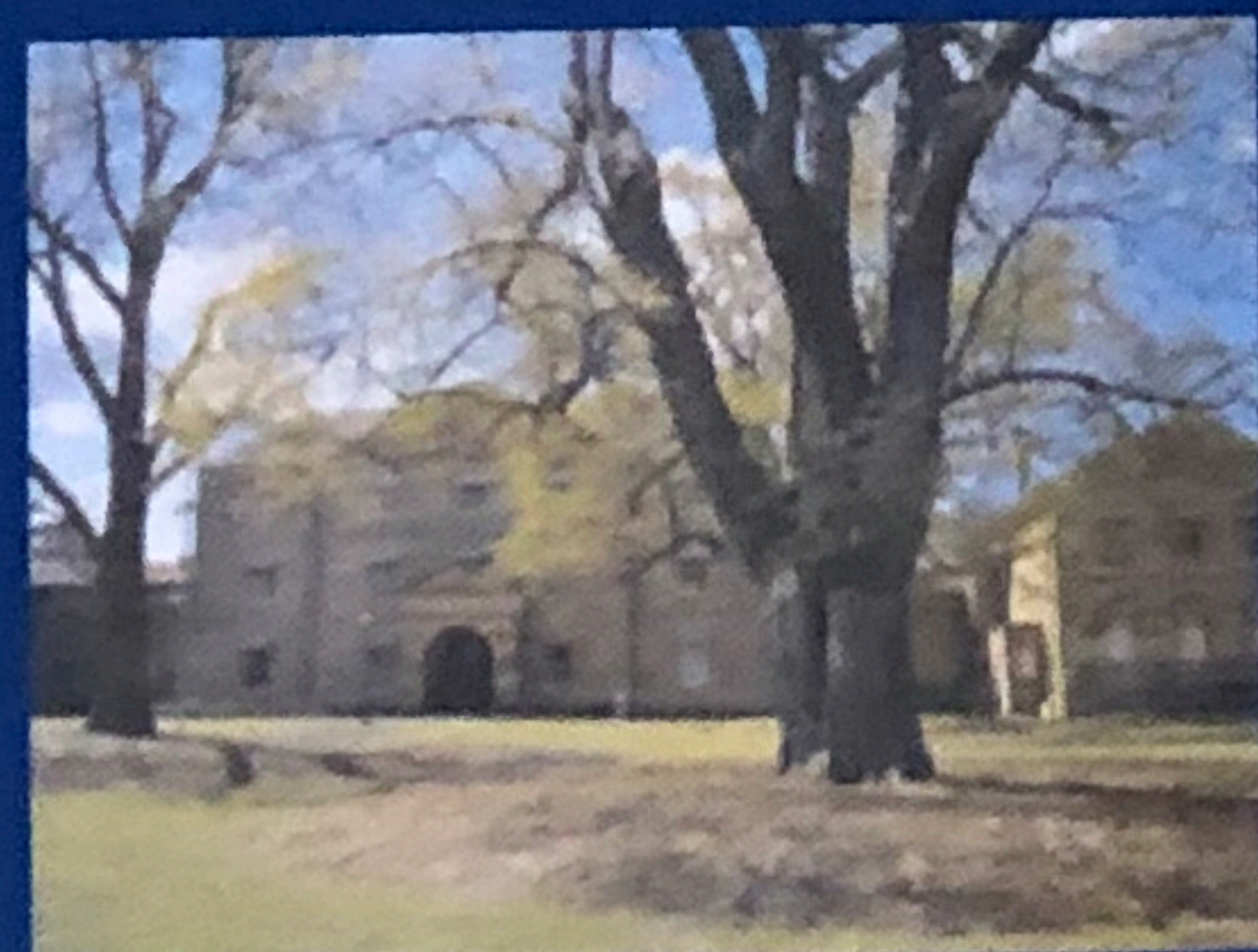
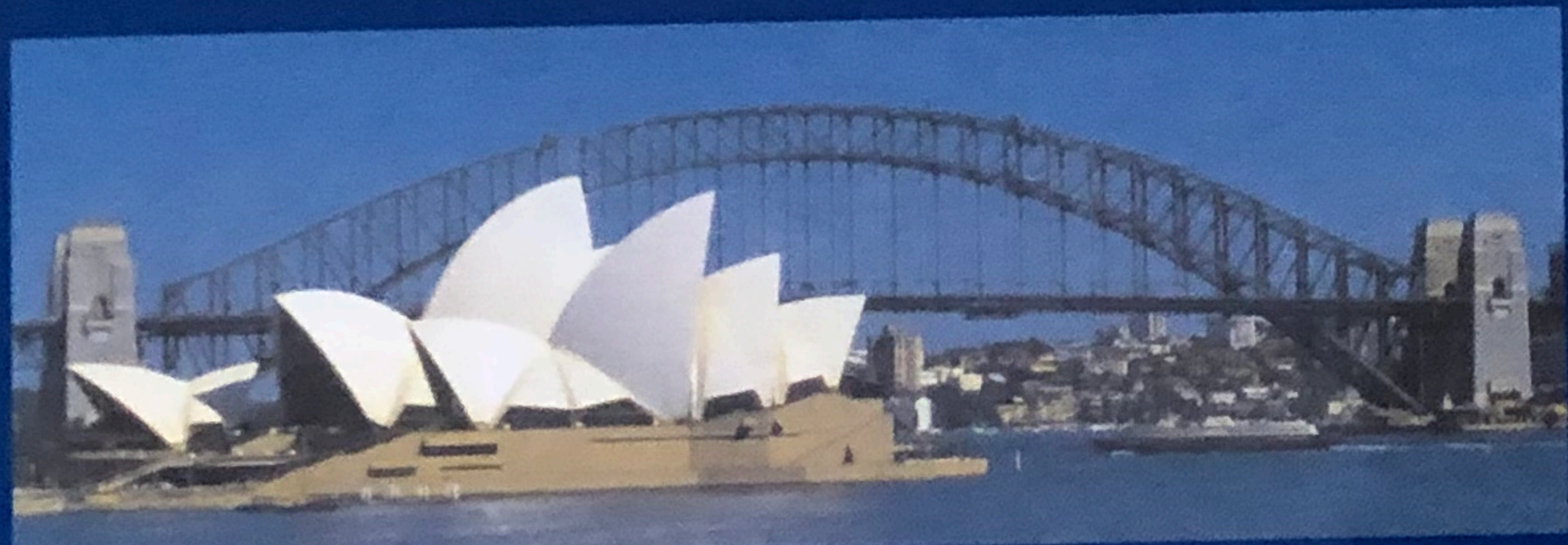
