

Research News

Faculty of Education | The University of Auckland

April 2012 | Research News from the Faculty of Education

News from the Faculty Research Office

Congratulations

Professor Judy Parr has been invited to be co-chair of the Literacy Section for AERA 2013. Judy was described by the AERA Division C [Learning and Instruction] Program Chair for the 2013 (Atlanta, GA) convention as "an outstanding person for this role" which will be to help to plan the Division C program for the 2013 convention. In this role Judy will be "poised to have a real impact on the field by playing a strong role in crafting the program."

Faculty of Education Monograph Series

Call for Expressions of Interest in future volumes

Following the successful publication of the 'Trajectories' volume (NZCER press), this is a **call for expressions of interest** for subsequent volumes that may be considered for publication in this series. The intention is to provide an annual / biennial publication that will capitalise on and highlight research from a Faculty-wide perspective.

The first volume was described like this:

"This monograph is the first in a series that is designed to highlight areas of research strength found at The University of Auckland's Faculty of Education. The chosen theme of this first volume, "Changing trajectories of teaching and learning", encompasses the Faculty's strong research presence in ongoing teacher learning and in raising student achievement, particularly in lower decile schools and in the area of literacy. It also encompasses the Faculty's role in enhancing teaching and learning through researching quality teacher education and social work education."

We are now calling for EOIs for volumes that can contribute to this on-going series, following the same aims as the first volume: "to highlight areas of research strength found at The University of Auckland's Faculty of Education" in a way that will "encompass the Faculty's strong research presence."

Volumes in the series will be underpinned by a coherent and unifying theme, and will include chapters drawn from researchers from across all areas of the Faculty's work. Your EOI (which should be seen as a 'first stage' or 'concept plan') should include the following information:

- Proposed working title
- Proposed editors of the volume
- Proposed underlying / unifying theme
- Proposed number of chapters
- A brief overview of the chapters that may be included in this volume (half a page to one page), including (as far as can be identified at the concept stage) the authors/researchers whose work will be highlighted, their school / research unit affiliation, and the essential contribution of their chapter to the volume.
- Timeframe for delivery of the final manuscript.

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Gathering this information will enable the Faculty Research Office to maintain a coherent approach to planning the volumes that may appear in this series. Once initial proposals have been received, Stephen and Martin will work with individual proposers to scope the processes and time-frame for possible publication in the series.

Please send your initial EOIs to Martin East, Associate Dean (Research Development): m.east@auckland.ac.nz. EOIs can be received at any time, but receipt of EOIs by 30th June 2012 will help with planning for a coherent on-going series.

We look forward to receiving your EOIs.

Special Interest Network in Complexity (SINC)

SINC is a Special Interest Group for those interested in Complexity Thinking and how it may help frame inquiry and insight into educational practice. Meetings are held regularly and new members are welcome. This is a group for those interested in learning more about complexity as well as for supporting those who already use complexity in their research. Please contact [Alan Ovens](mailto:Alan.Ovens@ecampus.ut.ac.nz) ext 48605 for further details of the next meeting.

Journal Article Assistance

Sue Osborne has been contracted again this year to provide editing services for the faculty. If you have an article in its final draft that you would like Sue to take a look at, please request editorial assistance through Sharon foed-research@auckland.ac.nz stating the date you will need it back by.

New Publications

Journal Articles

Garbett, D. & Ovens, A. (2012). Being a Teacher Educator: Exploring Issues of Authenticity and Safety Through Self-Study *Australian Journal of Teacher Education*. <http://ro.ecu.edu.au/ajte/vol37/iss3/5>

Haigh, M., & Anthony, G. (2012). Induction and efficacy: A case study of New Zealand newly qualified secondary science teachers. *Journal of Science Teacher Education*. doi: 10.1007/s10972-012-9285-0

Haigh, M., Kane, R., & Sandretto (2012). The positioning of students in newly qualified secondary teachers' images of their 'best teaching'. *Journal of Education for Teaching*, 38(2), doi:10.1080/02607476.2012.668329

Mizutani, S., Rubie-Davies, C., Hattie, J., & Philp, J. (2011). Do beliefs about NCEA and its washback effects vary depending on subject? *New Zealand Journal of Educational Studies*, 46, 47-59.

Rubie-Davies, C. M., & Lee, K. (2012). Self-concept of students in higher education: are there differences by faculty and gender? *Educational Studies*, 1-12, iFirst article. doi:10.1080/03055698.2012.671513

Teo, T. (2012). Examining the intention to use technology among pre-service teachers: An integration of the Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB). *Interactive Learning Environments*, 20(1), 3-18. [SSCI]

Teo, T. (2012). Hierarchical Linear Modeling (HLM) with applications in educational technology research: A non-technical introduction. *International Journal of Instructional Media*, 39(1), 87-94.

Book Chapters

Lee, K.M., & Lynch, J. (2012). Utilising learning management systems to involve and engage parents, families and the community in children's learning. In V. Wang (Ed), *Technology and Its Impact on Educational Leadership: Innovation and Change* (pp.64-77). Hershey, PA: IGI Glob

Conferences

Webber, M. (2012, March 2). Maori Potential: A model for inclusive practice. Keynote presented at *the International Schools, Communities and Social Inclusion Colloquium*. University of Canterbury, March 2, 2012.

Ethics Closing Dates 2012

If you need to apply for ethics approval your profile must first be entered into the InfoEd system. Please email your UPI number to foed-research@auckland.ac.nz and Sharon will arrange for you to be entered into the system.

