

ACTIVITIES REPORT 2004

CENTRE FOR RESEARCH IN EDUCATION, EQUITY AND WORK (CREEW)



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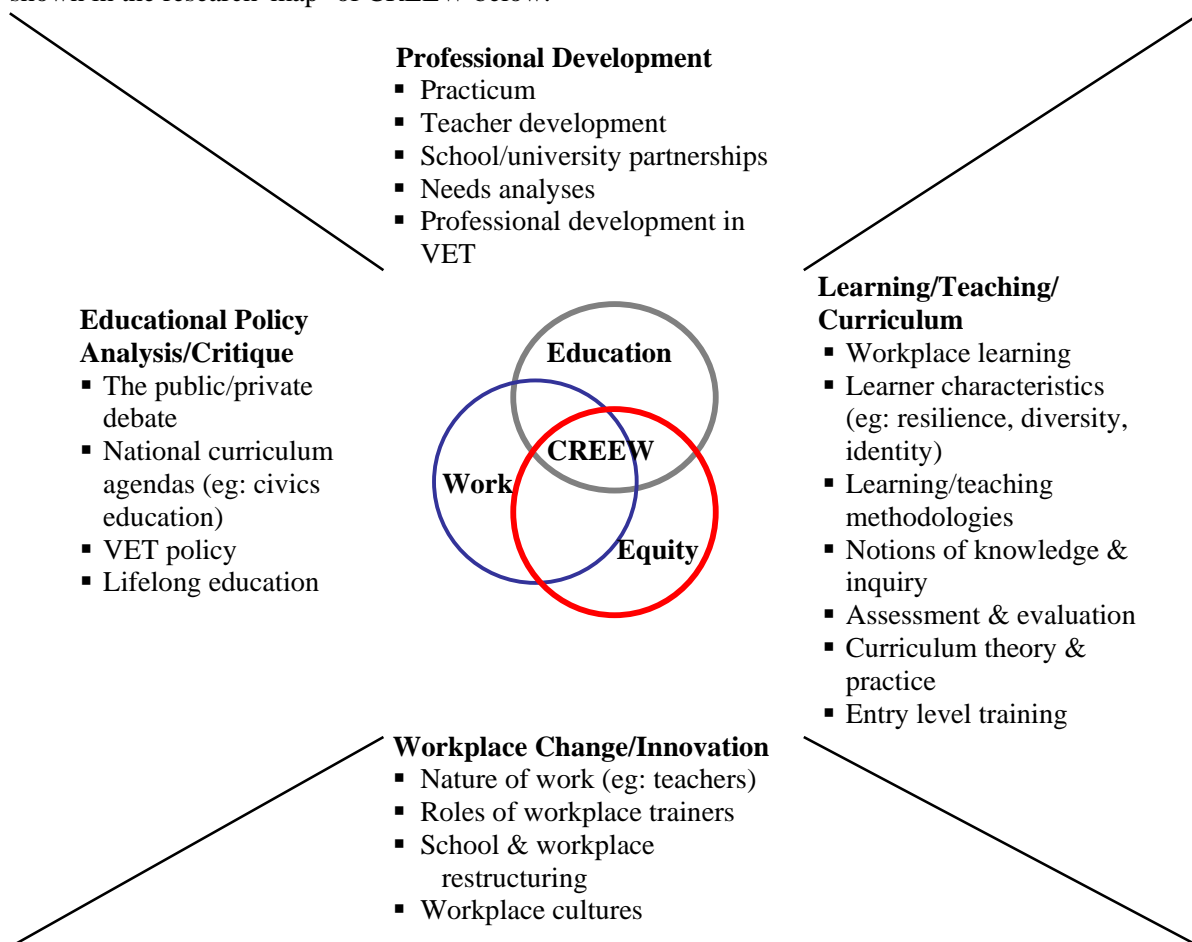
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1. ABOUT CREEW

Introduction to the Centre

The Centre for Research in Education, Equity and Work (CREEW) was formed in 1995 through amalgamation of existing research groups as a means of advancing research into issues at the interface between education, work and the broader civil society. Members of CREEW work collaboratively to research these issues so as to advance knowledge and develop new materials, products, processes and services to enhance education and learning as a means of fostering a society characterised by social justice and equity.

The past ten years have seen the emergence of four key programs of research within the Centre, as shown in the research 'map' of CREEW below.



Each of these programs is supported by teams of researchers whose interests encompass the full range of educational provision (primary, secondary, post-secondary and workplace) in both formal and informal settings. The development of these research programs has mirrored movements within the education industry itself, where many traditional boundaries (such as those separating secondary schooling from education and training for work) have been lessened in attempts to create a "seamless" system that encourages and values learning across all stages of the life cycle. Clustering research under these four key programs has enabled the growth of a coherence and synergy that enables CREEW to anticipate and respond to the emerging needs of the education industry and its clients.

CREEW is now one of the country's leading research centres, especially in workplace learning, professional development in VET and school sectors, and school-university relationships. It has a strong track record of research grants, publications and partnerships in education and training within its charter.

Aims

CREEW aims to exercise a national leadership role in carrying out quality research and consultancy at the interface between education, work and community, with a strong underpinning focus on social justice and equity. It aims to achieve this by:

- contributing to the development of policy and best practice through its quality research and consultancy;
- emphasising collaboration with end-users of research and the application of knowledge through building professional partnerships with industries, governments, educational agencies and workplaces; and
- contributing to the growing research culture within the University through its provision of quality research training for postgraduate students and continuing support for staff in their research endeavours.

Strategic Plan

Mission: To develop a collaborative, democratic and inclusive community of researchers working to achieve national and international excellence in research and consultancy in and between education, work and community, with a focus on equity and social justice

Goal 1: Build capacity

Build a research culture:

- Work towards support of a specified number of outstanding researchers to work in CREEW as visiting scholars
- Work towards cross-institutional, short-term exchanges between researchers
- Invite leading policy-makers to participate in a process to discuss emerging research priorities
- Establish a conference forum for CREEW members
- Work towards establishing an annual residential workshop for CREEW members on grant writing

Promote scholarship:

- Examine the feasibility of establishing a postgraduate scholarship to be attached to an identified CREEW research project
- Examine the feasibility of establishing a post-doctoral fellowship position in CREEW
- Provide seed grants to members for two projects per year through a competitive application process
- Continue to promote CREEW scholarship through regular newsletters, seminars and colloquia
- Continue to promote research activities of members through allocation and disbursement of a designated amount of infrastructure funds

Implement strategies to recruit and develop quality researchers:

- Establish mechanisms to support the presentation of two annual prizes to top Honours graduates from the School of Education
- Undertake promotions and marketing activities to all Honours graduates (within and external to the University) in a bid to attract students into the post-graduate research program within CREEW
- Implement processes to facilitate the recruitment of appropriately qualified and experienced

<p>CREEW postgraduate students to work in CREEW projects</p> <ul style="list-style-type: none"> ▪ Implement a strategy which promotes the mentoring of CREEW members by CREEW key researchers to achieve specified KPI outcomes
<p>Pursue suitable projects:</p> <ul style="list-style-type: none"> ▪ Identify and seek out suitable research projects which will assist CREEW to achieve excellence in its identified areas of expertise ▪ Ensure that, wherever possible, social justice and equity concerns are addressed in CREEW research publications and presentations ▪ Identify significant associations, committees etc. in which CREEW members can participate in order to influence local and national policy-making and practice in education and training ▪ Build partnerships with state, national and international researchers to develop CREEW's research profile and expertise ▪ Encourage staff and students to integrate their research interests into CREEW by engagement in various CREEW forums and events

<p>Goal 2: Enhance profile</p>
<p>Develop practices which reward and recognise CREEW membership:</p> <ul style="list-style-type: none"> ▪ Recognise significant milestones in the lives of CREEW members through appropriate celebrations and rewards ▪ Publicise achievements of CREEW members and research outcomes in appropriate media ▪ Negotiate sole sponsorship rights to the <i>Journal of Educational Enquiry</i> as a key vehicle for the promotion of CREEW research ▪ Actively promote the use of the <i>Australian Journal of Adult Learning</i> as a key vehicle for the promotion of CREEW scholarship by staff and students

