

Research News

Faculty of Education | The University of Auckland

March 2012 | Research News from the Faculty of Education

News from the Research Unit

Congratulations

Professor Peter McLaren has been invited to become an AERA Fellow, Class of 2012. The Class of 2012 Fellows is the fourth group to be inducted based on nomination by peers, selection by the AERA Fellows Program Committee, and approval by AERA Council. The award of an AERA Fellow is extremely prestigious and a reflection of Peter's international standing and influence in the field of critical pedagogy. Along with Viviane Robinson, who was awarded an AERA Fellowship in 2011, the Faculty is the only one in the southern hemisphere to have AERA Fellows.

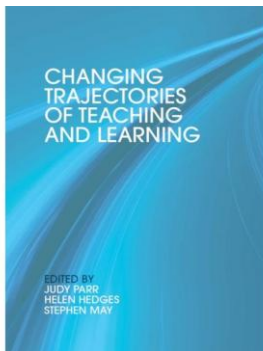
Research Celebration and Book Launch

Tuesday 6 March, 4.30-6.00 pm in the staffroom (A201)

The Faculty of Education Research and Postgraduate Office invites all staff to a Research Celebration and launch of the faculty monograph,

Changing Trajectories of Teaching and Learning

Edited by Judy Parr, Helen Hedges and Stephen May



The monograph will be launched by the Dean, Associate Professor Graeme Aitken

This event is also to thank staff for all their hard work on the PBRF to date, as well as celebrating major staff research and publishing accomplishments over the last six months.

Wine and nibbles will be provided!

Please RSVP by 2 March via eventbrite
<http://monographlaunch.eventbrite.com/>

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Ethics applications, Round 4 (1st March) and Round 5 (15th March)

Please note that Sharon Boyd, Research Unit administrator, will be on annual leave for two weeks during March. In her absence, **Anshu Singh** has kindly agreed to undertake the administration of ethics applications for Round 4 (1st March) and Round 5 (15th March). Sharon will be available to help at the start of Round 4 and should be your first point of contact for Round 4.)

The administration of the ethics process (especially through the on-line system) is a huge task. We would greatly appreciate your patience and understanding during these two rounds. If your application is not urgent, please consider whether it would be possible for you to defer it until Round 6 (29th March). E-mail applications (i.e., hard copies for masters students) should be submitted direct to Anshu (a.singh@auckland.ac.nz).

Summer Scholarship Final Reports

Summer Scholarship Final Reports are to be submitted to the Faculty Research Unit, room N 502, foed-research@auckland.ac.nz, by **5.00 pm, Friday 23 March 2012**.

All students must submit their final report together with a supporting letter from the supervisor. **The final report is necessary to receive the final payment.**

Layout of Report

The first page must list:

- The title of the project carried out
- The name of the student
- The name of the supervisor
- Host Unit where research was carried out
- The degree/programme in which the student is enrolled for 2012. (If not enrolled please indicate so).
- Page 2 - should be a brief statement by the student on how the scholarship has furthered their career development.
- Page 3 - summary of research and its significance, suitable for general readership, e.g. press release.
- Page 4 - an abstract of the research of not more than 250 words
- The rest of the report should cover aims, methods and results/discussions
- The text itself should be brief (no more than 4 x A4 pages, 12 point type)
- Allow an extra one page limit for tables, diagrams etc.
- Allow an extra one page limit for references (no more than 10 pages in total for whole report)
- The report should read easily and be informative for fellow students

Supervisor's Letter: The final report must be accompanied by a covering letter from the supervisor, stating his/her view on the research that has been carried out by the student.

New Publications

Journal Articles

Bowes, M. I., & Bruce, J. (2011). Curriculum Liquefaction (Shifting Sands) in Senior School Physical Education: Critical Pedagogical Approaches and Dilemmas. *Asia Pacific Journal of health, Sport and Physical Education*, 2(3/4), 17-33.

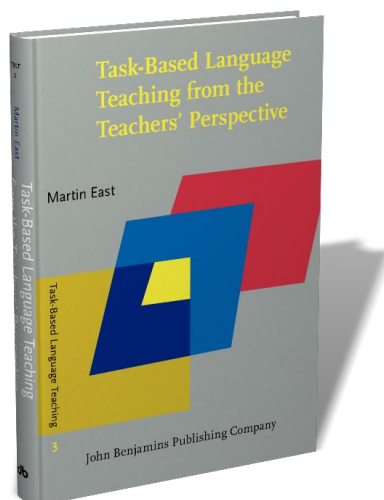
Fitzpatrick, E. (2011). How to get along with Others: Children exploring issues of racial-ethnic identity in multicultural and multiethnic communities through drama. Special Edition, *Interdisciplinary Dialogues: Drama and social Change NJ*, 35, 92-104.

