “<i>Quo vadis?</i>” and “<i>Cui bono?</i>” to their aspirations and experiences as educational researchers, while the strategies centred on interrogating the ethical approaches of other researchers as a means of generating and justifying their own applications for ethical clearance. Two key concepts underlying these aims and strategies and informing the responses to these questions are situated ethics and negotiated interests. The author proposes that recognising the sociocultural contexts and constructions of ethical moves and judgments, and attending to the interaction among often competing claims and positions, are crucial processes in explicating and evaluating the ethical and political dimensions of contemporary educational research. These concepts can contribute also to the repertoire of knowledge and skills required to engage transformatively in the complex and demanding field of educational research. The author argues that such a repertoire is mandatory if researchers are to extend that field and to enable others and themselves to create new futures in educational provision. “<i>Unde venisti?</i>”, “<i>Quo vadis?</i>” and “<i>Cui bono?</i>” emerge as significant questions to pose about ethics and politics in the course under review, in educational research and in education at large.</p>

Presenters	Abstracts
<p>Dr Robyn Henderson Early Career Researcher & Senior Lecturer (Literacy) Faculty of Education</p>	<p style="text-align: center;">Ethics and Social Research: A Little Like Opening a Pandora’s Box?</p> <p>Applying for ethical clearance and conducting research in ethical ways are part and parcel of research procedures in universities. However, social research does not always run according to plan and social researchers sometimes find themselves opening a Pandora’s Box, where the expected jewels of wisdom have been replaced by unexpected ethical dilemmas. This presentation presents some of the dilemmas experienced by one researcher in conducting literacy research in a single school site over a two-year period. Whilst some of the ethical dilemmas were to do with confidentiality and the well-being of participants, others revealed quite complex issues that needed consideration. In particular, this presentation focuses on the issue of researcher responsibility to participants, schools and academic audiences, as well as how best to balance deconstructive and reconstructive notions of critique.</p>
<p>Ms Mary-Anne Fleming Postgraduate Researcher/ Ed Doc & Lecturer (Literacy) Faculty of Education</p>	<p style="text-align: center;">The impact of Diverse Classrooms on Literacy Teaching in Complex Times</p> <p>Australian schools in the 21st century are increasingly becoming sites of diverse student populations from a range of backgrounds with varying experiences. Teachers are grappling with overcrowded curriculum and the need to use new communication technologies, while at the same time being results focused due to the requirements of benchmarking and student assessment (Comber & Kamler, 2005). Classrooms present significant challenges to teachers with “their increasingly culturally diverse student populations and more overt division between the affluent, working class and poor” (Comber & Kamler, 2004, p.294). Moreover, as Melnick and Zeichner (1988) identify that students are “increasingly different in background from their teachers” (p.88). This presentation aims to problematise classrooms as sites of diversity and, through a review of relevant research and pedagogical frameworks such as sociocultural constructivism, productive pedagogies and multiliteracies pedagogy, develop some key recommendations for the improvement of teaching and learning for educators to consider as ways forward in these diverse contexts. The presentation will be contextualized, within the current political agenda, in regard to literacy education and recent research into literacy teaching and learning in Australia reported in <i>The National Inquiry into Literacy</i>, and consider the issues together with the assessment demands placed on teachers in classrooms. The intent of the presentation is to identify possible inhibitors to best practice for literacy teaching and learning and to identify key elements for a responsive, relevant and constructive curriculum and pedagogy for the teaching of literacy.</p>