<p>Goal 3: Manage relationships</p>
<p>Develop processes to engage with management in research planning within the Division:</p> <ul style="list-style-type: none"> ▪ Ensure Director and Associate Director of CREEW are able to participate fully in all meetings relating to the future development of research structures within the University / Division ▪ Promote discussion with other Centres' leadership in relation to emerging plans for research within the University / Division ▪ Develop regular opportunities within CREEW management structures to debate current issues and concerns and then to use this information in deliberations with management re future directions for research within the University / Division
<p>Develop processes to engage all CREEW members in planning for future directions for research structures with the University/Division:</p> <ul style="list-style-type: none"> ▪ Regular updates and information are provided to all members using established communication channels ▪ Conduct a whole of CREEW meeting(s) to discuss issues relating to future research structures within the University / Division ▪ Negotiate with student members of CREEW regarding strategies to inform and involve them in discussions relating to the development of new research structures within the University / Division
<p>Develop processes to maintain and enhance the democratic, collaborative and inclusive culture of CREEW in any transition to new research structures with the University/Division:</p> <ul style="list-style-type: none"> ▪ Identify key indicators that defend and support culture and ensure maintenance over time ▪ Monitor impact of any changes to research structures to established key indicators ▪ Act strategically to develop new processes that maintain culture and values supported by CREEW members

2. 2004 ACHIEVEMENTS AT A GLANCE

Research grants

- Summary of **external** research grant monies received in 2004:

National competitive grants	\$122,227	(2003: \$113,691)
Other public funding grants	\$415,930	(2003: \$253,270)
Industry & international grants	\$118,811	(2003: \$ 41,626)
Total	\$656,968	(2003: \$408,587)
- Summary of **internal** research grant monies received in 2004:

Internal university grants	\$ 98,031	(2003: \$112,860)
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Publications and presentations

- Summary of publication types:
1 authored research book, 1 edited scholarly book, 4 book chapters, 8 refereed and 1 non-refereed journal articles, 4 editing scholarly journal, 6 research reports/occasional papers, 21 refereed and 17 non-refereed papers in conference proceedings, 25 other major contributions/publications

Higher degree research

- 5 PhD and 2 MEd graduates
- 39 students enrolled in higher degrees by research (29 PhD, 4 EdD, 6 MEd)

Research recognition

- Won \$81,531 for 2004 Infrastructure as a result of Centre performance in 2002/2003
- 11 Supported Researchers (includes one associate member)
- 18 CREEW staff listed on the Research Register as higher degree supervisors (includes four associate members)

Centre activities

- Visiting Researchers to CREEW this year included Anja Heikkennen from the Department of Education, University of Jyväskylä, Finland and Associate Professor Susan Noffke, University of Illinois-Urbana/Champaign
- Stimulating seminar and colloquium series of 12 sessions, including convening the first session of the Hawke Research Institute's 'Weaving the Social Fabric' (Section 7.5)
- Continuing professional service – journal editing, editorial boards, national executives of professional associations, grant assessments, thesis assessments, consultancies (Section 7.7)
- National editorship of two issues of the *Journal of Educational Enquiry* and three issues of the *Australian Journal of Adult Learning*
- CREEW's participation in the development of the Hawke Research Institute for Sustainable Societies (HRISS)
- Continued development of a cooperative support group for CREEW postgraduates organised by Pam Carden
- Personal awards won by several of CREEW's members (Section 7.1)

3. CENTRE MEMBERSHIP

Centre Director

Professor Roger Harris
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Centre Associate Director

Dr Judy Peters
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Centre Administrator

Ms Miriam McLean

Key Researchers

Ms Rosemary Badenoch
Professor Roger Harris
Dr Sue Howard
Assoc Prof Bruce Johnson
Mr Steve Keirl
Dr Rosie Le Cornu

Dr Judy Peters
Professor Alan Reid
Dr Michele Simons
Dr Tom Stehlik
Dr Peter Willis

Associate Researchers

Mr David Badenoch
Mr Richard Coker
Prof Marie Brennan (also LPLC)
Ms Elaine Butler (also RCGS)
Prof Ed Carson (also SPRG)
Dr Sue Gelade
Assoc Prof Judy Gill (also RCGS)
Dr Robert Hattam (also LPLC)

Mr Bill Lucas
Ms Denise MacGregor
Dr Faye McCallum
Mr Michael O'Donoghue
Dr Diana Quinn
Dr David Snewin
Mr David Williams
Dr Yvonne Zeegers

Adjunct Researchers

Professor Robert Crotty
Dr Helen Raduntz
Dr Karen Scott-Hoy
Mr Bob Smith

Research Associate

Ms Linda Rainey

Research Assistants

Ms Pam Carden
Ms Carmel McCarthy

CREEW Research Students in 2004

PhD

Jennifer Aland (graduated 2004), Margaret Byrne, Pam Carden, Jennifer Carter, Jan Coker, Doug Conlan (graduated 2004), Jane Connell (Canada), Jeannie Daniels, Lisa Davies, Nerilee Flint, Brenton Fopp, Kirsty Hammet, Anne Hooper, Janett Jackson, Sharron King, Errol Lawson, Glenna Lear, Shin-Yu Miao (graduated 2004), Karen Plane, Nancy Pynch-Worthylake (Canada), Claire Ralfs, Anne Rodrigue (Canada) (graduated 2004), Alexander Rodgers, Dieter Sczesny, Barbara Sedorkin, Robert Steventon, Deborah Tranter, Gayathri Wijesinghe, Andrew Wojecki (graduated 2004)

EdD

Naomi Arnold, Catherine Hall, Ruth Honeybone, Suzanne Owen

MEd

Deb Mason (graduated 2004), Susann Phair (graduated 2004), Nicholas Rundle (on leave), Peter Shanahan (completed 2004), Faith Thorley, Fiona Underwood

Research Affiliates

Mr John Bone	Bone Fide Enterprises
Mr Ken Bridge	Adjunct Researcher, Adelaide University
Mr Julian Moore	Private Researcher
Dr Robert Sumner	Private Researcher
Mr Frank Wyatt	Enterprising Partnerships Pty. Ltd.

4. ACHIEVEMENTS AGAINST UNIVERSITY PERFORMANCE INDICATORS

Summary of infrastructure funding allocated to CREEW by the University as an indicator of research performance:

Year	\$
1994	12,000
1995	13,000
1996	16,000
1997	22,000
1998	20,000
1999	47,828
2000	60,911
2001	62,822
2002	76,299
2003	86,360
2004	81,531
2005	tba

4.1 Research income (University indicator P1)

National Competitive Grants	2002 (\$)	2003 (\$)	2004 (\$)
66724: Small enterprise workplace learning, NREC	6,871		
67412: Implementing innovative approaches, NREC	6,275		
67863: Impact of changes to work in VET, NREC	21,411	14,418	
67864: Indigenous post-course outcomes, NREC	8,400		
68669: VET practitioners in private enterprise, NREC	19,897		6,636
68854: What works where you are?, NREC	5,182		
68950: PD needs of staff in flexible delivery, NREC	18,920	24,080	
69251: Constructions of learners and learning, NREC		19,700	9,850
69342: Learning styles and the workplace, NREC		12,100	7,100
69349: Private providers: characteristics, NREC		15,868	7,934
69343: Student traffic two-way movement between VET and university, NREC		27,525	18,323
69812: Choosing VET: Evaluation of career development services, NVETRE			31,960
69813: Learning pathways for young people, NVETRE			26,925

80402: ATN Small Grant (Gill/Howard)			3,416
Reinvigorating middle years' pedagogy, ARC Linkage, (Director, Hattam), for Reid component (one-ninth of \$363,000 over 4 years)			10,083 (\$30,250 over next 3 years)
Total:	86,956	113,691	122,227