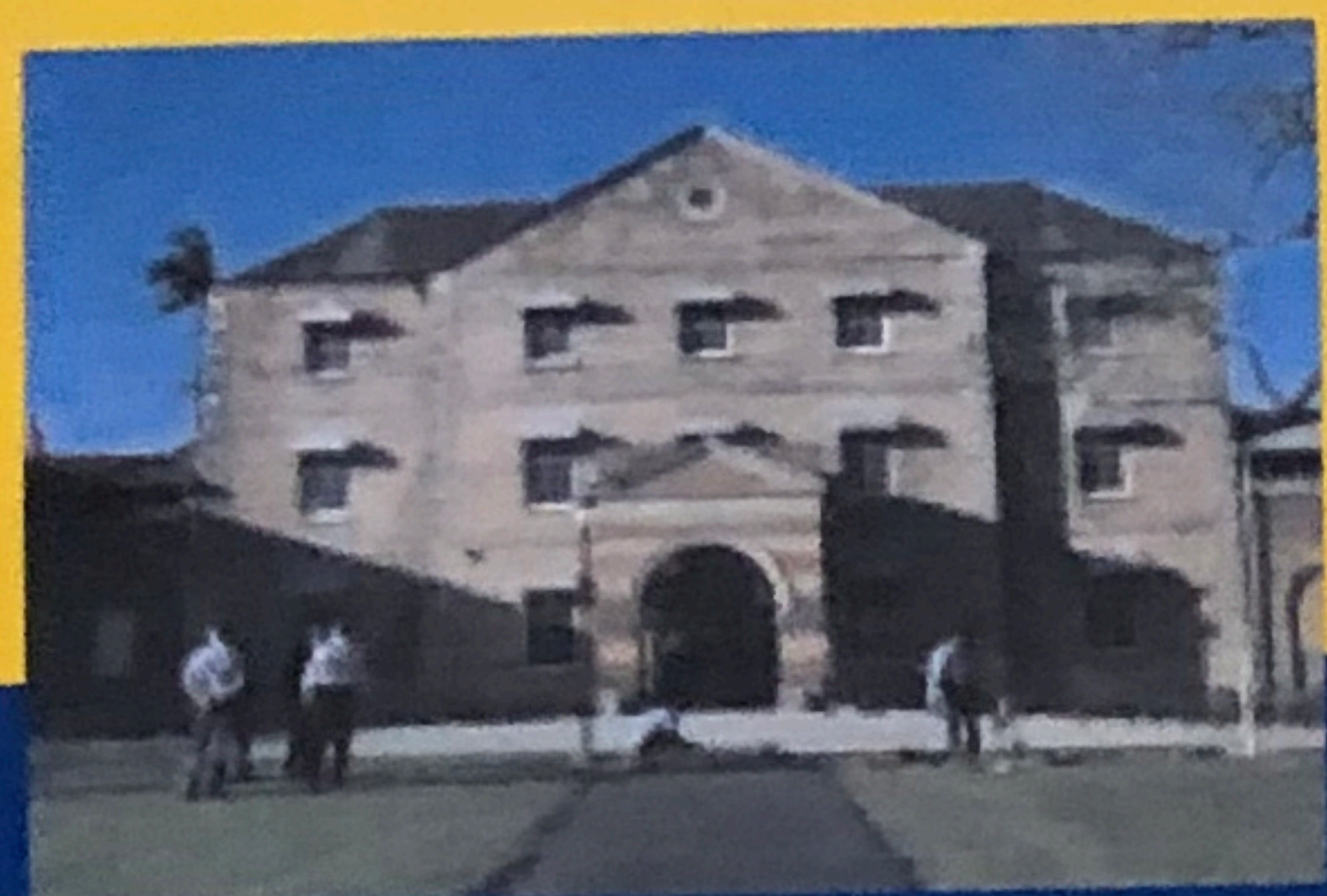