Zhang, C., & Zhang, L. J. (2011). Developing and validating a listening comprehension problems scale (LCPS) for enhancing Chinese university students' metacognitive awareness of L2 listening. *The Journal of Asia TEFL*, 8(3), 177-205.

Books

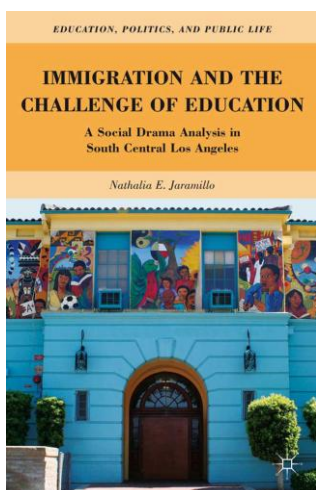
Gu, P., Hu, G., Zhang, L. J., & Bai, R. (2011). *Strategy-Based instruction in English language teaching: Focusing on reading and writing strategies*. Beijing, China: Foreign Language Teaching and Research Press.

East, M. (2012). *Task-based language teaching from the teachers' perspective: Insights from New Zealand*. Amsterdam / Philadelphia, PA: John Benjamins.



Task-based language teaching (TBLT) is being encouraged as part of a major overhaul of the entire school languages curriculum in New Zealand. However, teachers often struggle with understanding what TBLT is, and how to make TBLT work in classrooms. Using the stories that emerged from a series of interviews with teachers (the curriculum implementers) and with advisors (the curriculum leaders), this book highlights the possibilities for TBLT innovation in schools. It also identifies the constraints, and proposes how these might be addressed. The result is a book that, whilst rooted in a particular local context, provides a valuable sourcebook of teacher stories that have relevance for a wide range of people working in a diverse range of contexts. This book will be of genuine interest to all those who wish to understand more about TBLT innovation, and the opportunities and challenges it brings.

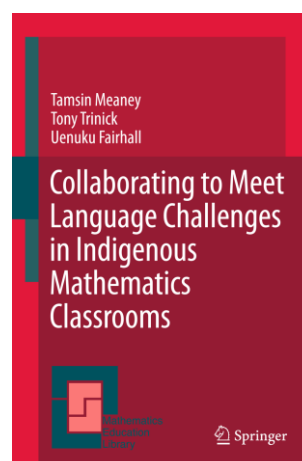
Jaramillo, N.E. (2012). *Immigration and the challenge of education: A social drama analysis in South Central Los Angeles*. New York, NY: Palgrave Macmillan.



Part ethnography and part testimony, this book analyzes a school setting and community from the standpoint of a group of immigrant mothers (las madres) in South Central Los Angeles who were concerned about the education of their children and the violence in their communities. Written in both the first and third person, in Spanish and English, the text brings together the women's dialogue and observations of the world around them as they embarked on an oftentimes conflicting process of putting into action their developing political consciousness. The social drama of the school and community is revealed through their change and advocacy.

Meaney, T., Trinick, T., & Fairhall, U. (2012). *Collaborating to meet language challenges in indigenous mathematics classrooms*. Dordrecht, the Netherlands; New York: Springer.

Language can be simultaneously both a support and a hindrance to students' learning of mathematics. When students have sufficient fluency in the mathematics register so that they can discuss their ideas, they become chiefs who are able to think mathematically. However, learning the mathematics register of an Indigenous language is not a simple exercise and involves many challenges not only for students, but also for their teachers and the wider community. *Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms* identifies some of the challenges—political, mathematical, community based, and pedagogical—to the mathematics register, faced by an Indigenous school, in this case a Māori immersion school. It also details the solutions created by the collaboration of teachers, researchers and community members.