PLEASE NOTE: ETHICS APPLICATIONS FOR THIS FACULTY MUST BE SUBMITTED VIA THE NEW HUMAN ETHICS APPLICATION MODULE. (Due to a system issue, applications for Masters students only are currently being accepted offline until further notice, please contact Sharon ext 48525 or foed-research@auckland.ac.nz for details)

Faculty specific guidelines and the up-to-date user guide can be found [here](#), University guidelines and the 2012 application template can be found [here](#). Please note this template was designed to assist in the **preparation** of your application for online submission only.

All Ethics Applications from the Faculty of Education must be electronically submitted via the InfoEd system no later than the submission dates below	Resubmit Date Applications must be amended and sent on to the UAHPEC office via the online system by:	For Ethics Committee Meeting Date
Thursday 12 April, 3pm	Friday, 27 April	Wednesday, 16 May
Thursday 26 April, 3pm	Friday, 11 May	Wednesday, 30 May
Thursday 10 May, 3pm	Friday, 25 May	Wednesday, 13 June
Thursday 24 May, 3pm	Friday, 8 June	Wednesday, 27 June
Thursday 7 June, 3pm	Friday, 22 June	Wednesday, 11 July
Thursday 21 June, 3pm	Friday, 6 July	Wednesday, 25 July
Thursday 5 July, 3pm	Friday, 20 July	Wednesday, 8 August
Thursday 19 July, 3pm	Friday, 3 August	Wednesday, 22 August
Thursday 2 August, 3pm	Friday, 17 August	Wednesday, 5 September
Thursday 16 August, 3pm	Friday, 31 August	Wednesday, 19 September
Thursday 30 August, 3pm	Friday, 14 September	Wednesday, 3 October
Thursday 13 September, 3pm	Friday, 28 September	Wednesday, 17 October
Thursday 27 September, 3pm	Friday, 12 October	Wednesday, 31 October
Thursday 11 October, 3pm	Friday, 26 October	Wednesday, 14 November
Thursday 25 October, 3pm	Friday, 9 November	Wednesday, 28 November
Thursday 8 November, 3pm	Friday, 23 November	Wednesday, 12 December

The Ethics and Biological Safety Administration website can be found at <http://www.auckland.ac.nz/uoa/home/about/research/re-ethics>

Workshops

Shift your thinking about participating and contributing

3-4 May 2012, St James Theatre, Wellington

Cost: \$440 (incl GST). Includes morning and afternoon tea and lunch on both days.

Join us for this two-day workshop, where we'll explore what participating and contributing in learning means in the 21st century. Together we'll wrestle with ideas such as the implications for sharing power and responsibility, how to support local and global participation and what participating in and contributing to the generation of new knowledge means.

This workshop is for teachers, advisors, school leaders, tutors and anyone interested in challenging their ideas and practice. We will be drawing on your knowledge, interests and talents as well as those of a diverse NZCER team to create an inspiring, knowledge-generating event together.

Registrations are open now until 27 April. Go to www.shiftingthinking.org for details or email the team at shiftingthinking@nzcer.org.nz

Methodology Workshop: Autoethnography

Date/time/venue: Friday 18th May, 10am-3.30pm, Room N-413 (Epsom campus).

An invitation to an upcoming Autoethnography Workshop, convened by Barbara Grant (CRSTE), featuring guest contributor Dr Tai Peseta from La Trobe University, who has undertaken autoethnographic research. The workshop is aimed at those who are using (or are considering using) autoethnography in their research (doctoral, masters and beyond).

The workshop programme will be highly interactive: a mix of a presentation from Tai on her doctoral research, some 'reading-group' style interaction, and small group work-in-progress presentations/discussions among participants, with a lunch break in the middle. We will send out 2-3 pre-readings by the beginning of May at the latest.

Please RSVP if you would like to attend – there is a limit of about 15.

Contact person: Barbara Grant, bm.grant@auckland.ac.nz

ACSPRI Winter Program 2012

Enrolments for the 2012 ACSPRI Winter Program (25th June to 6th July, University of Technology Sydney) are now open!

The Australian Consortium for Social and Political Research Inc (ACSPRI) is a not-for-profit organisation that has offered short courses in research methods, predominantly for staff and HDR students at its member institutions, for twenty-seven years. These courses cover a range of qualitative and quantitative research and analysis techniques of various levels and include training in a number of research-based software (e.g. SPSS, AMOS, Mplus, Nvivo, Stata, R). **Substantial discounts apply to bookings from our Faculty, and a further discount is available for full-time post graduate students who complete and organise payment of their booking by the 8th May, 2012.**

The 2012 Winter Program is easily the largest ACSPRI Program ever held in Sydney, with around twenty separate five-day courses on offer across the two weeks. It is being held in Sydney in time for the RC33 8th International Conference on Social Sciences Methodology hosted by University of Sydney from 9th - 13th July, which hundreds of researchers from around the world are expected to attend. See <http://www.rc33.org> for more details.

For the 2012 ACSPRI Winter Program, a full list of all courses on offer, the online booking facility and various other program details are available at <http://www.acspri.org.au/winterprogram2012>. Queries, including assistance with bookings, can be sent to <mailto:winter2012@acspri.org.au>.

While there is still some time before the Early Bird Deadline date (8th May), recent history tells us that several courses are likely to book out well before the pre Early Bird Deadline rush - so be quick!