AARE '05
Education Research
Creative Dissent: Constructive Solutions



AARE 2005
International
Education
Research
Conference

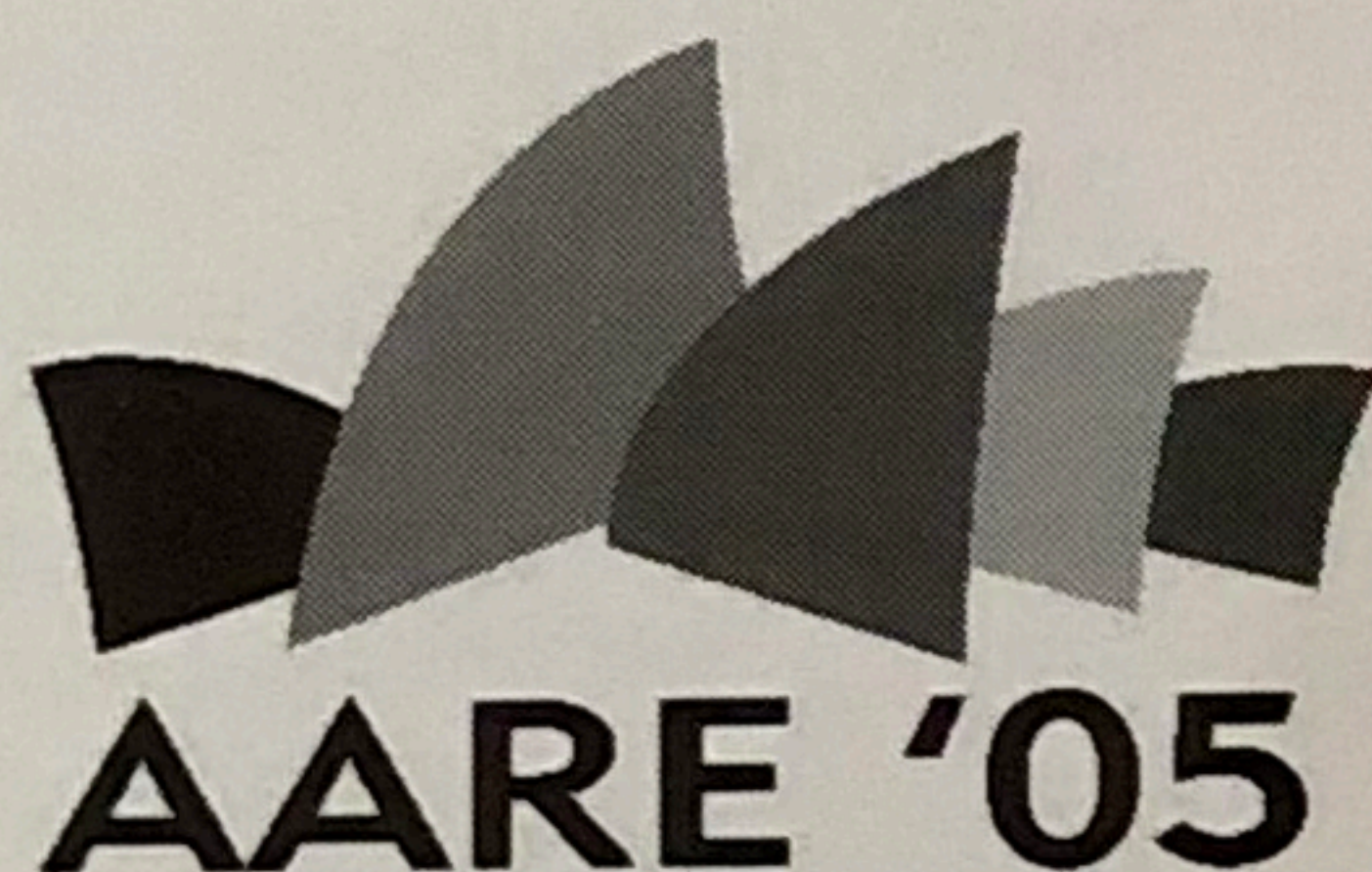
UWS Parramatta



ABSTRACTS
OF PAPERS

THE AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

study finds that, regardless of their country of origin, the children conceptualise environmental education in five ways; Environmental Education as: 'Human Being'; 'Human Escaping'; 'Human Doing'; 'Human Complying'; and 'Human Distancing'. Specific components of these conceptions are detailed through 'categories of description' which lend themselves to a structural framework referred to as an 'outcome space'. Through this 'outcome space' it becomes apparent that for the year seven students who participated in this research project, environmental education is, at its best irrelevant, and at its worst, depressing. For the goals of environmental education and those who aspire and work towards meeting those goals, this 'cumulative movement of action (environmental education) toward a later result' as noted by Dewey appears to be growing in the wrong direction.



AARE '05
Creative Dissent: Constructive Solutions

Preparing a Literature Review for a Conference Presentation

AARE is concerned to encourage the production and dissemination of quality educational research that contributes to Australian society and beyond, crossing state boards and nation-centred research traditions. Literature reviews can present conference participants with insights into difficulties of these research endeavours and indicate the rise of new generations of research theories and practices.

Why we need to do literature reviews presented at conferences?

The presentation of a review of the research literature at a conference can help delegates gain a summary overview of recent findings in a given field; obtain sources of secondary evidence to focus their research efforts, and to appreciate gaps in

current research-based knowledge. According to Burns (1997, pp.27-29) the review of the literature can help with following:

1. providing researchers the knowledge needed to narrow the focus of their research topic
2. specifying the research problem in detail
3. identifying gaps in existing research knowledge
4. learning how to produce knowledge about a particular subject
5. becoming aware of what has been neglected in previous research
6. getting a rich source of secondary evidence on which to build
7. creating a summary of research evidence that is helpful to others

What is a literature review?

Producing a review of the research literature involves selecting available research reports on a given topic, and summarising, paraphrasing and quoting the evidence, key ideas and main propositions it contains to inform a particular argument being developed by the conference presenter. It may also entail recounting and assessing how the topic was investigated and evaluating both the findings and the research process. Becker (1986, p.141) states that researchers "must say something new while connecting what they say to what's already been said, and this must be done in such a way that people will understand the point." More conventionally, a literature review involves

the selection of available documents (both published and unpublished) on the [research] topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfill certain aims of or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed (Hart, 1998, p.13).

