



Massey University

COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

POSTGRADUATE RESEARCH SYMPOSIUM

Wicked Problems in Education

26-27 SEPTEMBER 2008

**Massey University College of Education
Palmerston North**

Symposium Workshop and Presenter Abstracts

Friday 26 September 2008

8.30am REGISTRATION – Senior Common Room, Tower Block

9.00am WELCOME and KEYNOTE ADDRESS – Awanui A1.21

Wicked Problems in Education: Why educational research matters.

Associate Professor Jennifer Garvey Berger

The typical research paradigm is helpful for tame problems—those defined and stable questions that can be analysed and known. Educational research, however, is filled with wicked problems—those that are too complex, multilayered, and contextually bound for final answers. What are the implications of this for our work as educational researchers? How can we work together to better understand the wicked problems which surround us?



Jennifer Garvey Berger teaches, researches and consults in the areas of professional development, adult learning and development, and transformational learning. A former intermediate and secondary English teacher, Jennifer is a senior researcher at NZCER and on sabbatical from her position as associate professor at George Mason University in the United States.

She has published articles and book chapters on adult learning and development, and is a co-editor of *Acts of Inquiry in Qualitative Research* (Harvard Education Publishing Group, 2000). She explores issues of teachers' work and the support they need to keep them thriving and learning throughout their careers.

FRIDAY

WORKSHOPS - 10.35am to 11.25 am

Questionnaire design and analysis: Some useful tools <i>Philippa Butler</i>	A 1.21
<p>Survey Monkey is one of the many online tools available for designing questionnaires and collecting survey responses electronically. Part one of this session will give an overview of the tool, and the kinds of data that it can generate. Part two takes a look at SPSS, a powerful statistical package that can help you to aggregate and analyse your quantitative data.</p>	
Feminist Methodology <i>Caitlin Pause</i>	A 4.10
<p>This workshop will explore feminist influences on research methodology. Feminist research is different from patriarchal scholarship in many ways. Feminist research is research that is conducted by women, on women, for women. Feminist research is action-oriented and reflective of women's experience. This workshop will examine how feminist research differs from patriarchal scholarship, and how feminist philosophy influences the scientific research method.</p>	
An introduction of grounded theory <i>Seth Brown</i>	A 4.11
<p>Grounded theory (GT) is a widely recognised methodology in the area of qualitative research that was developed in the 1960s by Barney Glaser and Anselm Strauss. It is an inductive form of research that works from the bottom up, allowing researchers to induce a workable theory from the data. The purpose of this workshop is to allow researchers to come together to aid each other in the pursuit of a better understanding of GT. Topics that will be discussed are the history of GT; the different approaches to GT; the what's, when's, why's and how's of GT; the different levels of coding; theoretical sampling, saturation, and sorting; and draft writing. Although, the workshop will give an introduction to GT, the emphasis will be on coming to a deeper level of understanding of the methodological processes and design of GT. Hopefully, the workshop will benefit qualitative researchers in education and beyond.</p>	
Inclusive educational research: Topics, issues, opportunities and ethical considerations <i>Jill Bevan-Brown and team</i>	A 4.14
<p>In this presentation members of the inclusive educational research cluster will provide ideas for research topics linked to the clusters' long term research plan and individual members' areas of expertise. This will be of particular interest to students who have not yet decided on a research topic but are considering something relating to disability, gifted and talented, behavioural challenges, students with diverse linguistic and cultural backgrounds, Maori children with special needs, Pacific Island students, children's rights and victimisation, violence and bullying. Requirements for getting ethical approval when researching in these areas will be discussed as will inclusive issues all researchers need to consider regardless of their research topic. There will be an opportunity for students who have already decided on a topic to discuss whether (a) it fits within the Inclusive Education Research Cluster and (b) there are any "inclusive" issues they need to be aware of.</p>	

FRIDAY

STUDENT PRESENTATIONS – 11.30 am to 12.30 pm

Glenda Anthony

A 1.21

Researching Ones Own Clinical Practice: Music Therapy in Special Education

- Daphne Rickson

Action Research is now viewed as a reputable approach which is increasingly adopted by educators who wish to improve their teaching and/or to examine other classroom or managerial issues in school settings. The presenter used an action research approach to develop a music therapy consultation protocol for students who have special education needs, which contributed to a thesis which will be presented for examination for a PhD in Music. This paper considers some of the issues that arose in managing multiple roles including that of music therapy clinician and researcher.