UACEL Seminar

Thursday 1st November 8.30am - 3.30pm

Building Relational Trust: Leadership Relationships that Impact on Student Outcomes

Viviane Robinson is a Distinguished Professor in the Faculty of Education at The University of Auckland and Academic Director of its Centre for Educational Leadership. She specialises in school improvement, leadership and the relationship between research and the improvement of practice.

She is the author of five books and numerous chapters and journal articles. Her latest book entitled Student-Centred Leadership was published by Jossey Bass in August, 2011. In this book she presents a compelling account of how school leaders can make a bigger difference to student outcomes and the knowledge and skills they need to do so.

Viviane has consulted on leadership development and research to government agencies and organisations in England, Singapore, Chile, Canada, Australia and New Zealand. She has received awards from national and international professional organisations including the Australian Council for Educational Leaders and the New Zealand Secondary Principals Association. In April 2011 she was made a Fellow of the American Educational Research Association for sustained excellence in educational research.

Seminar Overview

Improving the social and academic learning of students requires the coordinated and focused effort of students, teachers, parents and school leaders. In schools where there are high levels of trust between these various groups, the hard work of improvement is more widely shared, more enjoyable and more sustained. Even more important, students make more progress in high trust than in low trust schools. An important question for school leaders, therefore, is "How do I build the level of trust in the areas of school life for which I am responsible?"

This seminar is about how to use 'open-to-learning' conversations to build trusting relationships. It explains how to build trust through conversations that are deeply respectful of people and simultaneously tough on the problems that they need to address. It will offer participants both the understandings and the skills they need to build trust in their schools. It will include presentations of key ideas, video examples, small group practice and high quality feedback. Through being at this

seminar you will be able to:

- Accurately explain the key values and skills associated with open-to-learning conversations.
- Understand the role of such conversations in leading teacher change and building trust in your school community.
- Through guided practice and feedback, develop your skills in holding 'open-to-learning' conversations to support your leadership of the improvement of teaching and learning.
- Plan and rehearse an 'open to learning' conversation to address an issue for which you are responsible.
- Building Relational Trust is for school leaders at all levels of leadership and in all types of schools and educational organisations.

Price

Non members: \$552 per person incl. GST

Gold membership holders: \$506 per person incl. GST

[Visit our website](#) to find out more and reserve your place

Early Career Researchers U21 Workshop

The status-quo and the future of Ecological Civilization

A U21 workshop for Early Career Researcher Development will be hosted by Shanghai Jiao Tong University, Tuesday 4-Thursday 6 December 2012. The theme of the workshop is: "The status-quo and the future of Ecological Civilization".

The University is able to put forward two nominees, and is keen to support staff to attend.

Interested early career researchers should apply to the International Central Network Fund (ICNF) for funds to support their travel and accommodation – the ICNF Committee will also double as a selection committee for the nominees should more than two people apply. The ICNF is currently calling for applications. Applications close 5pm, Monday 16 April 2012.

Please note: For the purposes of this process an Early Career Researcher (ERC) is defined as a researcher who has been awarded their PhD within the last eight years. HoDs have the discretion to nominate ECRs who fall outside this definition, due to an atypical career path, including those who have:

- I. started the research-intensive component of their career later;
- II. had career breaks;
- III. spent time in industry.

For further information on the U21 workshop please contact: Robyn Hill, robyn.hill@auckland.ac.nz

For further information on the ICNF process please contact: Matthew O'Meagher, m.omeagher@auckland.ac.nz

Centre for Academic Development (CAD) Training for Academics and Researchers

The Centre for Academic Development (CAD) runs a busy IT Training programme and Academic Practice programme for staff.

Workshops: The IT Training programme offers a variety of software training workshops covering academic/research related topics such as bibliographies (Endnote), quantitative and qualitative data analysis (SPSS, NVivo), long document & thesis formatting, and designing online courseware (CourseBuilder), as well as many common software applications. Partial cost recovery and prerequisites may apply for some IT Training workshops so please read the full workshop description.

The Academic Practice Group offers workshops, courses and consultations in the areas of teaching, supervising, and research development. To browse workshops or enrol visit www.cad.auckland.ac.nz/workshops. Academics will want to check out the workshops on the Academic Practice page as well as the IT Training page.

Sign up for the popular new fortnightly email notifications known as CAD Alerts at www.cad.auckland.ac.nz/subscribe. Again, if you're an academic make sure you select the teaching related staff workshops and the staff IT Training workshops so you don't miss out on relevant events.

Workshops can be customised to suit your group's needs, to submit a request go to www.cad.auckland.ac.nz/ittrainingrequests for IT Training or www.cad.auckland.ac.nz/index.php?p=apg_request for Academic Practice.

Online IT Training Pilot: The University is running an online IT training pilot throughout 2012 which allows staff/PGs free access to training websites: CustomGuide with interactive training on Microsoft Office products, and Lynda.com offering video tutorials in over 200 software applications including a variety of Mac applications. Visit www.cad.auckland.ac.nz/onlinetraining to register.

Contacts: IT Training Coordinator, ext. 87951, caditliteracy@auckland.ac.nz; Academic Programmes Administrator, ext. 88356, t.sillifant@auckland.ac.nz

Research Seminars

Advance Notice:

The Knowledge and Education Research Unit (KERU) is holding a series of events in July around the visit by Professor Michael Young, Institute of Education, University of London, and 2010 University of Auckland Hood Fellow.

If you are interested in attending please diarise the following dates:

Symposium: Wednesday, 11 July 2012, 10am – 5pm

Title: 'Why is bringing knowledge back in so difficult?'