Book Chapters

- Anderson, E. (2011). The added value that drama education brings to teacher education. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 103-116). Wellington, New Zealand: NZCER.
- Beddoe, L., & Burley, M. (2012). Collaborating within and across interprofessional teams. In J. Maidment & U. Bay (Eds.), *Social Work in Rural Australia* (pp. 40-57). Crow's Nest New South Wales: Allen & Unwin.
- Chinnery, S. (2011). Consciously raising awareness through mindfulness in student social workers. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 131-148). Wellington, New Zealand: NZCER.
- Heap, R. (2011). Riding the wave: using web 2.0 technology to develop nature of science understanding among preservice teachers. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 201-218). Wellington, New Zealand: NZCER.
- Heyward, P. (2011). Opportunities and impediments: Drama in vocational education. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 117-130). Wellington, New Zealand: NZCER.
- Ladbrook, J. (2011). Trajectories and deviations: the complexities around preparing preservice teachers for teaching 21st century "digikids". In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 179-200). Wellington, New Zealand: NZCER.
- Lai, M, McNaughton, S. & Hsai, S. (2011). Does "it" last? Sustainability of literacy interventions. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 149-164). Wellington, New Zealand: NZCER.
- Langdon, F. (2011). Beginning teachers' thinking and practice: possibilities and problems for New Zealand mentors. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 65-84). Wellington, New Zealand: NZCER.
- McNaughton, S. (2011). Sensitive events in literacy development. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 1-14). Wellington, New Zealand: NZCER.
- Millward, P. (2011). Against all odds: the retention and success of under-represented groups in a Bachelor of Education programme in New Zealand. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 49-64). Wellington, New Zealand: NZCER.
- Rozas Gomez, C. (2011). Literacy "by hook or by crook": Differentiated access to literacy in secondary English classrooms. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 149-164). Wellington, New Zealand: NZCER.
- Sinkinson, M. (2011). Is critical thinking good for your health? Critical literacy as health literacy. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 85-102). Wellington, New Zealand: NZCER.
- Sinnema, C. & Aitken, G. (2011). Teaching as inquiry in the New Zealand curriculum: Origins and implementation. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 29-48). Wellington, New Zealand: NZCER.
- Timperley, H. (2011). A systems view on changing trajectories of learning. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 15-28). Wellington, New Zealand: NZCER.
- Villers, H., Tolosa, C. & East, M. (2011). Language learning in the third space: Students' changing learning trajectories. In J. Parr, H. Hedges, & S. May (Eds.), *Changing trajectories of teaching and learning* (pp. 165-178). Wellington, New Zealand: NZCER.

Theses

- Webber, M. (2011). *Identity matters: Racial-ethnic representations among adolescents attending multi-ethnic highschools*. Unpublished PhD thesis, University of Auckland.

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, 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 1 March, 3pm	Friday, 16 March	Wednesday, 4 April
Thursday 15 March, 3pm	Friday, 30 March	Wednesday, 18 April
Thursday 29 March, 3pm	Friday, 13 April	Wednesday, 2 May
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/uoahome/about/research/re-ethics>

Workshops

Information Wrangling for Researchers

This two hour workshop is aimed at academic researchers and focuses on how to keep your research literature organised, accessible, easy to retrieve and most of all useful to you personally. We will explore ways to seek, record, store and organise information. Participants will be invited to share their own processes and come up with their own solutions to research based information issues. We will include frameworks and matrices for research based information wrangling as well as practical tips and solutions.

Please bring along any research literature you have so far, as well as your preferred information management method i.e. EndNote, RefWorks, card system, or spreadsheet.

Date: Saturday 17 March, 10am, Place: Library Training Room

Book at: <http://www.library.auckland.ac.nz/booking/S1coursepage.asp>

Academic Writing Workshop

The University is very fortunate to welcome Professor Kurt Albertine from the University of Utah on the 26th March 2012 for a three hour writing workshop.

During this workshop, academics will gain invaluable knowledge on clear writing. The workshop will focus more specifically on writing grant applications, reports and manuscripts. Professor Albertine will also talk about ethics in academic writing.

Kurt Albertine is Professor of Pediatrics (Neonatology), as well as Adjunct Professor Medicine (Pulmonary) and Neurobiology & Anatomy at the University of Utah, School of Medicine in Salt Lake City, Utah. His research, focused on neonatal chronic lung disease, has been supported by US National Institutes of Health grants for 30 years.