How might a literature review be prepared for a conference presentation?

After choosing a research topic that will be of interest to conference delegates, Burns

(1997, p. 29) suggests that a detailed review of the research literature should provide them with a guide to the field and relevant information. Delamont, Atkinson and Parry's (2001, p.51) procedure for conducting a review of the literature documenting research-based knowledge includes:

1. finding the literature using the most productive electronic indexes, search engines and indexes to find the relevant literature, perhaps starting with Google Scholar
2. gather sufficient materials for the review and then organise it into interrelated categories and sub-sections
3. making a record of its bibliographic details using Endnote
4. making critical use of the literature
5. writing the review using quotations, paraphrases and summaries

Delamont, Atkinson and Parry (2001, p. 57) suggest that there are three types reading required for undertaking a literature review. Perhaps it is more appropriate to say that there are three interrelated types of *active writing* to do in preparing a literature review for a conference presentation:

1. "Writing on the topic"—begin by initially reading the abstracts or summaries, and then read very closely much of the recent literature on the substantive research topic and writing a draft account of findings;
2. "Contrastive writing"—this involves reading literature that provide different perspectives on the research topic, and writing about these issues from differing standpoints
3. "Analytical writing"—this involves reading relevant theories to identify key concepts and writing about their usefulness in the analysis and interpretation of the evidence.

Here it is necessary to sound several warnings. Conference delegates will expect that your literature review has been carefully written to avoid:

1. leaving out important and relevant ideas and evidence, for instance by narrowly defining the

international literature in Anglo-American terms

2. being "out of date"—there is a need to focus on recent research, so make the first step to read the latest studies, especially those published within the last five years

3. being boring by just reporting the literature, there is a need for critical and creative comments. The Government's introduction of the Preferred RQF Model for redistributing research funds could provide a basis for framing critical and creative interpretations of the research literature.

How to present a literature review at conferences?

Your review of the research literature will benefit conference participants if it at least has the following characteristics:

1. shows what work is original and what work replicates research that has been done before
2. summarises the major findings and conclusions
3. identifies those areas that have been inadequately researched.