Forum: Thursday 12 July 2012

'Critical pedagogy or sociology of education: What is the future for educational studies?' 10.30 – 12.30

Full programme details will be available in Faculty Research Newsletter and on the KERU website <http://www.education.auckland.ac.nz/keru> from June.

All Faculty members are warmly invited. For further information please contact Elizabeth Rata ext 46315 or e.rata@auckland.ac.nz

Upcoming Funding Opportunities

International Central Networks Fund (ICNF)

The International Central Networks Fund (ICNF) is currently calling for proposals, and closes at this Faculty - **Thursday 12 April**

The priorities for ICNF funding are:-

- Network-sponsored workshops and conferences
- Research-active academic staff are eligible to apply for up to \$5,000 to attend workshops and conferences to:
- Deliver papers; chair or join discussions; build and maintain relationships with fellow scholars in the field; and explore opportunities for collaboration.
- Develop and strengthen links between The University of Auckland and partner universities.
- Research collaboration opportunity investigation (in this category, priority will be given to applications for collaboration under the WUN framework)
- Research-active academic staff are eligible to apply for up to \$5,000 to:
- Meet face-to-face with potential collaborative partners to explore research synergies and opportunities for collaboration.
- Develop and strengthen links between The University of Auckland and other network member universities.
- Visiting Fellowships

Academic and General staff are eligible to apply for up to \$8,000 to:

Share relevant knowledge with two-to-four other network members, to encourage the sharing of best practice in teaching, research and administration.

Develop and strengthen links between The University of Auckland and other network member universities (i.e., not funding people visiting Auckland but us visiting the world!)

Faculty Research Development Fund (FRDF)

The FRDF is a University-wide fund. It is one of the key ways that the Faculty of Education implements the University's strategic goals with respect to research. Each year a sum of money is devolved to each Faculty to award. In most cases, this sum is related to the PBRF monies gained by a Faculty. All Faculties have one application round per year at a designated time (closing dates are advertised on the Faculty website). University guidelines, application forms and reporting requirements apply. Applicants should consult the University Research Office website for the most recent information regarding applications as this information is up-dated on an ongoing basis. Faculty Guidelines should be read in conjunction with the University Guidelines for FRDF.

The Faculty Research Development Fund (FRDF) closes on **Wednesday 9 May**. Please go [here](#) for faculty specific information and [here](#) for University guidelines and application forms. (NB applications are submitted online via InfoEd)

The Rutherford Discovery Fellowships

The Rutherford Discovery Fellowships support excellent early- to mid-career researchers to gain the independence necessary to accelerate the development of their potential into researchers with a track record sufficient to compete with the best researchers in New Zealand and the world for mainstream research funds. promote multi-institutional and multi-disciplinary links across the science and innovation sector, closes **Friday 4 May**

Faculty of Education Equity Supplementary Grant

The Faculty of Education Equity Supplementary Grants (ESG) support activities in line with The University of Auckland's Strategic Plan (2006-2012) and the faculty's Annual Plan, particularly in relation to:

Excellent People:

15. Create a culture that encourages academic and professional staff to reach their full potential

- Ensure that resources are available to enable staff from EO target groups to study, attend conferences and attain training as specified in performance reviews.

Closing dates for the ESG 2012 funding rounds

Round 1 deadline: **13 April**

Round 2 deadline: **6 August**

Round 3 deadline: **5 October**

Please send both a hard copy and an email copy of your application to Banké Moss (b.moss@auckland.ac.nz).

Guidelines and application forms are available [here](#)

Please contact Nic Mason, Research Opportunities Manager for the Faculty (ext 48231), and she will gladly meet with you and discuss how she can help you in developing persuasive, precise funding applications and proposals.

Research Opportunities

Dyason Fellowships

The Dyason Fellowships are intended to assist University staff to undertake (or host) a short-term international visit that fosters significant and lasting research collaborations with leading international researchers, their academic networks and consortia. Priority consideration will be given to proposals that have the potential to enhance relationships with the University's international partner institutions.

Visits can be inbound or outbound, including (where appropriate) a combination of both; however, the standard award will not exceed AUD\$5,000. In addition, regardless of the inbound/outbound nature of the short-term visit, applications for a Dyason Fellowship must be submitted by a Melbourne staff member.

Further detailed information is available online [here](#), including a downloadable fact sheet.

International Education Journal: Invitation for Submission to a Themed Issue on Poverty

In the Autumn of 2013, the journal *International Education*, will publish a special issue that focuses on the theme of poverty, at an international level. We invited scholars from around the world to submit work they think addresses this theme to the journal editor for consideration. The deadline for initial submission is September 1, 2012. We are hoping this early announcement will give scholars plenty of time to prepare their work for submission. Submissions will go through the journal's standard review process, and will be selected for this special themed issue by our reviewers. We look forward to turning the spotlight on this very important topic and giving scholars the chance to showcase their work in this special, themed issue.

Guidelines for Contributors

International Education is a refereed journal that focuses on multiple issues, policies and practices related to all levels of international education, from an interdisciplinary perspective. Although the journal covers a variety of issues in education, it pays close attention to: (1) studies on comparative education; (2) cross-national education and international students; (3) education issues in different countries. *International Education* publishes critical essays, research studies, and book reviews. Recommended lengths vary for critical essays, research studies (7500 words); book reviews (1000-2000 words).