Category 2 – Other Public Funding	2002 (\$)	2003 (\$)	2004 (\$)
66749: School Based Reform Project, DECS			1,858
67676: Learning to Learn Project, DETE	17,024	18,000	
68130: Eval. of Police Educ. Program (PEP), SAPOL	1,242		
68206: Crime prevention curriculum project, SA A-Gs Dept.	15,001		
68402: Relationship education service activities, FACS	43,045		
68727: Crime prevention national standards, C/W A-Gs Dept.	75,226		25,000
68759: Domestic violence national standards, C/W PM&C	155,854	91,703	
68954: Changes in managers' and teachers' work in VET, NCVER	2,000	6,000	
68945: Reconceptualising public curriculum, DEST		106,031	
69220: Skills in the community sector, State Government		6,000	
69240: Capacity building of relationship educators, MEAA		3,000	5,483
69241: Making the links: education of boys project, DECS		7,000	7,905
69405: Core competencies for asthma education, AEA/NSW		4,545	
69466: Are there unrecognised outcomes from apprenticeship training? Victorian Qualifications Authority			64,610
69435: Evaluating the Australians Working Together pilot program, Regency TAFE		10,991	8,175
69525: Rethinking senior secondary education, and developing a system-wide culture of inquiry, DECS			234,000
69661: Social inclusion research project, SA Primary Principals' Association			49,999
Child protection curricula in schools, DECS			18,900
Total:	309,392	253,270	415,930

Category 3 – Industry & International	2002 (\$)	2003 (\$)	2004 (\$)
School to work, AISSA	4,280		
PNG curriculum reform implementation impact study, SAGRIC International		41,626	118,811
Total:	4,280	41,626	118,811

Total external funding:	396,348	408,587	656,968
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University funding	2002 (\$)	2003 (\$)	2004 (\$)
CREEW Infrastructure Grant (from Research Services)	76,299	86,360	81,531
Supported Researcher funds ('earned' by CREEW members)	16,000	15,000	16,500
Divisional Research Grant – Factors influencing the behaviour of students as bystanders observing peer victimisation in primary and secondary schools (Johnson and Rigby) (Total grant \$5,925)	2,962		
Divisional Research Grant - An investigation of constructivist classroom cultures in primary schools (Le Cornu, Peters)	9,761		
Divisional Strategic Initiatives Grant - Education & learning for work: an invitational seminar (Butler)	3,000		
Divisional Research Grant – Visiting Researcher Fund for 2003– Dr Thomas Deissinger (Harris)	2,950		
Divisional grant for support for development of a book - Lifelong learning and the democratic imagination: revisioning justice, freedom and community (Willis)	1,500		
Divisional grant for support for development of a book - Each parent carries the flame: Waldorf schools (Stehlik)	675		
Divisional research degree thesis write-up scholarship - The nature and forms of adventure (David Badenoch)	10,000		
Divisional Research Grant (A1): Pedagogical practices in mathematics and science that assist student transition in the middle years of schooling (Yvonne Zeegers <i>et al.</i>)		10,000	
Divisional grant (B3) for support for development of a book (Hattam)		1,500	
Total:	123,077	112,860	98,031

Publications (University indicator P2)

Audited Publications	2003	2004
A1 – Authored Research Books	4	1
B – Book Chapters	1	4
C1 – Refereed Journal Articles	11	8
E1 – Refereed Conference Papers	26	21

4.3 Research degree completions (University indicator P3)

Research Degree Completions	2003		2004	
	PhD	Masters	PhD	Masters
	1	3	5	2

4.4 Development of intellectual property (University indicator P4)

Nil

4.5 Documentary evidence of other significant contributions to research and practice in the professions (University indicator P5)

Refer to the remainder of this report

4.6 Collaborative ventures (University indicator P6)

CREEW has strong relationships with state educational sectors, Commonwealth and State Government departments, NCVET, ALA and various counterpart research centres around Australia. These are illustrated by various partnerships in new research projects won this year as well as continuing projects.

5. RESEARCH PROJECTS IN CREEW

The following projects were being undertaken during 2004. They are clustered under the four key themes of CREEW's research 'map', and indicate titles, funding bodies and project teams. Those projects in bold type were new projects won in 2004. Acronyms are explained in the Appendix to this report.

Learning/Teaching/Curriculum

Project Title	Fund Body	Project Team
DETYA Technology Project	DETYA	Steve Keirl <u>With Edith Cowan Univ. & Technology Federation of Australia</u>
Calling Australia home: children's understanding of national identity and place	ATN Research Grant	Judy Gill, Sue Howard
Schooling and the construction of allegiance	UniSA / DEASS	Judy Gill, Sue Howard
An investigation of constructivist classroom cultures in primary schools	Divisional Research Grant	Rosie Le Cornu, Judy Peters
Lifelong learning and the democratic imagination: Revisioning justice, freedom and community	Divisional grant for support for development of a book	Peter Willis
The nature and forms of adventure	Divisional Research grant – thesis completion	David Badenoch
Factors influencing the behaviour of students as bystanders observing peer victimisation in primary and secondary schools	Divisional Research Grant	Bruce Johnson & Rigby
Learning to learn	DETE	Judith Peters, Rosie Le Cornu
Making the links: education of boys project	DETE	Bruce Johnson
Constructions of learners and learning	NREC	Michele Simons, Roger Harris, <u>with E. Smith (CSU)</u>
Learning styles and the workplace	NREC	Michele Simons, Roger Harris, <u>with CIT and Qld TAFE</u>
Evaluating the Australians Working Together pilot program	Regency TAFE	Linda Rainey
Teaching as risky business: teacher education students' views on 'no touch' and other 'risk management' strategies in schools	CREEW Seed Grant	Bruce Johnson, Faye McCallum, Robyn Nayda
Design as a process: primary teacher practices that encourage students to work technologically through design	CREEW Seed Grant	Yvonne Zeegers, Denise MacGregor

Pedagogical practices in mathematics and science that assist student transition in the middle years of schooling	Divisional Research Grant	Yvonne Zeegers, Bruce White, Ian Clark
Child protection curricula in schools	DECS	Bruce Johnson
Reinvigorating middle years' pedagogy	ARC Linkage	Rob Hattam, Alan Reid <i>et al.</i>

Professional Development

Project Title	Fund Body	Project Team
Resilient teachers: resisting stress and burnout	UniSA / DEASS	Sue Howard, Bruce Johnson
Quality Teachers Project	DETE (DETYA)	Bruce Johnson, Bob Smith
Development of crime prevention competency standards (completed 2004)	Federal Attorney-General's Dept	Roger Harris, Frank Wyatt, Michele Simons, David Foreman, John Bone, Angelina Edwards, Gary Edwards
Capacity building of relationship educators	Marriage Educators' Association of Australia	Michele Simons

Workplace Change/Innovation

Project Title	Fund Body	Project Team
VET practitioners' ways of working with private enterprises	NREC	Roger Harris, Michele Simons, Julian Moore
Private providers: their characteristics and their training activities	NREC	Roger Harris, Michele Simons, Carmel McCarthy, Claire Ralfs
More than just a VET certificate: are there unrecognised outcomes from apprenticeship training?	Victorian Qualifications Authority	Michele Simons, Ken Bridge, Roger Harris

Educational Policy Analysis/Critique

Project Title	Fund Body	Project Team
An exploratory study of the geographies of choice of primary parents	ARC Small	<u>With CLPLC (Pat Thomson), Alan Reid</u>
Two-way student traffic between VET and university (completed 2004)	NREC	Roger Harris, Bob Sumner, Linda Rainey
Rethinking senior secondary education, and developing a system-wide culture of inquiry	DECS	Alan Reid

Social inclusion research project	SA Primary Principals' Association	Judy Gill
Learning pathways for young people	NVETRE	Roger Harris, Bob Sumner, Linda Rainey (with <u>Jill Albrecht, Hunter Institute</u>)
Choosing VET: an evaluation of career development services (Simons)	NVETRE	Michele Simons, Linda Rainey, Carmel McCarthy (with <u>Berwyn Clayton, Canberra Institute of Technology</u>)

Bold = new projects in 2004

Underlining = partners with CREEW researchers

6. PUBLICATIONS AND PRESENTATIONS

6.1 Authored research books (A1)

Gill, J (2004) *Beyond the great divide: Co-education or single-sex?* Sydney, UNSW Press.