Educational support for immigrant students

- Sharna Thomson

This study investigates the personal characteristics of two students which either help or impede adaptation to education in a foreign land. Specifically the students chosen are from Samoa and the foreign land for them is New Zealand. Interviews with two students, their mothers, their New Zealand teachers and review of their reports in New Zealand and in Samoa are compared. For further interest, one of the students is a well-achieving mainstream student while the other is from a facilitated learning environment. The study suggests that difficulties encountered by students are decreased or increased by characteristics not only of the individuals but their families. Characteristics highlighted suggest some ways that New Zealand educationalists can support immigrant students.

Training teachers for cross cultural settings

- Sue Dow

I work cross culturally in NZ and in Africa. I used to think that the key to successful cross cultural teaching lay in developing relationships with students and parents but my study of home/school partnerships has convinced me that we will not add value to students learning if we do not more explicitly look at the curriculum and pedagogy that is appropriate for them in their culture. In NZ this is particularly pertinent because most Maori and Polynesian students are taught by Europeans, like me. In Africa while most Africans are taught by Africans, the curriculum and pedagogy are most certainly non African. They are very old school colonial, quite unrelated to real modern Africa.

My main question is: How can teachers in cross cultural settings best be trained to design curriculum that relates to their students' world and employ pedagogy that engages their students in worthwhile learning?

Nick Zepke

A 4.10

How do I get there from here? From diversity to motivation in e-learning

- Maggie Hartnett

In this presentation Maggie will share some of her experiences during the first year of full time doctoral studies. The emphasis will be on the process of narrowing down the initial broad topic of interest, in this case diversity in online learning environments, to a feasible research proposal that focuses on exploring motivation to learn within online learning contexts and some of the decisions that were necessary along the way. This is an opportunity for doctoral students in the early stages of their research or students considering future doctoral studies to find out about the potential challenges of refining your research focus during that first, important year.

Beginning Teachers Preparedness to teach Maori Children

- Peti Kenrick

Diversity and disparities within New Zealand society raises the question as to whether beginning teachers have been prepared successfully to cater for the environment into which they are entering. This is a valid concern given New Zealand's historically poor account of how well Maori have been served by the education system and its teachers. My EdDoc thesis focuses on beginning teachers' perceptions of their preparation to teach Maori children. Teachers engage in practices that determine student outcomes. To some extent these practices are influenced by what they have learned and gained from their teacher education. Teacher ability to provide and engage Maori children into purposeful and successful learning opportunities is an indication of how successful their own preparation was. By researching first and second year beginning teachers' experiences I hope to ascertain beginning teachers' perceptions of their preparedness to teach Maori children and what it is they do and know about preparedness and their perceptions of how prepared they are, or see themselves becoming, to teach Maori children.

I don't need to trial my survey: Yeah Right! - Adele Scott

Given the addition of the new learning area 'Learning Languages' in the 2007 New Zealand Curriculum for schools, I have chosen the following research topic for my PhD: **Professional development for teachers of languages: Teacher self-efficacy and the impact on the implementation of the new learning area in New Zealand**. Before undertaking an investigation into the types and effectiveness of professional development that are available for languages teachers however, it was important to establish who the teachers of languages in New Zealand are. To this end I conducted a "National Online Language Teachers' Survey" for teachers of any language (other than ESOL) at years 1-13. The feedback I received from trialling the survey with 19-20 people was invaluable and informed the final version of this survey going on line.

Moving to High School. What Counts? - Pamela Higgins

Transition to secondary school can be difficult for children who experience challenges at primary school. There is little research about the success of strategies that schools and teachers have in place. There is a need to understand the school practices and home-school connections that may enhance the transition to high school for students with social, cultural, learning or behavioural support needs. The proposed research will look at the students' transition and aims to identify factors perceived by children, parents/caregivers and teachers to facilitate successful transitions. The research will be structured around "pyramids" of schools each comprising a secondary school and contributing full primary or intermediate schools.

Crafting research in the material world - Jo Dean

This presentation will illustrate some research design methods and dilemmas I experienced in framing a research question: "How do children use textiles within their kindergarten environment"? To answer this question, research has been carried out in one kindergarten and focused on 4-year-old children. The main data techniques have been observations, unstructured interviews with the children, teachers and parents, and the use of photos. Textiles can play an important part in children's overall learning. Positive opportunities to explore textiles can enhance children's textural awareness, sensory development such as visual and touch, and stimulate creativity and exploration. There is current interest from teachers in learning about how children negotiate the kindergarten setting, through space, interaction with others, and social rules while using textiles.