Professor Albertine is author of over 150 publications, including four textbooks. He has served as reviewer, member of the editorial board and editor of over 30 journals and is currently Editor-in-Chief of The Anatomical Record. He has led more than 20 courses on scientific writing, has participated in more than 20 publishing, grant writing, and mentoring workshops, and regularly speaks on career development issues at national and international venues.

The workshop is to be held in the **Conference Centre Lecture Theatre / 423-342 on Monday 26th March 2012, from 9 to 12.**

Please register by the 20th March with Angela McMahon a.mcmahon@auckland.ac.nz.

Please note that there will be subsequent one day workshops held at FMHS on writing issues.

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=apq_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

Wednesday 7 March 4pm, J2 lecture theatre, Epsom Campus

Professor Regan A. R. Gurung
University of Wisconsin - Green Bay

Using Psychology and Pedagogical Research to Inspire Students and Optimize Teaching in Higher Education

Psychological research and the scientific method in general provides teachers with many ideas about how to motivate students, intervene to help them learn better, and then to test if the interventions worked. One major area of focus is how students study. Regan will highlight key ways social psychology in particular can be useful in teaching, review a wide body of pedagogical research on student studying and provide helpful tips to help students increase metacognition about their studying and learning.

Friday 9 March 2012, 10.00-11.00 am
The Conference Centre, Lecture Theatre (Room 342, Building 423)
22 Symonds Street

Maire Geoghegan-Quinn
Commissioner for Research, Innovation and Science, European Commission

As part of a tour to Australia and New Zealand (encompassing one day in New Zealand), the EU Research, Innovation and Science Commissioner Maire Geoghegan-Quinn will present an open lecture at the University of Auckland on Friday 9 March 2012: **'EU New Zealand Cooperation in research and innovation: recent achievement and new opportunities under Horizon 2020'**.

Horizon 2020 is the name for 'FP8' and will be replacing FP7 from 2014 and hence is of great interest. Hopefully this will also be a good opportunity to hear the latest thinking about where the EU sees New Zealand research strengths lying.

Register [here](#)

Tuesday 13 March, 12.30 pm, J3 Lecture Theatre
Faculty of Education, 74 Epsom Ave, Epsom

The School of Curriculum and Pedagogy invites you to a presentation by

Professor Lynne Schrum

Lessons learned from secondary schools using technology for school reform: Voices from the field

This nine-month research project sought to understand lessons from exemplary school and district leaders who have used technology successfully as a lever for school improvement. This presentation will discuss eight highly diverse school districts' unique approaches that to identify ways that school leaders and leadership teams transformed them into an exemplary, award-winning school. The data revealed multiple factors that these cases shared in school transformation but also uncovered the ways these leaders approached his/her school's individual culture, circumstances, and issues. Overall we found that all the following themes are essential: visioning process, curriculum development, student achievement goals/steps, funding challenges/plans, professional development, technology decisions, community building activities, developing internal leadership and strengths, and uses of data.

Please register your interest by Monday 12 March to foed-research@auckland.ac.nz

Thursday 15 March 2012, 10am - 11.45am (tea & coffee available from 9.40am)
Faculty of Education, N Block, Room N451,

Invitation to Māori researchers, ethics advisors and other researchers involved in research with Māori to the seminar of

Associate Professor Martin Tolich and Dr Barry Poata Smith

Relationships and ethics in research with Māori

This seminar will look at issues around the ethics review process that is part of a Marsden Fund supported research. Two key elements are explored in this three year study - one being whether the use of postapproval mediated discussions can reduce tensions between researcher and ethics committee and two, what are the main stress points in the relationship between researcher and Māori and how do these affect the quality of this relationship. It is the second element that will be explored in this workshop where attendees will be able to share and discuss their views and experiences around this matter.

This will be an interactive seminar and the places are limited to 25 (on a "first come, first in" basis).

Associate Professor Martin Tolich teaches sociology at the University of Otago. His research focus is research ethics processes and he is currently writing the second edition of "planning ethically responsible research" for Sage with Professor Joan Sieber. Martin has ten years experience in ethics committees and is currently establishing the New Zealand Ethics Committee (<http://www.nzethics.com>), a not-for-profit ethics committee for nonhealth, non-tertiary researchers.

Dr Barry Poata Smith is a sociologist with a background in tertiary teaching and social and health research. Barry has had long experience and interest in ethics review systems as an ethics committee member, chair and researcher. His current memberships include: the Health Research Council Ethics Committee, Lakes DHB Research and Ethics Committee, Otago University Pharmacovigilance Ethics Advisory Group and the Middlemore Tissue Bank Governance Committee.