Authors should include an abstract with their submission. Manuscripts should conform to the most recent *Publication Manual of the American Psychological Association*. Articles accepted for publication but not in conformance will be returned to the author for revision. Manuscripts are sent out for anonymous review. To preserve the advantages of anonymous reviewing, authors should avoid self-identification in the text as well as in the references of the manuscript. Each manuscript must be accompanied by a statement that it has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere. Authors are responsible for obtaining permission to reproduce copyrighted material from other sources and are required to sign an agreement for the transfer of copyright to the publisher. All accepted manuscripts become property of the publisher. Manuscripts should be submitted electronically to *International Education* via <http://trace.tennessee.edu>. The journal can be found under "Browse Research & Scholarship." You will need to create an account which will give you the ability to upload your manuscript to the site. Most editorial decisions will be rendered within 4 months. Prospective authors are encouraged to contact the senior editor Dr. Barbara Thayer-Bacon (bthayer@utk.edu) with any questions.

Teacher Education Advancement Network

The Teacher Education Advancement Network (TEAN) is a UK based support service for teacher educators that produces a journal for teacher education: The Teacher Education Advancement Network Journal. This is an online peer reviewed journal, specifically aimed at teacher educators with the intention of advancing research and scholarly activity. Papers are welcomed from across the sector in the UK and the TEAN would very much like to engage more with colleagues from across the world. I know that colleagues from New Zealand have transferable experiences which would easily resonate across the miles and would like to offer an invitation to you to become part of the TEAN journal community. We welcome both experienced and inexperienced authors and are committed to supporting colleagues new to journal writing.

The review network of the TEAN journal is made up of a bank of experienced reviewers and also supports new reviewers.

We welcome experienced reviewers who will become part of the process of supporting experienced reviewers – no extra work, just an agreement to share your reviewing skill.

We welcome inexperienced reviewers – a great benefit for you own writing by reviewing papers.

If you are interested, I suggest you take a look at the journal on the web page; go to www.tean.ac.uk click on the journal and you will find submission guidelines and access the first issues of the journal.

I look forward to welcoming you to the journal as author or reviewer,

Dr Alison Jackson, Director of TEAN, alison.jackson@cumbria.ac.uk

Call for Submissions: Assessment Matters Journal

Manuscripts are invited for Issue 5, 2013
Due by 1 November 2012.

Assessment Matters is an international journal that 'pushes the thinking' in assessment in education research, policy and practice. Articles may be reports of research and scholarship, commentaries and essays. The intended readership of the journal is researchers, practitioners and policy makers.

More information is available from <http://www.nzcer.org.nz/nzcerpress/guidelines-submissions> and from the General Editor, Associate Professor Mary Hill, School of Learning, Development and Professional Practice in the Faculty of Education. 09 623 8899, Extn 48630. mf.hill@auckland.ac.nz

Call for Submissions: Computers in New Zealand Schools

Computer in New Zealand Schools: Learning, Teaching and Technology aims at supporting the educational community by sharing and advancing knowledge and practice in the use of information and communication technology in learning and teaching. It also aims at developing a learning community to support professional development of teachers and educators.

For submission details please see the website [here](#)

Call for Submissions: Career Educator Quarterly

Career Educator Quarterly is targeted towards research students and teachers with little peer-review academic publishing experience although anyone is welcome to contribute. The journal is permanently archived [here](#)

The first 10 or so editions shall be presented in a relaxed newsletter format and shall include the following sections:

1. Editors' introduction
2. Peer-reviewed journal articles
4. Book Reviews
3. Open space – minimal peer review (opinions and other non scholarly pieces)
5. Public announcements (open to all)

persons).

The editors plan to develop the journal to a standard comparable to peer review academic journals published by Sage within about three years. In the mean-time the "newsletter" offers early career academics the opportunity to build their peer-review publications without the pain of going through numerous edits often experienced with A ranked journals.

Contact Jyonah Jericho, Editorial Team; submissions to ceg@eastyork.ac.nz, www.eastyork.ac.nz

Call for Submissions: Pacific-Asian Education Journal

Pacific-Asian Education is an international refereed journal that engages with theoretical and empirical issues in sociology of education, curriculum studies, and teaching and learning of interest to the Pacific-Asian region.

Submissions are welcome from a range of approaches including: research studies, theoretical discussions, and historical surveys concerning education throughout the Pacific-Asian region. In addition, reports of curriculum and education initiatives relevant to Pacific and Asian education are welcome.

The journal is available online [here](#), Submission information is available [here](#)
Please submit your manuscript to the editors at: paejournal@auckland.ac.nz

Call for Submissions: Perspectives on Undergraduate Research and Mentoring

A new journal, *Perspectives on Undergraduate Research and Mentoring* (PURM) www.elon.edu/purm. PURM is a unique online, peer-reviewed, multidisciplinary journal focused on scholarship *about* undergraduate research and the mentoring of such research. Rather than publish the primary products of undergraduate research, PURM provides a space for mentors, students, program directors, and administrators to discuss the processes and challenges of undergraduate research and mentoring. Given this focus, we welcome articles co-authored by faculty-student groups and will be instituting a review system that encourages paired review by mentor-student teams.

The inaugural issue is to be published in October 2011. The theme for this issue is "Supporting Quality Undergraduate Research: Challenges and Rewards." If you are interested in submitting an article or serving as a reviewer with a student researcher, please contact us at purm@elon.edu.