WORKSHOPS – 1.20 pm to 2.10 pm**Working inside classrooms: A researcher's experience****A 1.21***Alison Sewell*

This workshop focuses on the nature of a collaborative action research project situated in four primary classrooms. The dialogic and democratic methods developed with teachers are explored, and issues that arose in relation to working inside classrooms are discussed.

Crafting the literature review**A 4.10***Dorothy Hayes*

What to include in and how to write a literature review? These and other wicked issues around crafting a literature review will be considered in this presentation.

The wickedest problem of all in educational research:**A 4.09****The problem of truth***John Clark*

Is educational research like a novel – just a work of fiction, or does it set out to describe and explain how and why things are? If the latter, then we can ask, is what is reported true (or false)? Now, two questions arise: What is truth, or more precisely, what is it for a sentence (or a set of sentences) to be true? And, when gathering empirical evidence to determine whether our claims about the world are true (or false), what obstacles stand in the way of our concluding that a research report is a true account of what was investigated

Structuring your thesis**A 4.14***Linda Leach and Nick Zepke*

There are conventions about how a thesis should be structured but there is also some flexibility, some opportunity to personalise our thesis. In this interactive session we will explore possible structures for theses and provide a forum to answer questions and discuss issues around structuring a thesis.

FRIDAY

STUDENT PRESENTATIONS – 2.15 pm to 3.15 pm

Jeannie Wright **A 1.21**

Design research as a methodology which supports both creating and capturing change in classroom communities - *Bobbie Hunter*

The use of collaborative discourse within learning communities is promoted in our current curriculum documents and research literature; however, many teachers are novices themselves in such learning environments. Problematic for a researcher who wants to examine how students engage in the discourse of inquiry and use a range of mathematical practices is a need for them to work simultaneously with teachers to establish this. This presentation will provide a description of how design research methodology provided a flexible framework which supported the researcher to scaffold teachers to scaffold their students' engagement in increasingly proficient forms of mathematical inquiry and argumentation. Descriptions will be given of how the researcher was able to capture teacher and student change as they experienced shifts in classroom discourse and practices.

NCEA: Student perceptions of factors that influence motivation and achievement - *Jan Chapman*

The focus of this proposed PhD study is an examination of Year 12 students' perceptions of factors that influence their motivation and achievement in NCEA English. Success in Year 12 NCEA English is critical for students, as they need to gain a specific number of literacy credits in at this level in order to enter many tertiary institutions or a number of careers. In the proposed study the intention is to examine a number of key factors including; student's self efficacy, intrinsic and extrinsic motivation, goals, interest in English, and students' attributions for success and failure. It is anticipated that information gained from an analysis of students' perceptions will enable teachers to gain a greater understanding of how to support learners more effectively to achieve their best in English in particular, and NCEA in general.

"I'm told the 'P' stands for persistence..." - *Jenny Horsley*

This presentation will describe the journey of one emergent researcher as she works towards completing her PhD. This project has provided a plethora of challenges. In this forum, responses to these challenges are shared, and some of the findings of the research that relate to those factors that New Zealand's Scholarship students attribute to their success, will also be discussed.

John Clark **A 4.14**

Why educating children to be critical thinkers is essential teachers' work: the place of Philosophy for Children in pre-service teacher education - *Jenny Gray*

Using the New Zealand Curriculum, English-medium, released in 2007 (Ministry of Education) as a starting point, this project focuses on the Key Competency: Thinking with particular emphasis on critical thinking. It is a philosophical inquiry which deals with related ideas and concepts. As the meaning of critical thinking has not been made explicit in the new curriculum statement this project defines what it can be, in the cultivation of open-minded and reasonable thinking. From the 1980s to the present, the stages that led to its inclusion are tracked and discussed, establishing the context from which it has emerged. It argues that education for critical thinking through the inclusion of the Philosophy for Children model in teaching and learning programmes is the most ethical and educationally sound way, and that pre-service teacher education has a vital role in enabling teachers to educate for it.

Barriers to School Inclusion for Disabled Learners - *Alison Kearney*

Research evidence suggests that disabled students experience forms of exclusion from and within schools, however, little is known of the nature of this phenomenon. This paper reports on a study that investigated the nature of school exclusion in relation to disabled students. It discusses the factors that exclude disabled students from and within schools and makes recommendations to reduce and eliminate these factors.