Hosted by Starpath

RSVP by Thursday 8 March To m.webber@auckland.ac.nz or 623 8899 ext 48456

Narrative and Metaphor Special Interest Network seminar

Thursday 15 March, 4:30 pm, venue H205

Professor Saville Kushner

Truth, Beauty and Justice: Principles of Validity in Narrative Enquiry

We cherish our creative expression.

We honor our responsibility to adequately portray those whose lives we represent.

We relish our independence in doing these things.

Sometimes we even take time out to admire our accomplishments.....

.....but how and why should people believe what we write?

How do we make ourselves accountable to those we choose to represent?

And how do we see through our conceits?

Ernest House – in the late-1970s – bemused by the emergence of 'new wave', narrative evaluation set himself a thinking about principles of validity that are specific to qualitative and narrative enquiry. 'Truth' (plausibility), 'beauty' (disciplined craft) and 'justice' (fairness) were the result. Using multi-media examples Saville will show just how demanding these tests can (and should) be.

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 diary 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

Research Opportunities

International Central Networks Fund

The University of Auckland '[International Central Networks Fund](#)' can be used to support researchers to investigate collaboration opportunities with other researchers at international network partner institutions. The Faculty of Education needs to receive all ICNF applications **by Thursday 12 April**, for sign-off and to progress the proposals through to the Fund Manager on time.

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. *ie., not funding people visiting Auckland but us visiting the world!*

Nic Mason will work with you / your colleagues directly and with Robyn Hill and Matthew O'Meagher who are overseeing this work by UoA, in preparing our Faculty's proposals, so please feel free to contact Nic on 48231 or email nm.mason@auckland.ac.nz with any queries or for support requests.

Teaching and Learning Research Initiative Fund (TLRI)

The next call for Expressions of Interest for 2012 TLRI projects (commencing 2013) is due to be announced around 1 March 2012.

For those who might be interested in submitting a proposal there is an information briefing session on **Tuesday 13 March 2012, 10am at J2 lecture theatre**. This session will outline some general feedback on previous successful and unsuccessful submissions as well as the support that is available to support a submission and key changes that might be present in this year's round.

Further information will be sent once it is published on www.tlri.govt.nz.

The Teaching & Learning Research Initiative Fund is wonderful as it can financially enhance our core business here at the Faculty – teaching and research in an applied educational space.

The fund is focused on:

- developing new knowledge about teaching and learning that is useful to practice, and
- raising research capacity and capability in all sectors.

Proposals need to come from partnerships involving researchers and teachers in kindergartens, early childhood centres, kohanga reo and Pasifika language nests; teachers in kura, primary, intermediate, and secondary schools; and /or lecturers, tutors, and trainers working in post-school settings such as universities, wananga, polytechnics, private training establishments (PTEs), industry training organisations (ITOs) and workplace settings.

There are large (\$200,000 over two years) and small (\$130,000 over two years) pools of funding. See [here](#) for more details about the funding differentiation.

A preliminary project outline (aims, description, team members) needs to be signalled by 22 March to Jeff Nikoia, Uniservices, and then proposals can be refined amongst the proposal team, for external submission to TLRI on 1 May 2012.

Graeme Aitken has signalled that he wishes to see a good number of strong applications being put forward by FoED for this funding in 2012.

All staff are strongly encouraged to consider putting together a team, formulating a research idea and pursuing this funding opportunity. The meeting on 13 March will feature a briefing from Mary Hill who has judged previous TLRI application rounds and can therefore provide us all with some very useful guidance about converting great research ideas into successful proposals.

Please feel free to contact Nic Mason 48231 or email nm.mason@auckland.ac.nz with any queries and/or requests for proposal writing support.

Fulbright New Zealand Outreach Tour 2012

Your chance to find out about Fulbright exchange awards to the United States of America

Fulbright New Zealand's educational advising team are visiting the University of Auckland as part of their annual Outreach Tour to inform students and academic staff about opportunities to study, research, teach or present their work in the United States of America. Come along to hear unbiased, current and comprehensive information about higher education in the US and an introduction to the Fulbright programme's range of exchange awards to help you get there.