6.2 Book chapters (B)

Harris, R & Simons, M (2004) 'Adult and vocational educators – their changing work and professional development', in Kell, P, Singh, M & Shore, S (eds.), *Adult education @21st century: Global futures in theory and practice*, New York: Peter Lang, pp.137-152.

Hattam, R (2004) 'Thinking stereoscopically about self and social transformation' in P Willis and P Carden (eds), *Lifelong learning and the democratic imagination: Revisioning justice, freedom and the community*, PostPressed, Queensland.

Howard, S. and Roberts, S. (2004) 'Watching Teletubbies: Television and its very young audience.' In J. Marsh (ed.), *Popular culture, media and digital literacies in early childhood*, RoutledgeFarmer, London.

Reid, A and Thomson, P (2004) 'Democracy and the official curriculum' in Willis, P and Carden, P (eds.), *Lifelong Learning and the Democratic Imagination*, Post Pressed, Flaxton, Queensland, pp.415-430.

6.3 Refereed journal articles (C1)

Harris, R, Simons, M and Carden, P (2004) 'Peripheral journeys: Probationary constables, learning and acceptance in an Australian police service', *Journal of Workplace Learning*, vol. 16, no. 4, May, pp.205-218.

Howard, S and Johnson, B (2004) 'Resilient teachers: Resisting stress and burnout', *Social Psychology of Education*, vol. 7, issue 4, pp.1-22.

Keirl, S (2004), 'Creativity, innovation and life in the lily-pond: Nurturing the design and technology family while keeping the alligators fed', *The Journal of Design and Technology Education*, vol. 9, no. 3, pp.145-160.

Le Cornu, R. & Collins, J. (2004) 'Re-emphasising the role of affect in learning and teaching', *Pastoral Care in Education*, vol. 22, no. 4, pp. 27-33.

Peters, Judy (2004) 'Teachers engaging in action research: Challenging some assumptions', *Educational Action Research*, vol. 12, no. 4, pp.535-556.

Price, K, Alde, P, Provis, C, Harris, R and Stack, S (2004) 'What hinders and what helps: Searching for solutions to mature aged unemployment and the residential aged care workforce crisis', *Australasian Journal on Ageing*, vol. 23, no. 4, pp. 177-183.

Reid, A (2004) 'Challenging the dominant grammars of an undemocratic curriculum', *Curriculum Perspectives*, vol. 24, no. 3, pp. 59-60.

Reid, A and O'Donoghue, M (2004) Revisiting enquiry-based teacher education in neo-liberal times, *Teaching and Teacher Education*, vol. 20, no. 6, pp. 559-570.

6.4 Refereed conference papers (E1)

Carden, P and Ralfs, C (2004) 'Domestic violence and communication in diversity groups', paper to 44th Annual National Conference of Adult Learning Australia, Adelaide, 18-20 November.

Daniels, J (2004) 'Stories in (con)text: Women learners and the VET experience', in Searle, J, McKavanagh and Roebuck, R, *Doing, thinking, activity, learning*, proceedings of the 12th Annual International Conference on Post-compulsory Education and Training, Gold Coast, 6-8 December, Brisbane: Australian Academic Press, pp.110-115.

Davies, L (2004) 'If we give them beer, they might come: Breaching the sub-cultural divide of organisational resistance to education about depression in the workplace', paper to ALA Annual National Conference, Adelaide, 18-20 November.

Gelade, S and Quinn, D (2004) 'Looking for Harry Potter: Professional development, resistance and the magic wand effect', in Searle, J, McKavanagh and Roebuck, R, *Doing, thinking, activity, learning*, proceedings of the 12th Annual International Conference on Post-compulsory Education and Training, Gold Coast, 6-8 December, Brisbane: Australian Academic Press, pp.180-187.

Gill J. (2004) 'The power of more than one: Comparative approaches in educational research', paper to the annual conference of the *Australian and New Zealand Comparative and International Education Society* (ANZCIES), Melbourne.

Harris, R, Rainey, L and Sumner, R (2004) 'Cross-sectoral learners: Movement between Australian tertiary education sectors', in Searle, J, McKavanagh and Roebuck, R, *Doing, thinking, activity, learning*, proceedings of the 12th Annual International Conference on Post-compulsory Education and Training, Gold Coast, 6-8 December, Brisbane: Australian Academic Press, pp.195-203.

Howard, S and Johnson, B (2004) 'Transition from primary to secondary school: Possibilities and paradoxes', paper at the AARE Conference, Melbourne, December.

Keirl, S (2004) 'Creativity and innovation: Business as usual or critical D&T education as usual?', paper to the 3rd Biennial International Conference on Technology Education Research, Gold Coast, December, 9-11 December.

Keirl, S (2004) 'Critiquing and designing as keys of technological literacy: Matters arising from the meeting', paper to the 3rd Biennial International Conference on Technology Education Research, Gold Coast, December, 9-11 December.

Le Cornu, R (2004) 'Learning circles: Providing spaces for renewal of both teachers and teacher educators', paper to the Australian Teacher Education Association (ATEA) Conference, Bathurst, 7-10 July.

Le Cornu, R. and Peters, J. (2004) 'Managing the challenges and dilemmas of "constructivism in practice"', paper to the Australian Association for Research in Education (AARE) Conference, Brisbane, December.

MacGregor, D and Zeegers, Y (2004) 'Design in action: An investigation into the teaching of design skills in primary classrooms', paper to the 3rd Biennial International Conference on Technology Education Research, 9-11 December.

Peters, J. (2004) 'Student teachers reflecting through problem-based scenarios', paper presented to the Australian Teacher Education Association Conference, University of Bathurst, 7-9 July.

Plane, K (2004) 'Wine and cheese or chalk and cheese? Discovering the 'attitudinal ecology' between VET and small business for capacity building in regional South Australia', paper at the 7th AVETRA Annual Conference, Canberra, 17-19 March.

Plane, K (2004) 'Horses for broadband courses or horse and buggy? Developing the "virtual ecology" for a networked learning community in the Adelaide Hills Region', paper to the 44th Annual National Conference of Adult Learning Australia, Adelaide, 18-20 November.

Raduntz, H (2004) 'Positioning the intellectual property issue at the centre of the education research private/public debate: A Marxian dialectical critique', paper to AARE, Melbourne, December (RAD04066).

Raduntz, H (2004) 'Educators and education researchers negotiating a way through the public good/private gain divide: A Marxian dialectical critique', paper to AARE, Melbourne, December (RAD04110).

Simons, M and Stehlik, T (2004) 'Getting connected: professional development in online learning and flexible delivery in the VET sector', paper at the 7th AVETRA Annual Conference, Canberra, 17-19 March.

Tranter, D (2004) 'Maybe I wasn't supposed to be here: Students from disadvantaged schools and the university experience', paper to the Making Connections: Transition to University Conference, QUT, September.

Willis, P (2004) 'Supporting the cultural bridge: Learning the dispositions for democratic inclusivity', paper to 44th Annual National Conference of Adult Learning Australia, Adelaide, 18-20 November.

Wojecki, A (2004) 'Overcoming dominant cultural practices in the workplace: creating "practices of cultural respect"', paper to 44th Annual National Conference of Adult Learning Australia, Adelaide, 18-20 November.

6.5 Edited scholarly books (A3)

Willis, P and Carden, P (eds.) (2004), *Lifelong learning and the democratic imagination: Revisioning justice, freedom and community*, Flaxton, Queensland, Post Pressed.

6.6 Non-refereed journal article (C2)

Reid, A (2004) 'Beyond managerialism: Inquiry-based leadership in an education system', *Professional Voice*, vol. 3, no.3.

6.7 Editor, scholarly journal (C5)

Harris, R (2004) Editor, *Australian Journal of Adult Learning*, vol. 44, no. 1, pp. 1-5.