Rebecca Pope-Ruark, PhD/Asst. Professor of English, Managing Editor, Perspectives on Undergraduate Research and Mentoring, Elon University, www.elon.edu/purm, rruark@elon.edu

Call for Submissions: Scholarlink Resource Journals

- Journal of Emerging Trends in Engineering and Applied Sciences (JETEAS) <http://jeteas.scholarlinkresearch.org>
- Journal of Emerging Trends in Economics and Management Sciences (JETEMS) <http://jetems.scholarlinkresearch.org>
- Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) <http://jeteraps.scholarlinkresearch.org>

Our objective is to inform authors of the decision on their manuscript(s) within two weeks of submission. Following acceptance, a paper will normally be published in the next issue. Instruction for authors and other details are available on our website; <http://www.scholarlinkresearch.org>. JETEAS, JETEMS and JETERAPS are fully committed to the Open Access Initiative and will provide free access to all articles as soon as they are published thereby enhancing indexing, retrieval power, increases visibility of the published articles.

Submission of manuscript is made online through the Online Submission Centre or as an attachment to editor@scholarlinkresearch.org

Manuscript Review Process

All manuscripts are reviewed by an editor and members of the Editorial Board or qualified outside reviewers. Decisions will be made as rapidly as possible; Authors are normally informed of the publication decision within 3 weeks. All published articles in this peer-reviewed journal will be reviewed by members of the editorial board and review board, and it is the goal of Scholarlink Resource Centre Journal, to publish manuscripts within 8 weeks after submission. When a manuscript is received, it is sent to Managing Editor for Initial Review. It is then assigned to an Editorial Board Member for review and assignment to at least 2 reviewers with general or specific expertise in the subject matter of the article.

Upcoming Conferences/Presentations

Innovative Research in a Changing and Challenging World Conference

16-18 May 2012, Phuket Thailand

<http://www.auamii.com/conference.html>

Traditionally research has been rigidly confined to a single academic discipline. This is important for maintaining its

research vigour. However it can also create a discourse of research hegemony which can stiffen creativity and innovation. This conference promotes diversity and unity in research on an interdisciplinary basis. Phuket is chosen as our meeting place for sharing innovative research in a changing and challenging world.

Philosophy for Children New Zealand Mini-Conference

"Learning to Think through Philosophical Inquiry"

8 & 9 June 2012, Balmoral School, Balmoral, Auckland

P4CNZ presents a unique opportunity to find out how Philosophy for Children has transformed children's thinking in a Brisbane School, and how children's literature and popular films can be used to facilitate philosophical inquiry. This mini-conference will be of interest both to those who have not yet encountered Philosophy for Children and to beginning or experienced facilitators of P4C. Learn how to ensure that philosophical progress is made in communities of inquiry, and attend practical workshops that focus on reasoning and the teaching of thinking skills. Opportunities also to participate in philosophical communities of inquiry!

Keynote speakers include: Lynne Hinton – Queensland University of Technology, Professor Thomas Wartenberg - Mount Holyoke College, Dr Clinton Golding - University of Otago Higher Education Development Centre

Registration forms and further details are available [here](#)

International Conference on Diversity in Organisations, Communities and Nations

11-13 June 2012, University of British Columbia, Vancouver, Canada

The Diversity Conference has a history of bringing together scholarly, government and practice-based participants with an interest in the issues of diversity and community. The conference examines the concept of diversity as a positive aspect of a global world and globalised society. Diversity is in many ways reflective of our present world order, but there are ways of taking this further without necessarily engendering its alternatives: racism, conflict, discrimination and inequity. Diversity as a mode of social existence can be projected in ways that deepen the range of human experience. The conference will seek to explore the full range of what diversity means and explore modes of diversity in real-life situations of living together in community. The conference supports a move away from simple affirmations that 'diversity is good' to a much more nuanced account of the effects and uses of diversity on differently situated communities in the context of our current epoch of globalization.

<http://ondiversity.com/conference-2012/>.

2012 International Conference for the Society for Teaching and Learning in Higher Education

19-22 June 2012, Centre Mont-Royal, Montreal, Quebec, Canada

The theme of this conference is learning without boundaries. Questions to explore include:

Does learning have boundaries? What boundaries do we have or need? Are boundaries productive? Constructive? Liberating? Which boundaries need to be re-drawn, crossed, broken or maintained?

For further information please see the conference website www.mcgill.ca/stlhe2012sapes

Academic Identities Conference 2012: Thinking, Researching & Living Otherwise

25-27 June 2012, Epsom campus

This third conference on academic identities will showcase contributions that offer productive, creative and imaginative possibilities for, as well as critical encounters with, academic identities. The conference theme, *Thinking, Researching and Living Otherwise*, is an opportunity for researchers and scholars of academic practice and identity to imagine a space of being and practising 'otherwise', of speaking back to discourses that dominate the organisation of academic life, of remembering that our responsibilities to society lie in both duty and imagination: visit the website:

www.aic.education.auckland.ac.nz/

Keynote Speakers:

Dr Melinda Webber, The University of Auckland, Aotearoa/New Zealand
Professor Sandra Acker, University of Toronto, Canada
Dr Eva Bendix Petersen, The University of Newcastle, Australia

Contact: Barbara Grant, bm.grant@auckland.ac.nz

International Conference: A Child's World - Working Together for a Better Future

27-29th June 2012, Aberystwyth University, Penglais Campus, Aberystwyth, Wales, UK

"A Child's World - Working Together for a Better Future" Conference has been devised to frame new concepts in collaborative practice in childhood studies against social, legislative and organisational changes within an international strategic dimension.