University of Auckland, Tuesday 6 March

Commerce Careers Fair – 10:00am-2:00pm, Business School Level 0

Fulbright Scholar Awards seminar for academic staff – 1:30-2:30pm, Conference Centre Lecture Theatre (Room 423-342)

Fulbright Graduate Awards seminar for students – 3:00-4:00pm, Conference Centre Lecture Theatre (Room 423-342)

See www.fulbright.org.nz for further information

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 unload 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.

Curriculum Matters - Call for Submissions

Curriculum Matters is published annually by NZCER Press. It is an internationally-recognised peer-refereed journal that publishes articles and book reviews relating to the field of curriculum (in its broadest sense). The closing date for submissions for this year's issue is March 31. If you have suitable completed paper we would be keen to receive as soon as possible to get the peer review process underway. If you have an abstract or idea for an article and would like feedback please also forward as soon as possible. Please forward manuscripts or items for consideration to the editor: Carol Mutch, c.mutch@auckland.ac.nz

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 papers: Assessment Matters Journal

Manuscripts are invited for Issue 4, 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, Dr Mary Hill, School of Teacher Education 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 Papers: Teachers and Curriculum Journal

After two years in abeyance, a 2011 volume of Teachers and Curriculum Journal is now being planned and authors are invited to submit articles for review.

The Teachers in Curriculum Journal is an annual publication of the Faculty of Education, The University of Waikato, Hamilton, New Zealand and includes articles about curriculum issues, research in the area of curriculum and informed curriculum practice. Reviews of curriculum related books may also be included.

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers and other educators who have a special interest in curriculum matters.

Submitting Papers:

Manuscripts should not normally exceed 7,000 words, including references and appendices. An abstract of not more than 100 words must be provided.

Please provide an electronic copy in Word format, using 11 pt Times New Roman with one and a half line spacing for the

main text. Referencing should follow the Publication Manual of the American Psychological Association (APA), 6th Edition, with references in a reference list at the end of the manuscript, rather than footnotes. Manuscripts not submitted in accordance with the above guidelines will be returned to authors for amendment. Please do not include running headers or footers, or your name, within the document so as to enable blind peer review.

When submitting a manuscript to Teachers and Curriculum, please complete and include the cover page attached to this email, giving details of your name, institution, contact details, date of submission and title of the Manuscript.

Manuscripts can be emailed to Carolyn Jones, Research Manager, Wilf Malcolm Institute of Educational Research, Faculty of Education, University of Waikato.

Email: cijones@waikato.ac.nz, Timeline: Papers can be submitted at any time

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

Girls in Education Australasian Conference 2012

19-20 March, 2012, Melbourne Convention & Exhibition Centre, Victoria, Australia

Complete details here: <http://www.criticalagendas.com.au/National/girls-in-education.html>

2012 Montreal International Philosophy Conference

21-22 March, 2012, Montreal, Canada

The 2012 Montreal International Philosophy Conference aims to build on the strengths and successes of our previous meetings by offering a true celebration of interdisciplinary study in a stimulating scholarly environment, and in the wonderfully rich physical and cultural environment of Canada. This conference encourages interdisciplinary perspectives on global topics such as "Interactions between religions, science and technology", "Interculturalism, meaning and identity", "Humanity and Humanitarianism in Crisis" and "Ethics in everyday life". In order to encourage innovative trans-disciplinary dialogues, you are warmly welcomed to present papers covering all aspects of philosophy from all disciplines, professions and vocations by submitting your speech title and CV to us, sharing your expertise in practical knowledge and latest technology, and/or being an active participant.

Montréal is one-of-a-kind, a multicultural city that blends its French accent with that of over 80 other ethnic communities and charms visitors with its Euro-American ambiance. Montréal is also innovative and invigorating, offering a whirlwind of cultural creations, both traditional and modern. By joining us in Montreal, in addition to the academic experience, you will be enjoying the unique characteristics of culture and city life as well as the various and colorful activities under the charming winter setups. For further information please see www.epsworldlink.com or www.epsglobal.ca.

GiftedNZ Conference 2012

30-31 March 2012, Amora Hotel, Wellington

Giftedness Unfurled: Fostering best practice in Aotearoa New Zealand, Iti noa ana, he pito mata

A national conference for professionals showcasing current research and practice.

Come and hear innovative ideas about how to support all gifted and talented learners in our schools and centres.

View full conference programme on website <http://www.eenz.com/giftednz12/>

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.