Johnson, B (2004) Editor, *Journal of Educational Enquiry*, <http://www.literacy.unisa.edu.au/JEE/>

Reid, A (2004) Guest editor, Point and Counterpoint: 'Curriculum and Democracy', *Curriculum Perspectives*, vol. 24, no. 3, pp.59-79.

Stehlik, T (2004) Guest editor, *Australian Journal of Adult Learning*, vol. 44, no. 2, pp. 139-142.

6.8 Non-refereed conference papers (E2)

Brennan, M (2004) 'Maintaining the energy and creativity in middle schooling curriculum', theme keynote at the International Middle Schooling Conference, Adelaide, 1 July.

Geyer, P (2004) 'Type and society: Reflections on differences and how we live', paper at the Australian Association for Psychological Type 2004 Conference, Sovereign Hill, Ballarat, 17-19 September.

Geyer, P and Ball, I (2004) 'Step II: A forward step? Some evidence and reflections from the use of MBTI Form K in Australia', paper at the Australian Association for Psychological Type 2004 Conference, Sovereign Hill, Ballarat, 17-19 September.

Gill, J and Howard, S (2004) 'Up the country or down in the city? Working with curriculum and young people's imagined Australias', paper at the AARE Conference, Melbourne, December.

McCallum, F (2004) 'Pre-service teacher training in child protection', paper to the ISPCAN (International Society for the Prevention of Child Abuse and Neglect) 15th International Congress on Child Abuse & Neglect, Brisbane, 19-22 September.

O'Donoghue, M and Reid, A (2004) 'An enquiry into enquiry', paper to the Australian Teacher Education Association (ATEA) Conference, Bathurst, 7-10 July.

O'Donoghue, M and Foster, H (2004) 'Designing a tertiary course in religions of Australia', paper at the Australian Association for the Study of Religions National Conference, Sydney, 17 July.

Peters, J (2004) 'Teacher research: Examining underlying assumptions and conditions', paper presented to the British Educational Research Association Conference, Manchester, 15-18 September.

Peters, J. and Le Cornu, R. (2004), 'Leaders in transition: Living with paradoxes', paper presented to the British Educational Research Association Conference, Manchester, 15-18 September.

Reid, A, Johnson, B and Marshall, S (2004) 'Building a culture of inquiry across an education system', paper to the AARE Annual Conference, Melbourne, December.

Reid, A (2004) Invited panel member on the topic of the Future of Public Education, final panel at the AARE Conference, Melbourne, December.

Rodrigue, A (2004) 'Our mandates make us do it! Canadian teachers' unions working for the public good', paper presented as part of Symposium 65 (ROD041044), "Challenging the naysayers: Teacher unions working for the public good", AARE Conference, Melbourne, December.

Simons, M and Harris, R (2004) 'Recognising the unrecognised: what outcomes do apprenticeships really deliver?', paper to 44th Annual National Conference of Adult Learning Australia, Adelaide, 18-20 November.

Stehlik, T (2004) 'Contract research into vocational education for Indigenous adult learners in Australia – whose interest are being served?', paper at SCUTREA (Standing Conference on University Teaching and Research in Adult Education), University of Sheffield, England, 6-8 July.

Stehlik, T (2004) 'The worldwide Waldorf School movement: Educating for humanity', paper at The Second International Conference on the Humanities, Monash Centre, Prato, Italy.

Tranter, D (2004) 'No greater uphill battle: The work of teachers in disadvantaged secondary schools and their influence on student aspirations', paper at the AARE Conference, Melbourne, December.

Willis, P (2004) 'Mentorship, transformative learning and nurture: Adult education challenges in research supervision', paper at the SCUTREA (Standing Conference on University Teaching and Research in Adult Education), University of Sheffield, England, 6-8 July.

6.9 Research reports/ Occasional papers

Clayton, B, Blom, K, Bateman, A and Carden, P (2004) *What works where you are? The implementation of training packages in rural Australia*, Adelaide, NCVET.

Gelade, S and Stehlik, T (2004) *Exploring locality: The impact of context on Indigenous vocational education and training*, Adelaide, NCVET.

Gill, J. with R. Crotty (2004): *Social inclusion in South Australian primary schools*. Adelaide, University of South Australia.

Johnson, B (2004) 'Local school micropolitical agency: An antidote to new managerialism', a Hawke Institute Working Paper which challenges some of the orthodoxies of educational managerialism.

Rainey, L (2004) *Evaluation of 'Australians Working Together' pilot program at Regency Institute of TAFE*, Adelaide, CREEW and DFEEST.

Reid, A (2004) 'Towards a culture of inquiry in DECS', Occasional Paper No. 1, Department of Education and Children's Services, pp. 1-14.

6.10 Other major contributions / presentations

Gill, J: Presidential Address at the annual conference of the Australian Association for Research in Education (AARE), Auckland.

Gill, J: contributed to a two day workshop on developing Teacher Professional Standards, at Victor Harbour and sponsored by DECS – formed part of a SA response to the establishment of the National Centre for Quality Teaching and School Leadership (NIQSTL).

Harris, R: chaired a Plenary Panel session on 'Diversity: Meeting the needs of learners' at the 7th AVETRA Annual Conference, Canberra, 17 March.

Howard, S: was involved in several local radio interviews regarding children's responses to graphic images of war based on her (and her students') work in the area of children and media.

Howard, S and Johnson, B: gave a presentation and took part in the forum 'Putting the sustainability back into societies' conducted at the Hawke Institute at Magill, 17 June.

Howard, S and Johnson, B: facilitated a half-day workshop for the Glenelg Schools on Child and Adolescent Resilience, part of DECS' Drug Initiative Program, 14 May.

Keirl, S: invited address: 'Leadership, ethics and technology: Centring the spirit amongst questions, articles and trips up the garden path', Leadership in Health Conference: Leading for High Performance, Sheraton Hotel, Brisbane, 19-21 October.

Le Cornu, R: helped to facilitate the 'School of Education Practicum Retreat', held at the Adelaide Sailing Club, 27 August.

Reid, A: keynote address to the Yorke and Lower North District Leaders Conference, Clare Country Club: 'Towards a culture of inquiry', 8 February.

Reid, A: keynote address to the CEO's Leaders' Forum, Hindmarsh Professional Development Centre: 'Why inquiry?', 13 February.

Reid, A: keynote address to the East District Leaders Conference, Sferas on the Park, Modbury: 'Building a culture of inquiry', 26 February.

Reid, A: keynote address at the West District Leaders Forum conference at McLaren-on-the-Lake, 'Rethinking approaches to system-wide change', 8 March.

Reid, A: keynote address at the Outer South District Leaders' Conference at Whalers Inn Conference Centre, Encounter Bay, 'Building professional capacity in research and inquiry', 25 March.

Reid, A: invited opening keynote address at the annual conference of the South Australian Secondary Principals' Association, at the Radisson Hotel, Adelaide: 'Curriculum, leadership, capabilities and democracy: a tangled relationship', 28 March.

Reid, A: invited keynote address on 'Curriculum for the future' at the national conference of the New Zealand Secondary Teachers Association (the PPTA) at the Wellington Convention Centre, Wellington, New Zealand, 19 April.

Reid, A: keynote address: 'Innovation and educational change' to the combined conference of the Mitcham Plains Schools (Unley, Urrbrae and Mitcham Girls High Schools), at Unley High School, 14 May.

Reid, A: keynote address: 'Teacher knowledge in action' to the Eyre District Leaders' Conference, Streaky Bay, South Australia, 20 May.

Reid, A: keynote address: 'Conceptualising inquiry', to the Yorke District Leaders' Conference, Kadina, South Australia, 26 May.

Reid, A: invited keynote speaker at the combined conference of schools in the Murraylands, Murray Bridge High School, 11 June.

Reid, A: keynote address to the Barossa District Leaders' Conference: 'Towards a culture of inquiry', Nuriootpa, 30 July.

Reid, A: keynote address: 'The future of public education' at the Victorian Australian Education Union Conference, AEU House, Melbourne, 27 August.