In line with embedding Education for Sustainable Development and Global Citizenship (ESDGC), raising standards, promoting pupil participation and developing effective leadership and management, collaborative working is a vital tool in creating effective policy and shared practice.

The following key speakers have confirmed their participation:

- Leighton Andrews AM, Minister for Education & Skills, Welsh Government.
- Professor Jouni Välijärvi, National PISA Coordinator, Finnish Institute for Educational Research, University of Jyväskylä, Finland.
- Keith Towler, Children's Commissioner for Wales.
- Ann Keane, Chief Inspector, Estyn.

Focused primarily at an educational research and professional audience, the findings will be relevant across a range of disciplines, including governmental policy formulation, social care and operational delivery of public services. The wide ranging scope of the conference will be highly applicable for national, regional and local government, education professionals and of direct interest to the general public.

It is intended that a series of papers of academic quality and scholarly importance will be published, providing the opportunity to identify and share best practice amongst subject professionals.

Organised and hosted by the School of Education and Lifelong Learning, Aberystwyth

For further information please e-mail achildsworldconference@aber.ac.uk

<http://www.aber.ac.uk/en/sell/a-childs-world-conference/>

Abstract Submission Details

Summary:	no more than 100 words
Title:	no more than 30 words
Issue Addressed:	no more than 100 words
Methods and Approaches:	no more than 100 words
Results:	no more than 100 words
Conclusions:	no more than 100 words

anzea Conference 2012: Evaluation in the Real World,

Relationships, roles, responsibilities and results.

8 - 11 July 2012, Waikato University, Hamilton, New Zealand

'Kotahi te kowhāo o te ngira e kuhuna ai te miro mā, te miro pango me te miro whero'. 'There is but one eye of the needle through which the white thread, the black thread and the red thread traverse'

Tainui Whakatauki / Proverb

What does evaluation look like in the real world? How do perceptions of the world differ amongst evaluation practitioners and those we work with and for, and how do we acknowledge, understand and evaluate within these multiple realities? What are the practicalities, challenges and opportunities we face commissioning, designing, implementing and experiencing evaluation in this real world?

For further information see the website [here](#)

8th International Conference on Education (ICE 2012)

5-7 July, 2012, Research and Training Institute of East Aegean, Samos Island, Greece,

This conference invites active researchers and practitioners and especially encourages young scientists interested in Education. Possible topics for submission include, but are not limited to:

Adult Learning, APD/Listening and Acoustics in Education Environment, Art Education, Business and Management Education, Child Labour and Education, Communications Education, Computing Education, Counselor Education, # Curriculum Research, Democracy and Human Rights Education, Distance Education and E-Learning, Economics of

Education, Education Administration, Education for Human Resource Development, Education Leadership, Educational Management and Research, Educational Measurement and Evaluation, Educational Policy, Educational Technology, Educational Research, Environmental Education, ESL/TESL, Gender and Education, Geographic Education, Geographic Information Systems (GIS) in Education, Health Education, Higher Education, History Education, Home Education, ICT in Education, Imagination and Education, Inclusive Education, Indigenous Education, Innovation in Education, International Education, Islamic Education, Issues and Trends in Education, Kinesiology and Leisure Science, Language Education, Leadership in Education, Lifelong Learning, Manufacturing Education, Mathematics Education, Multicultural Education, Music Education, Nutrition Education, Pedagogic Themes, Physical Education and Sport, Primary Education, Psychology Education, Quality Education, Race Ethnicity and Education, Religious Education, Research Methodology, Rural Education, Science Education, Secondary Education, Sociology of Education, Student Affairs, Teacher Education, Vocational Education & Training Research

Distinguished Speaker:

Prof. Geoff Hayward (invited), University of Leeds, Head of the School of Education, UK

Important Dates:

Notification of Acceptance: March 01, 2012.

Deadline for Registration & Submission of Extended Papers: April 15, 2012.

8th Biennial Conference of the Comparative Education Society of Asia (CESA)

Education at the Dawn of the New Decade: When the Quality and Sustainability Movements Converge

8-11 July 2012, Faculty of Education, Chulalongkorn University, Bangkok, Thailand

Call for papers

The conference secretariat is now calling for submission of abstracts for the conference which will focus on quality education for sustainability under several thematic streams. For more information about the conference and abstract submission please visit <http://cesa2012.edu.chula.ac.th>.

Important Dates/Deadlines

Submission of abstract – 18 April 2012

Submission of full paper – 18 June 2012

Notification of acceptance – 18 May 2012

Registration – all registrations (online and by hard copy) must be received by close of business on 1 July 2012 in order to be processed. After this date registration will only be possible upon arrival at the conference; the higher fee will then apply.

8th International Conference on Social Science Methodology

9-13 July, 2012, The University of Sydney, Sydney Australia

Conference website: <http://rc33conference2012.acspri.org.au>, Enquiries: <mailto:rc33conference@acspri.org.au>

RC33 (the International Sociological Association's Research Committee on Logic and Methodology in Sociology) has organised the International Conference on Social Science Methodology every four years, since 1984. It is now the major international forum for current and fundamental issues in social science methodology and since 1984 has attracted scholars from all over the world and from a diverse range of academic fields and disciplines.

The focus of the conference is on innovations and current best practice in all aspects of social science research methodology. It provides an opportunity to reflect on contemporary methods, as applied in a range of settings and disciplinary contexts, to hear about emerging methods, tools, techniques and technologies, and to discover what resources are available to social science researchers and users of research.