Presenters	Abstracts
<p>Ms Huaying Chen Honorary Visiting Scholar (Applied Linguistics)</p> <p>Faculty of Education</p>	<p style="text-align: center;">Educating English as a Foreign Language in China: Towards a Framework for Professional Standards for English Teachers</p> <p>The opening of China to the outside world has seen a great boom in foreign language teaching and learning. However, despite such positive developments in the past 20 years, China’s English language teaching and learning remain moulded in traditionalism, which ignore new and changing concepts of education and teacher professionalism required to meet the demands of a global context. Two documents that highlight the need for a shift from a traditional approach to English language teaching to a professional standards approach to learning are the <i>Teacher Performance Standards</i> (TPS), which is part of the China English as a Foreign Language Project initiated by the international organisation Teachers of English to Speakers of Other Languages (TESOL), and Education Queensland’s (EQ’s) <i>Professional Standards for Teachers</i> (PST). The purpose of this presentation is to compare and contrast the two documents in order to find out what is lacking in the TESOL’s TPS document in relation to the concept of educating English as a foreign language and teacher professionalism in China. The two documents are contrasted and differences are identified in their structure, content and philosophies. The contents of the two documents are compared and analysed in relation to three aspects – professional knowledge; professional practice; and professional attributes – with their corresponding subcategories. Comments are made about each subcategory. The results show that EQ’s PST far outweighs TESOL’s TPS, which is weak in understanding the philosophies, knowledge and skills that underpin teacher professional practice and professionalism. The findings have great significance. It is recommended that China move towards the standards identified in EQ’s PST as a framework for educating English. Through further research and development, it is envisaged that a new professional standards document will emerge to bolster the professional standards of teaching for English teachers in China.</p>
<p>Mrs Dinah Ope Postgraduate Researcher/PhD (Educational Psychology)</p> <p>Faculty of Education</p>	<p style="text-align: center;">Barriers, Participation and Academic Achievement of Female Students in Secondary Schools in the Papua New Guinea National Education System</p> <p>The females in Papua New Guinea (PNG) continue to be confronted with complex and challenging issues that hinder their pursuit for advancement in a society that holds onto many traditional and cultural values but at the same time attempts to accommodate and assimilate to the demands of the contemporary global world. This paper presents a review examining the educational participation of female students and their academic performance. It also reviews issues which impinge on female education at the secondary level in the PNG national education system. These comprise gender cultural issues, societal attitudes towards females, socio-economic status, and educational policies. It is premised on the notion that long term and sustainable approach in addressing such impediments rests in education. Education of young girls who, in turn, will be engaged in developing their nation by educating their families, communities and participating as equal partners with males in developing the nation.</p>

Presenters	Abstracts
<p>Ms Jennifer Parker Postgraduate Researcher/PhD & Teaching Studentship (Educational Psychology)</p> <p>Mrs Catherine Arden Postgraduate Researcher & Lecturer(TLVT/S) Faculty of Education</p>	<p style="text-align: center;">Doctoral Research (Re)Design: Mapping the Terrain</p> <p>This presentation responds to the symposium theme questions, “Where have you come from?” (“<i>Unde venisti?</i>”), “Where are you going” (“<i>Quo vadis?</i>”) and “Who benefits?” (“<i>Cui bono?</i>”), through an exploration of doctoral research design using a powerful graphic technique: the Mind Map. Mind Mapping (Buzan, 1999) was adopted by two postgraduate researchers as a collaborative tool for the comprehensive exploration, representation and articulation of each researcher’s <i>problem</i> or <i>challenge</i>, enabling them to extract the essence of ontological and epistemological perspectives at their particular stage in the research journey. The presentation offers two accounts representing different points on the research journey: (1) the initial stages of designing and planning the research – exploring and investigating concepts, principles, frameworks and theoretical foundations to inform research design; and (2) a re-engagement – reviewing, analysing and evaluating the synthesis stage of the research process in order to relocate and resume the research. Each mind map became an accessible record of a significant learning experience, and the subsequent exchange of mind maps between the researchers embodied an interpersonal, reflective collaboration, resulting in new insights and knowledge creation. The presenters will argue for the significance of mind mapping as a powerful tool for the interrogation of the underpinning epistemology and ontology of postgraduate research (“<i>Unde venisti?</i>”); for enabling a way forward in research design from an initial stage or a stage of re-orientation within the research (“<i>Quo vadis?</i>”); and for addressing axiological questions related to the purposes and beneficiaries of these two social research projects (“<i>Cui bono?</i>”).</p>

*Thank You for Supporting the Faculty of Education,
Postgraduate and Early Career Research Group
in attending
the
PG&ECR Inaugural Research Symposium 2006*