Reid, A: invited presentation on 'Pedagogy, research and inquiry' to the Metro West District, DECS, West Adelaide Football Clubrooms, 7 September.

Reid, A: invited presentation to the national executive of the Australian Education Union on new ways to think about funding for public education, Melbourne, 16 September 16.

Reid, A: opening keynote address: 'The politics and paradoxes of public education' to the annual conference of the South Australian Primary Principals' Conference, Chateau Tanunda, Tanunda, 21 October.

Stehlik, T: presented on the topic of 'Strategic sites for developing and sustaining communities of practice' at the Hawke Research Institute seminar 'Communities of inquiry and communities of practice: building blocks for social sustainability?'

7. OTHER RESEARCH ACTIVITIES

7.1 Scholarships, prizes and other significant achievements

CREEW warmly congratulates the following members who were winners of scholarships, prizes and awards this year:

- Dr Basil Hetzel, Chair of CREEW's Advisory Committee, was named on the esteemed Australian National Trust list as one of 15 National Living Treasures, selected by a popular vote organised by The National Trust (reported in *The Advertiser*, 20 March 2004, p.50). Famed primarily for his international work on iodine deficiency, Dr Hetzel has a distinguished record of contributions to Australian life and to academic institutions including, among other positions, Chancellor of the University of South Australia from 1992-1998.
- Professor Alan Reid was the inaugural winner of the 2004 Mackillop Medal. This is a medal presented every two years by the Australian College of Educators to recognise the work of a 'distinguished South Australian educator'. The medal was presented at an awards ceremony on Thursday evening 24 June.
- Seven members graduated during 2004:
PhD: Jennifer Aland, Doug Conlan, Shin-Yu Miao, Anne Rodrigue and Andrew Wojecki
MED: Deb Mason and Susann Phair
- Faith Thorley (MED candidate) won the Sir Charles Bright Scholarship.
- Two CREEW Seed Grants were awarded in 2004. The guiding principle in the use of this funding is to support CREEW's research outcomes, with the goal of recipients then being able to apply for Divisional funds and other external funding.
 - Peter Willis – to support interviewing interstate in preparation for his "Mythopoesis in education" book
 - Tom Stehlik – to support early work on a book that he and Pam Carden are editing, "Beyond communities of practice"
- Two CREEW prizes (as in the Strategic Plan) for best honours theses were presented for the first time in 2004. The aim of these prizes is to encourage and reward excellence in research. The recipients, who were presented with their prizes personally at the CREEW Colloquium on 12 November (with photos taken), were:
 - Molly Rowan – Bachelor in Adult and Vocational Education (Honours)
 - Lucinda Smith – Bachelor of Education (Junior Primary and Primary) with Honours
- Alan Reid was seconded to the State Department of Education and Children's Services for 2004 by invitation from the Minister of Education and the Chief Executive of DECS to participate in a review of SACE, to lead the development of a system wide culture of inquiry and to lead the development of a teaching and learning strategy for DECS.
- Bruce Johnson heads a team that was awarded a Teaching & Learning Grant of \$21,000 for a project entitled 'Improving the evidence base of doctoral research teaching, supervision and management: an integrated research and professional development strategy'. The project builds on existing research undertaken in the University by Dr Di Bills as seen in her 2003 report on characteristics associated with research degree student satisfaction, completion and attrition.

- Roger Harris is Director of a national research consortium on "Building RTOs for the Future" which was announced in December 2004. It is in response to a call for such consortia, funded by the Australian National Training Authority (and from mid-2005, DEST) and managed by the National Centre for Vocational Education Research. Funding is for \$600,000 over two years. The consortium comprises 16 researchers, located strategically across Australia, and includes Michele Simons (CREEW) and Chris Provis (Business and Enterprise). The proposal listed CREEW as the lead Centre.
- Bill Lucas, Rosie Le Cornu and Denise MacGregor were part of a seven-member South African project team awarded a Chancellor's Award for Community Service for their Distance Education Project for the In-Service Education of Teachers. Community partners were the University of Fort Hare, Open University (UK), Eastern Cape Department of Education, NGOs and teacher organisations operating in the province.
- Karen Plane won 'Best Paper', from among those who nominated, at the 7th AVETRA National Conference in Canberra in March. Her paper was entitled 'Wine and cheese or chalk and cheese? Discovering the 'attitudinal ecology' between VET and small business for capacity building in regional South Australia'.
- Tom Stehlik accepted a Research Fellowship for part of 2004 with the Hawke Research Institute for Sustainable Societies, and for this period was located at Murray House, Magill Campus.
- Helen Raduntz was appointed Adjunct Research Fellow for a three year term on an honorary basis, attached to CREEW and the School of Education.
- Rosie Le Cornu was announced in December 2004 as a Teaching and Learning Grant winner in the Division of Education, Arts and Social Sciences. The title of her submission was "Practicum Scholarship in Education".

7.2 University Supported Researchers

Each year the University appoints Supported Researchers based on their performance during 2002/2003. These funds are to be used to provide assistance to research activities. Such assistance may include buying back time from teaching and contributions towards attendance at conferences. Supported researchers are determined on a points based system as follows: (each \$5,000 of Australian Competitive Grant income = 1 point; each \$10,000 of any other external research funding income = 1 point; publication categories and weightings are as set out in Appendix 4 to the 2003/2004 Research and Research Education Management Plan; supervisor of a research degree completion = 1 point). The cut-off score for this round was 2.50, and this year there were 267 supported researchers (up from 256 last year) in the University.

CREEW had 11 University Supported Researchers announced during 2004 (including one associate member). The efforts of all of these individuals contributed greatly to the achievements of the Centre, mentoring others through cooperation, informal sharing of research methodologies and skills, joint projects and publishing. The successful members were:

Ms Rosemary Badenoch
 Professor Robert Crotty
 Assoc Prof Judy Gill
 Professor Roger Harris
 Assoc Prof Bruce Johnson
 Mr Steve Keirl

Dr Rosie Le Cornu
 Professor Alan Reid
 Dr Michele Simons
 Dr Peter Willis
 Dr Tom Stehlik

7.3 Contribution to Divisional research education/coordination

A number of CREEW members provided active support for the University's and Division's higher degree program, particularly Ed Carson - University Dean of Graduate Studies, Bruce Johnson – Divisional Dean of Research Degrees, Sue Howard - School Coordinator of Research Degrees and Michele Simons, School Publications Officer. Other members contributed as facilitators within the Structured Program and as supervisors.

The following 18 CREEW members (including four associate members) were listed on the University Research Register of Supervisors:

Prof Marie Brennan	Dr Rosie Le Cornu
Prof Ed Carson	Dr Faye McCallum
Prof Robert Crotty	Mr Michael O'Donoghue
Dr Sue Gelade	Prof Alan Reid
Assoc Prof Judy Gill	Dr Michele Simons
Prof Roger Harris	Mr Bob Smith
Dr Robert Hattam	Dr David Snewin
Dr Sue Howard	Dr Tom Stehlik
Assoc Prof Bruce Johnson	Dr Peter Willis

7.4 Higher degree research students, thesis topics and supervisors

CREEW staff supervised the following higher degree research students during 2004. The table presents their thesis topic, type of higher degree, and CREEW supervisor(s).