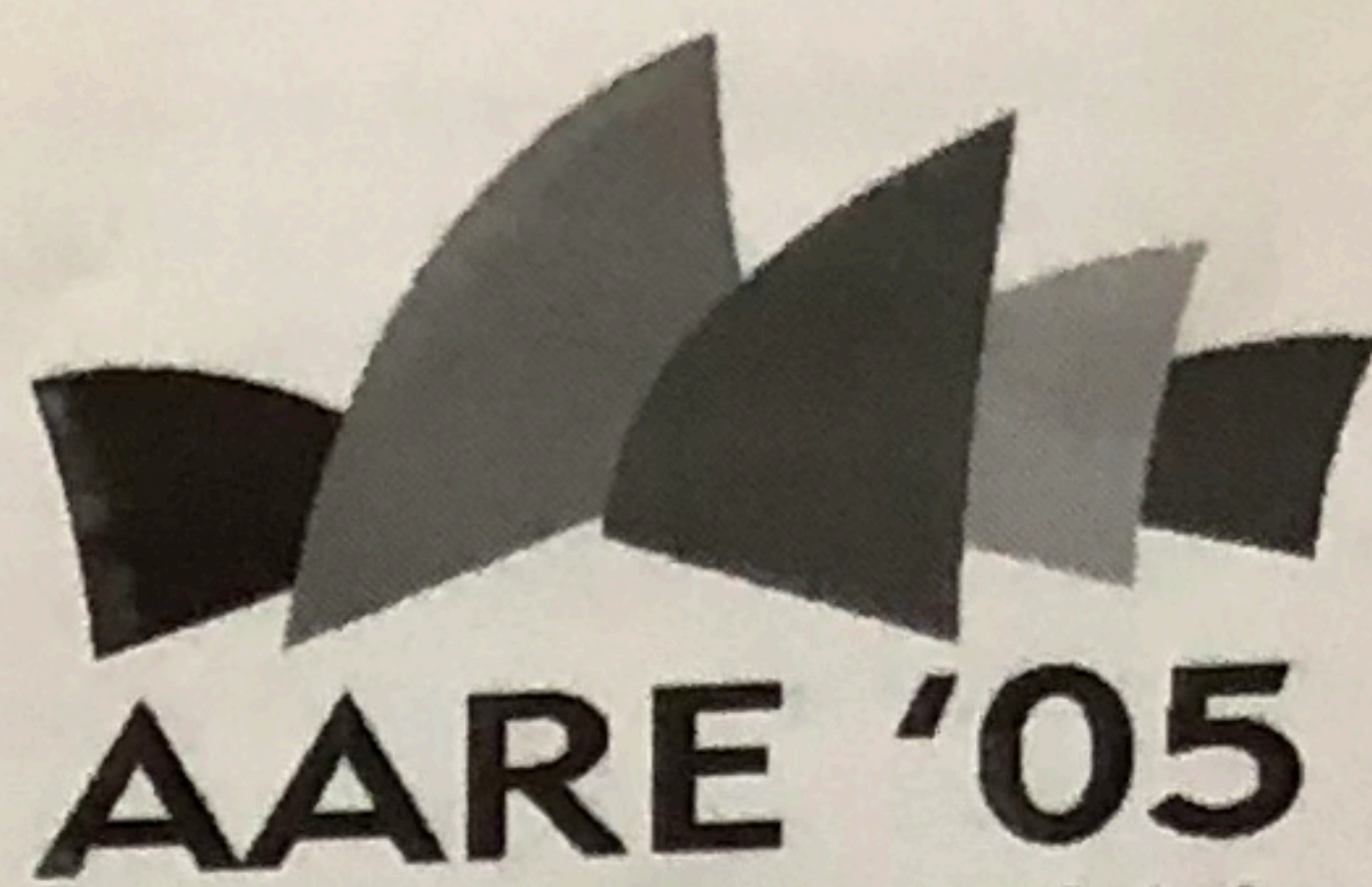
Conference presentations which review the research literature in a given field help us to explore who "we" are now becoming as educational researchers. Such presentations help us to redefine what it means to do collaborative, trans-national research, and to explore how our research tools define our different positionings locally/globally.

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Creative Dissent: Constructive Solutions

Seminar / Workshop for Editors of Australian Education Journals

This seminar / workshop will be held at AARE Conference 2005 specifically for editors of Australian education journals, although interested others are also welcome to attend.

The seminar / workshop will be organised by Professor Bob Lingard (Editor, Discourse) and Associate Professor Annette Patterson (Editor, Australian Education Researcher).

Its purpose is to address the likely effects of the Research Quality Framework (RQF) on Australian education journals. If the RQF looks anything like the RAE in the UK, there will be an increased emphasis on publications, particularly on their quality and impact.

Some issues this may raise for editors are: should editors have their journals listed in indexes? Which ones? How? Does this match the purposes of their journals? Is there conflict between an RQF agenda and individual journals' agenda? How can we maintain a view of contributing to knowledge in the field in the face of the impact of an RQF? Are there ways editors can support each other? What support could AARE provide?

These are only some of the relevant issues we hope the seminar / workshop will address. If you are an editor or on the editorial board of an Australian education journal, this will be a session not to miss.

Education and training Newsletter Australia V5, #1, October 2005 has been received. As usual it contains a valuable, comprehensive but brief roundup of news.

Expressions of Interest – AARE Symposia at International Conferences

Expressions of Interest are invited to represent the Association at AARE's designated symposium slot at the following international conferences:

- AERA (American Educational Research Association, 8-12 April, 2006)
- BERA (British Educational Research Association, 6-9 Sep, 2006)
- EERA (European Educational Research Association, 13 Sep 2006)
- ERAS (Educational Research Association of Singapore, 29-31 May 2006)
- CSSE (Canadian Society for the Study of Education, 27-30 May 2006)
- APERA (Asia-Pacific Educational Research Association, 28-30 November, 2006).

AARE has established and is in the process of (re)establishing / formalising relations with other education research associations from other nations (as above). One benefit of these relations is the provision to AARE of a guaranteed symposium slot at their respective annual conferences.

Full details were published in AARE NEWS #51.