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, University of Auckland, Faculty of Education, Epsom campus

This third conference on academic identities invites 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.

Keynote Speakers:

Dr Melinda Webber, The University of Auckland, Aotearoa/New Zealand, Professor Alison Phipps, Glasgow University, UK ,
Dr Eva Bendix Petersen, The University of Newcastle, Australia

For information about conference themes, types of contribution, deadlines and call for papers, visit the website: www.aic.education.auckland.ac.nz/. 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

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>

Abstract submission deadline: 15 March, 2012

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

- Abstract submissions accepted: 9 January – 15 March, 2012
- Notification of acceptance: May 15, 2012
- Participation confirmation due for all presentations: 15 June, 2012

Call for Proposal Reviewers

We invite you to volunteer to review approximately 5 abstracts (500 or 1000 words) for this conference. As a reviewer, you are also able to submit a proposal for a conference session. Abstracts will be available online on or before March 21, 2012 and you will be required to complete your reviews by May 4, 2012. If you are willing to serve as a reviewer, please let us know by January 31, 2012, and include your name and institutional affiliation in your correspondence. This information will appear in the conference program and on the website. Please also identify yourself as an experienced or a junior reviewer. (For the purposes of this conference, experienced reviewers are those who have conducted 15 or more reviews of teaching & learning research-related materials in the past 5 years.) To volunteer to serve as a reviewer, or to ask questions about the review process, please contact: Beth Marquis marquie@mcmaster.ca Telephone: 905-525-9140 ext. 27667

Questions?

For additional information, please visit: <http://issotl12.com> or contact Beth Marquis (marquie@mcmaster.ca). To learn more about the International Society for the Scholarship of Teaching & Learning, see: <http://issotl.org>.

2012 History of Education Society Annual Meeting

1-4 November, 2012, Seattle, Washington

For questions about payments and registration, please contact Robert Hampel, HES Secretary-Treasurer: e-mail, hampel@udel.edu; telephone, 302-831-1651; mail, School of Education, University of Delaware, Newark, DE 19716 until March 1, 2012. After **March 1**, contact Ralph Kidder at ralph.kidder@marymount.edu.

Call for Papers: Centenary seminar - 1912 Waihi Goldminers' Strike

9-11 November 2012, Waihi Friendship Hall, School Lane, Waihi, Aotearoa/NZ

Abstract deadline 31 March 2012 (max 200 words)

Call for Papers

The Labour History Project (Inc.) will hold a seminar at Waihi on the weekend of 9-11 November 2012 to mark the centenary of the 1912 Waihi strike. This strike, involving almost all the 1500 workers at the mine, was a pivotal event in New Zealand's political history. It coincided with the rise to power of Massey's Reform government, which marked the end of a long era of Liberal politics. It resulted in the death of striker Fred Evans, still perhaps the greatest martyr of the New Zealand labour movement. Strike leaders Bob Semple, Peter Fraser, Bill Parry and Tim Armstrong went on to form the NZ Labour Party to advance workers' interests in Parliament.

The seminar might address such issues as:

- the influence on the strike of churches, and the media
- the roles of key participants such as the IWW, the Federation of Labour, the women of Waihi, and the police
- the response of the mine owners
- the impact on race relations
- representations of the strike in literature and other cultural forms
- its significance for present-day Waihi and the country
- the role of international capital in the NZ mining industry
- the role of arbitration unions and strikebreakers in industrial action
- reclaiming history – educational perspectives.

The Labour History Project will explore the possibility of later publishing the seminar papers either in book form or electronically.

This seminar is being organised with the support of the Auckland Labour History Project and in conjunction with the Australian Mining History Association - www.mininghistory.asn.au - which will hold its annual conference at Waihi immediately beforehand. Papers of mutual interest will be scheduled for the period when the two events overlap.

A range of related cultural activities is being planned as part of the strike centenary commemoration.

Email abstracts and papers to - secretary@lhp.org.nz

Waihi 1912 seminar planning committee – Karl Andersen, Hazel Armstrong, Peter Clayworth, Mark Derby, Joce Jesson, Dean Parker, Collette Spalding, Maryan Street.

Contact - Waihi strike centenary seminar:

Labour History Project
PO Box 27-425 Wellington, NZ
Email secretary@lhp.org.nz. Website: www.lhp.org.nz

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.