The aim of the conference is to disseminate knowledge and promote methodological debate with the goal of contributing to the scientific development of social science research, particularly by building the evidence base to evaluate the efficacy, efficiency and rigour of the methods and techniques of social science research.

The conference website provides information about the conference, including key dates and deadlines, and submission guidelines. You can sign up for regular updates and news about the conference on the website.

Second Marxism and Psychology Conference

9-12 August 2012, Morelia, Mexico,

Conference website: <http://marxpsyconference.teocripsi.com/index.php>

Key-speakers and special participants include: Guillermo Delahanty, Anup Dhar, Fernando González-Rey, Raquel Guzzo, Grahame Hayes, Lois Holzman, Gordana Jovanovic, Lynne Layton, Athanasios Marvakis, Raúl Páramo-Ortega, Hans Skott Myhre, Ian Parker, and Lawrence Wilde.

6th World Congress of Mediterranean Society of Comparative Education

1-3 October 2012, Hammamet, Tunisia.

For details go to www.mesce2010.org (functional soon). In the meantime contact yassine.jelmam@yahoo.fr

9th Annual International Society for the Scholarship of Teaching and Learning Conference

24-27 October, 2012, Hamilton Convention Centre & Sheraton Hamilton Hotel, Hamilton, Ontario, Canada

Hosted by the Centre for Leadership in Learning, McMaster University

You are invited to join the 9th annual conference of the International Society for the Scholarship of Teaching and Learning in Hamilton, Ontario, Canada. At this event, international scholars and educators will come together to share recent work and to discuss how our collective efforts will transform the future of higher education. The conference will feature workshops facilitated by leading scholars in the field, distinguished international plenary speakers, panel presentations, individual paper and poster presentations, and ISSOTL's signature Conference Commons for informal idea-sharing and networking. Please join us! The theme of the 2012 conference is Research on Teaching & Learning: Integrating Practices. This theme encompasses several potential topics or threads, including (but not limited to):

- Integrating SOTL into institutional cultures
- Integrating student voices in the theory & practice of SOTL
- Integrating SOTL research results and classroom teaching practices
- Integrating diverse disciplinary approaches to teaching, learning & SOTL
- Integrating theory & practice in SOTL
- Integrating diverse, international perspectives on and practices of SOTL
- Integrating leadership, academic development & SOTL
- Integrating professional learning & Higher Education Submissions

are now being accepted. We welcome proposals for papers, panels, posters and pre-conference workshops, particularly those related to the conference theme. Proposal guidelines and a link to the online submission form can be found at: <http://issotl12.com/call-for-proposals/>.

Dates & Deadlines

- Notification of acceptance: May 15, 2012
- Participation confirmation due for all presentations: 15 June, 2012

2012 History of Education Society Annual Meeting

1-4 November, 2012, Seattle, Washington

Please contact Ralph Kidder at ralph.kidder@marymount.edu with any questions.

Advance Notice: 5th Educational Psychology Forum

19-21 November, 2012, University of Auckland, Epsom Campus

5th Educational Psychology Forum is to be hosted on the Epsom Campus at the University of Auckland, 19-21 November 2012. Keynote speakers Professor Reinhard Pekrun, (whose primary research area is emotion in the classroom) and Professor Viviane Robinson (whose research is on leadership in schools). More details to follow.



Dr Reinhard Pekrun holds a Chair of Educational Psychology at the University of Munich, Germany. His research areas include achievement emotion and motivation, students' personality development, educational assessment, and the evaluation of educational programs. He is one of the originators of current research on emotion in education and the developer of the Control-Value Theory of Achievement Emotions. Pekrun has authored/co-authored 21 monographs and edited volumes and is senior editor of the *Handbook of Emotions in Education* (Francis & Taylor/Routledge, to be published 2013). He contributed more than 180 journal articles and chapters, including numerous articles in top journals such as *Journal of Educational Psychology*, *Educational Psychologist*, *Contemporary Educational Psychology*, *Learning and Instruction*, *Developmental Psychology*, *Emotion*, *Social Affective and Cognitive Neuroscience*, and *Psychological Science*. Pekrun is a Fellow of the International Academy of Education and of the American Educational Research Association. He served as President of the Stress and Anxiety Research Society, as co-editor of *Anxiety, Stress and Coping* and of the *German Journal of Developmental and Educational Psychology*, as Dean of the Faculty for Psychology and Education at the University of Regensburg, and as Vice-President for Research at the University of Munich. As a member of expert groups and consortia in student assessments such as the OECD-Programme for International Student Assessment (PISA), he is active in policy development and implementation in education.



Viviane Robinson is a Distinguished Professor in the Faculty of Education at The University of Auckland and Academic Director of its Centre for Educational Leadership. She specialises in school improvement, leadership and the relationship between research and the improvement of practice.

She is the author of five books and numerous chapters and journal articles. Her latest book entitled "Student-Centred Leadership" was published by Jossey Bass in August, 2011. In this book she presents a compelling account of how school leaders can make a bigger difference to student outcomes and the knowledge and skills they need to do so.

Viviane has consulted on leadership development and research to government agencies and organisations in England, Singapore, Chile, Canada, Australia and New Zealand. She has received awards from national and international professional organisations including the Australian Council for Educational Leaders and the New Zealand Secondary Principals Association. In April this year she was made a Fellow of the American Educational Research Association for sustained excellence in educational research.