Type of HD	Name	Supervisor	Thesis topic
PhD	Aland, Jennifer <i>(graduated 2004)</i>	Boughton, Speck	The use of computer technology in the artistic practice of Australian artists and senior secondary visual arts students
PhD	Byrne, Margaret	Willis, Smith	Teaching care of the spirit in palliative care education
PhD	Carden, Pam	Willis, Gill	What is dead? Funeral workers and the social construction of the dead body
PhD	Jennifer Carter	Butler	The constitution of the teacher as ethical subject: adult literacy reform policy and practice
PhD	Coker, Jan	Willis	By whose design? Industrial design education in the University
PhD	Conlan, Doug <i>(graduated 2004)</i>	Willis	The spirituality of paid and unpaid occupations – an heuristic phenomenological exploration
PhD	Connell, Jane	Harris	Addressing adult learner barriers in a university context: an holistic approach
PhD	Daniels, Jeannie	Butler	Work (paid and unpaid), women as knowers, and VET

PhD	Davies, Lisa	Stehlik	Entering the maelstrom: working with employees with depression
PhD	Flint, Nerilee	Johnson, Smith	Tertiary students' perceptions of fairness of educational assessment
PhD	Fopp, Brenton	Howard	An investigation of the impact of education upon children adopted in South Australia between 1940 and 1970
PhD	Geyer, Peter	Harris, Willis	Differing personalities: constructions of personality and levels of understanding of the MBTI by trained professionals
PhD	Hammet, Kirsty	Willis	Resistance, contingency and HIV/AIDS education - a description of HIV positive people's experience in providing community education
PhD	Hooper, Anne	Willis	The knowing of the heart
PhD	Jackson, Janett	Willis	Transformative learning through performance drama
PhD	King, Sharron	Howard	A collaborative research study investigating and supporting the development and implementation of a PBL curriculum for the School of Medical Radiations
PhD	Lawson, Errol	Willis (Assoc Supervisor)	Systems learning
PhD	Miao, Shin-Yu (<i>graduated 2004</i>)	Harris, Willis	An inquiry into the nature of learning that occurs during English language study tours
PhD	Plane, Karen	Harris	The challenges to small business/Vocational Education and Training partnerships in learning and promulgating a lifelong learning community in the Adelaide Hills region
PhD	Pynch-Worthylake, Nancy	Johnson	The impact of professional and staff development on teaching practices and on student attainment of learning outcomes
PhD	Ralfs, Claire	Willis, Harris	The role of training in organisational change
PhD	Rodgers, Alexander	Crotty, O'Donoghue	Mithras and Jesus - a comparative study of Mithraism and Christianity and the syncretism arising from their parallel growth in the Western Empire of the late first and second century

PhD	Rodrigue, Anne <i>(graduated in 2004)</i>	Reid	The conceptualisation, production and use of the rhizome of professionalism by Canadian teacher unions: snapshots of the present, roadmaps for the future
PhD	Sczesny, Dieter	Willis, Harris	The experiences and meanings of informal learning exchange between architect and client
PhD	Sedorkin, Barbara	Reid, O'Donoghue	The Parks High School – The demise of an ideal 1973-1996
PhD	Steventon, Robert	Johnson	Developing reflectivity in primary school teachers
PhD	Tranter, Deborah	Gill, Reid	Why University? A qualitative study of the perceptions of students from disadvantaged schools about University
PhD	Wijensinghe, Gee	Willis (Assoc Supervisor)	Tourism and hospitality reception practice
PhD	Wojecki, Andrew <i>(graduated 2004)</i>	Willis	Stories from the Centre, Voices in the margins: Teachers' lives in Central Australia

EdD	Arnold, Naomi	Johnson	An investigation of resilient school leaders
EdD	Hall, Catherine	Harris, Simons	Law curriculum in nursing
EdD	Honeybone, Ruth	Howard, Stehlik	A study of the home schooling movement in South Australia
EdD	Owen, Suzanne	McCallum	A study of performance management as a form of professional development

MEd	Mason, Deb <i>(graduated 2004)</i>	Harris	The Australian learning factory: lean or mean?
MEd	Phair, Susann <i>(graduated 2004)</i>	Harris, Willis	The learning of workteams: A study of individual members' learning and workteam learning
MEd	Rundle, Nicholas (on leave)	Willis	Mentoring grief: a phenomenological examination of the design, presentation and significance of a grief ritual and its implications for the minister as ritual practitioner
MEd	Shanahan, Peter <i>(completed 2004)</i>	Harris, Simons	Police culture and the learning organisation
MEd	Thorley, Faith	Willis	Triumph over disability through creative art experiences
MEd	Underwood, Fiona	Howard, Snewin	Learning from experiences of workplace violence

7.5 CREEW seminar and colloquium program

An active seminar and colloquium program for staff and postgraduates was held throughout 2004, and advertised in both the Hawke Institute *Calendar of Events* and the *UniSA News*. Sessions occurred on Fridays between 2.30pm and 4.00pm.

CREEW Seminar and Colloquium Program			
Date	Event	Presenter	Topic
12 March	Seminar	Doug Conlan	Heuristics in qualitative research
26 March	Colloquium 1	Roger Harris	Practice-based research: questions and challenges (and CREEW research)
30 April	Seminar	Professor Anja Heikkinen (Visiting Researcher, Finland)	Social inclusion and social research: the relation of researchers to the practice of inclusive activities
21 May	Colloquium 2	Peter Willis, Pam Carden, Andrew Wojecki	The adult education dimensions of research supervision: cooperative and reciprocal postgraduate learning in CREEW
28 May	Seminar	Associate Professor Susan Noffke (Visiting Researcher, USA)	Theory matters: populism, privilege and community in action research
11 June	Seminar	Rob Steventon Susan Owen	Early experiences of conversational analysis Situativity theory and teacher professional development
30 July	Colloquium 3	Annie Campbell, with contributions from Sue Howard, Bruce Johnson and Judy Gill	Research project management
5 August	Seminar in the HRISS series, “Weaving the Social Fabric”	Mike Newman (Visiting Speaker, UTS, Sydney)	Teaching for sustainable, vigorous and defiant societies
3 September	Seminar	Helen Raduntz	Intellectual property issues in educational research: a Marxian dialectical critique
17 September	Seminar	Peter Willis	Mentorship, transformation and compassion: adult education approaches to supervision
15 October	Seminar/forum	Tom Stehlik	Beyond communities of practice
22 October	Seminar	Rosie Le Cornu and Judy Peters	Leaders in transition: living with paradoxes

7.6 Participation in the Division's Postgraduate Research Forum

The Division's annual Postgraduate Research Forum was held in August. Presenters included the following CREEW members:

- Lisa Davies, 'Out of the laboratory and into the habitus'
- Barbara Sedorkin, 'A Marxist critique of a working class school from 1973 to 1996'
- Deb Tranter, 'Why university? A case of socio-cultural reproduction in disadvantaged secondary schools'
- Andrew Wojecki, 'Graduate research as textural pilgrimage: notes from a writing pilgrim'.

7.7 Professional service

CREEW members contributed to research in many other ways besides grants, publications and supervising higher degree candidates. Some of these activities (with indicative examples) are listed below:

Editing of professional journals:

- *Australian Journal of Adult Learning* continues to be edited from CREEW, with Roger Harris as editor, and Peter Willis, Michele Simons and Tom Stehlik as sub-editors for book reviews, journal scans and research reports respectively; Tom was Guest Editor for the July issue. Details on the journal may be found at: <http://www.ala.asn.au/pubs/AJAL>
- *Journal of Educational Enquiry* is continuing to be very successful as an online journal and attracts national and international interest. This publication is edited from within the University, and members of CREEW who are on the editorial board include: Bruce Johnson, editor-in-chief, with Judy Gill, Sue Howard, Alan Reid, Bob Smith, David Snewin and Dave Williams. The *Journal of Educational Enquiry* is available on the web at: <http://www.education.unisa.edu.au/JEE>
- *The Australian Educational Researcher*, a publication of the Australian Association for Educational Research, continues to be edited by a team at the University of South Australia. CREEW members Rosie Le Cornu and Alan Reid are on this team.

Members serve on journal editorial boards, as national research grant assessors, and examine higher degree theses for other universities.

Members serve on research committees and other relevant committees and boards, both:

- within the University, e.g. Bruce Johnson (as Dean), Sue Howard (DRDC), Michele Simons (Divisional HREC, alternate on University HREC), Roger Harris (DRMC), Dieter Sczesny (DRDC)
- and outside the University, e.g. Michele Simons is on the Roundtable of Australian Institute of Family Studies); Alan Reid is a member of the Senior Secondary Assessment Board of South Australia (SSABSA), a member of the Reference Group for the National Review into Teaching and Teacher Education, a member of the Education Advisory Committee of the RMIT Education Faculty, Melbourne and participated as the invited external member of the Review Committee of the Faculty of Education, Queensland University of Technology

Numerous requests for CREEW key researchers to speak at various state and national forums and conferences, some of which are listed in Section 6 above.