Have you noticed that this newsletter assumes an educated reading orientated readership?

Words, words, and more words are published by AARE as reading, thinking and writing are our members' business. So we pack AARE NEWS with lots of written content and seldom indulge in many photos or graphics or special page layout niceties.

We like to look neat and tidy and be legible and logical but we eschew elaborate graphics which consume space better reserved for words!

We assume you read all of it.

investigation has been made in Zhanjiang Ocean University to discover what problems the freshmen have and try to find solutions.

It is found that consonant cluster, liaison, and weak form confuse the students; students' insufficiency of vocabulary affects their listening; students' lack of cultural background hinders them; students' anxiety makes their listening worse; students' being short of listening skills prevents their efficient listening.

Students are trained with listening strategies; they are encouraged to build up self-confidence and overcome anxiety; they are helped to have a command of linguistic knowledge, enlarge their vocabulary and get themselves familiar with the background information.

Students' listening comprehension has improved, but there are still problems unsolved.

Keywords: Learning and Teaching

JIN05646

Globalization of English and college English teaching reform in China

Lingjie Jin, University of Western Sydney and Liqun Li, Jilin University

The paper reports on a study of a communicative approach to the teaching of English reading to solve the problem of "dumb" and "deaf" way of language learning. Following the theories of language acquisition, discourse analysis and principles on learner autonomy, the authors firstly clarify the necessity and effectiveness of adopting the communicative approach in the teaching of reading, then report on efforts to carry out a reform of activities in a reading class. Based on a two-semester contrastive study, the advantages or otherwise of the communicative approach were able to be assessed. It is argued that the communicative approach may improve students' learning autonomy and elicit their interest in English learning. The communicative approach might become the tendency for the teaching of College English in China.

Keywords: New Pedagogies; Curriculum, English as a Second Language; Learning and Teaching

AAREnews

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is published on-line

President's Report

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This is the last AARE News before our annual conference begins on 27th November; I hope you have remembered to register! Indeed, it is our last newsletter for the year. I want to begin, then, by thanking Michael Singh and his committee for all the work they have done and continue to do preparing for the Conference.

Having convened last year's conference, I am well aware of the kind of work involved. Some of that work is evident in this newsletter but there is much more that goes on behind the scenes. As with all AARE conference committees, the 2006 Committee will have been convened for almost two years by the time the conference begins. Along with many of you, I sincerely appreciate such members who freely volunteer their time and energies to organise such events from which we all benefit. So, thank you Michael and team. AARE could not function without such generous commitments.

The most pressing issue (which will continue to be so for some years to come) for the Association and for the disciplinary field of education in Australia remains the impending Research Quality Framework and its potential impact on the Australian research environment. By the time this newsletter reaches you, the Executive will have submitted its response to the recently released RQF Preferred Model Paper. You can read this response on AARE's website.

I do not intend to repeat all that is written there, although I do strongly recommend you read it along with the RQF material. Despite AARE's highly successful Cairns Conference (July) focused on quality in education research, I am increasingly surprised by how little education academics seem to know of the RQF and what it will mean for education researchers (you and me) and for education research (our work). In my view, its potential impact will be as great if not greater than the introduction of the National Unified System of

Australian higher education in the late 1980s and early 1990s.

In that context, I want to highlight the great need at this time for all of us in the field of education research to speak collectively and collaboratively; to recognise the need for us to contribute to mapping out a field of education that recognises, legitimates and celebrates diverse research approaches and interests in and about education rather than establishing or at least legitimating a hierarchy (of journals, for example) that promotes some forms of education research as intrinsically more worthy than others (eg. those represented by commercial citation indexes). I suspect we are not very good at this collective and collaborative work (making space for each other) at the moment and, as a consequence, we are not always very good at setting education research agendas that capture the national imagination.

Along with the intensification of our work, the marketization of the research environment has tended to pit us against each other so that a sense of a cohesive field of education research is remote, even absent at times. (Of course, this is not just a problem for education. *Campus Review* recently (October) reported on the split appearing within the AVCC, prompted by the Go8 institutions partial withdrawal of funding for AVCC activities.) We could accept this fragmentation of our field or we could use the challenges we currently face to rethink and reframe that field. AARE's Executive is committed to the latter.

...continued p2

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