Service on national executives of professional associations:

- National executive member of the Australian Curriculum Studies Association (ACSA) – Alan Reid
- National executive member of the Board of the Australian Council of Deans of Education (ACDE) – Alan Reid
- National executive member of the Australian Association for Research in Education (AARE) – Alan Reid
- National executive member of the Australian VET Research Association (AVETRA) – Roger Harris
- National executive member of the Australian Association for Research in Education (AARE) and Australian Women’s Studies Association (AWSA) – Judy Gill

Members of professional associations:

- Adult Learning Australia – Roger Harris, Peter Willis, Tom Stehlik (Roger and Peter served as joint Chairs for the 44th National Conference at the Stamford Grand Hotel, Glenelg in November 2004)
- Australian Association for Research in Education - Bruce Johnson, Robert Crotty, Judy Peters, Faye McCallum, Sue Howard, Alan Reid
- Australian Curriculum Studies Association – Judy Peters and Alan Reid
- Australian College of Education – Alan Reid, David Williams, Faye McCallum, Roger Harris, David Snewin
- Australian Council for Health, Physical Education and Recreation – Rosemary Badenoch
- Australian Council for Children’s Films and Television – Sue Howard
- Australian Health Promoting Schools Association – Rosemary Badenoch
- Australian Teacher Education Association – Judy Peters, David Williams, Faye McCallum
- Australian Teachers of Media Association – Sue Howard
- Australian VET Research Association – Roger Harris, Michele Simons
- American Association for Research in Education – Judy Gill
- British Educational Research Association – Judy Gill
- Centre for Intercultural Studies and Multicultural Education – Robert Crotty
- International School Improvement and Effectiveness Centre - David Williams
- Middle Schools Association - David Williams
- Practical Experiences in Professional Education, Inc. – Judy Peters

7.8 Hawke Research Institute for Sustainable Societies

CREEW contributes to the developing activities of the Hawke Research Institute (Ed Carson, Roger Harris, Judy Gill and Alan Reid were named in the original application for institute status as Key Researchers; while Marie Brennan, Rob Hattam, Sue Howard, Bruce Johnson, Michele Simons and Peter Willis are named as additional Key Researchers (High Performance Researchers) in the Institute Report for 2004 to Research Services. Other CREEW members are listed as Members). A two-day research retreat was held in November at McLaren’s on the Lake, McLaren Vale – Marie Brennan, Elaine Butler, Sue Gelade, Roger Harris, Michele Simons, Tom Stehlik and Peter Willis were among those who participated.

8. OTHER CENTRE ACTIVITIES

8.1 Infrastructural achievements

- CREEW members based at Underdale moved to Mawson Lakes (Building G) in November of this year!
- We continued our very informative *CREEW's News* publication (on the web).
- We updated the CREEW website to conform with the new corporate environment.
- This year has seen the continued unfolding of elements of CREEW's Strategic Plan, previously drafted by the Centre's Management Group. An initiative this year was the awarding of two CREEW prizes for the Best Honours Theses.

8.2 CREEW members' international activities

Apart from papers presented at overseas conferences (listed in Section 6):

- Yvonne Zeegers is working overseas in Mindanao for 18 months and hopes to develop opportunities for research partnerships while there in pre-service education and/or the practicum.
- Roger Harris spent six weeks in Germany teaching a concentrated semester course on 'VET in Germany and Australia: A comparative analysis' to students at the University of Konstanz, continuing the research links with that University.

8.3 Visiting researchers

International visiting researchers to CREEW (and who presented seminars) included:

- Professor Anja Heikkinen, Vice Dean, Faculty of Education, University of Jyvaskyla, Finland.
- Associate Professor Susan Noffke, University of Illinois-Urbana/Champaign.

8.4 CREEW-hosted events

- **Book launch** – the book, *Lifelong learning and the democratic imagination: Revisioning justice, freedom and community*, edited by Peter Willis and Pam Carden, was launched by the Vice-Chancellor, Professor Denise Bradley, on 5 August in the Atrium at City West Campus. It was held in conjunction with the "Weaving the Social Fabric" lecture by Mike Newman, and a large crowd of about 85 people attended.
- **OctoberVET 2004** – CREEW hosted a morning on VET research entitled, "VET practitioners: what now? where to?" as this State's contribution to the OctoberVET series of mini-conferences around Australia under the auspices of the Australian VET Research Association (AVETRA). Roger Harris was one of the four speakers, on the topic, "How is the work of VET practitioners changing?".

8.5 Centre Management Committee

The CREEW Management Committee (CMC) was re-elected for a term of two years (2004-2005). Members included: Judy Peters (Chair), Roger Harris, Bruce Johnson, Michele Simons, Peter Willis, Miriam McLean (Centre Administrator) and Pam Carden (postgraduate representative). Tom Stehlik and Linda Rainey also attended several of the meetings through 2004. Topics for discussion primarily related to the future of CREEW, HRISS developments, implementation of CREEW's Strategic Plan, budget matters, products' marketing and membership.

8.6 CREEW Planning Workshop

The annual CREEW Planning Workshop was held on Friday 13 February 2004 at Next Generation, War Memorial Drive, North Adelaide, and was attended by 30 members. The theme for the workshop celebrating the tenth year anniversary of the Centre was 'When you're ten, you can shape the future' (rehashed from the University's theme in 2001). Roger Harris (Director) noted Centre highlights in 2003 and raised some challenges ahead in 2004. He likened the journey of CREEW to Odysseus' ten year journey back home to Ithaca after the Trojan war! Our guest presenters, Professor Alison Mackinnon and Professor Marie Brennan, gave very interesting observations on our contextual bodies – respectively, the developing Hawke Research Institute for Sustainable Societies and the School of Education within the Division of Education, Arts and Social Sciences. Judy Peters (Associate Director) led activities relating to the CREEW Strategic Plan, and the remainder of the afternoon was spent in planning for the coming year.

8.7 Centre Advisory Committee

External members:

Chair: Dr Basil Hetzel, Chair, International Council for Control of Iodine Deficiency Disorders, Women's & Children's Hospital, North Adelaide (former Chancellor of this University)

Dr Kaye Bowman, General Manager, Research and Evaluation Division, National Centre for Vocational Education and Research

Mr Marcus d'Assumpcao, Manager Training, Construction Industry Training Board

Ms Sandra Lloyd, DECS (Chair, Research Council)

Dr Denis Binnion, CEO, Workers' Educational Association of SA

University members:

Professor Ian Davey, Pro Vice Chancellor (Research & International); Alternate: Dr Mark Hochman

Professor Alison Mackinnon, Director, Hawke Institute; Alternate: Prof Rhonda Sharpe

CREEW members:

Professor Roger Harris, Director

Dr Judy Peters, Associate Director

Ms Miriam McLean, Centre Administrator

Appendix

Explanation of acronyms

AARE:	Australian Association for Research in Education
ACE:	Adult and Community Education
ACSA:	Australian Curriculum Studies Association
AEA/NSW	Asthma Educators' Association of NSW
ALA:	Adult Learning Australia
ARC:	Australian Research Council
ATN:	Australian Technology Network
AVETRA:	Australian Vocational Education and Training Research Association
AVTEC:	Adult and Vocational Teacher Educators' Colloquium
CITB:	Construction Industry Training Board
DEASS:	Division of Education, Arts and Social Sciences
DETE:	Department of Education, Training & Employment
FACS:	Family and Community Services
HREC:	Human Research Ethics Committee
MEAA	Marriage Educator's Association of Australia
NCVER:	National Centre for Vocational Education Research
NREC:	National Research and Evaluation Committee
SPIRT:	Strategic Partnerships with Industry - Research & Training (SPIRT) Scheme
TAFE:	Technical and Further Education
VET:	Vocational Education & Training