Developing Attributes of the 21st Century Learner - *Lindsay Brears*

A major premise of teacher education in the 21st century is to prepare students to engage in effective teaching and learning strategies. Learning that assists in developing integrative and metacognitive capabilities, is considered essential in order to function as an effective member of society in an ever increasing complex social and technological world. This presentation addresses the complex relationship that exists between Problem-Based Learning, metacognition, and the necessary change from a structured didactic style of engagement to that welcomes and accepts risk taking and innovation as an accepted aspect of the 21st century classroom. A model that examines these relationships is proposed.

FRIDAY

WORKSHOPS – 3.40 pm to 4.30 pm

Engagement with Maori in your research <i>Huia Tomlins-Jahnke</i>	A 1.21
<p>The Massey University Code of Ethical Conduct requires that researchers consider the Treaty of their research protocol where Maori are involved as participants, or where the project is relevant to Maori. The assumption of many educators is that all education research undertaken in Aotearoa/New Zealand is relevant to Maori, yet few protocols take this into account if Maori are not seen as the focus of the research. This presentation is based on my experience as a member of the Massey University's human ethics committee (MUHEC), and the problems that arise a) for researchers who wish to engage with Maori and their communities as researchers and/or as participants and therefore want to gain access; and b) for researchers who undertake education research in Aotearoa/ New Zealand that has implications for Maori children and their communities, but is not accounted for in the research proposal.</p>	
Field research with young children and families <i>Kim Powell</i>	A 4.10
<p>Engaging young children and their families in field research either in educational settings or in the home requires sophisticated and well-considered strategies for ethically managing interviews, questionnaires and observations. Time is also an important consideration in family research as interruptions and unexpected events can sometimes interfere with the intended course of enquiry. Researchers also need to be aware of sensitivities around personal issues that arise for families during the course of research and the researcher needs to ensure that contingencies exist to deal with these issues. Researchers also need to be aware of their own backgrounds and feelings about family work as they go into the field. In this workshop, we will look at some of these issues and discuss some problem-solving strategies that students should consider as they plan their research design, ethics applications and follow-up with families as the research proceeds.</p>	
Discourse analysis <i>Marian Court</i>	A 4.14
<p>This session will explore one poststructuralist approach to discourse analysis, which enables investigation of ways that power is produced within different discursive constructions of what counts as knowledge. In particular, we will look at how analysis can be undertaken at both macro levels (of policy, regulation and institutional practices) and micro levels (of talk, stories and individual practices), to identify how change might occur or be constrained. I will illustrate the approach by applying it to the field of educational organisation and leadership.</p>	
Search Strategies: Finding everything on your research <i>College Liaison Librarians</i>	Library
<p>The key to finding information is thinking critically about your topic and converting it into keywords that journal article databases understand. This session will cover:</p> <ul style="list-style-type: none">• Doing a better search – forming a search strategy, choosing and using databases• Key resources: Massey and beyond – other libraries, theses, Google (Scholar & Book)• Endnote (a brief look at how it can help you)• Keeping up-to-date with the latest information on your topic• Research consultations	

SATURDAY

WORKSHOPS – 9.00 am to 9.50 am

Method and methodologies: What's the difference? <i>marg gilling</i>	A 1.21
<p>Research is exciting, fun, hard work, a privilege, and a challenge. People do research for a host of reasons and in a variety of ways yet many are scared of research, apprehensive- worried and put off by all the jargon e.g. ontology and epistemology were two terms that intimidated a few people doing a research class earlier this year.</p> <p>In this time and space the goal is to have a robust discussion not only on the definitions of these two terms but on the many methods and methodologies that have been, and are current in research, especially educational research. The assumptions we make when doing research shape and define what we do, how, when, where and with whom, and especially why we do research. This is an opportunity to pause- and put these assumptions, beliefs, under the vivisector.</p>	
Working towards publishing your work <i>Margaret Walshaw</i>	A 4.11
<p>This workshop is for doctoral and other thesis students, and those new to writing academic papers. The workshop will involve a look at the kinds of things that paper reviewers and editors look for when they review paper submissions to journals. Participants at the workshop are encouraged to contribute, if available, a piece of their own writing for small group discussion.</p>	
Narrative Inquiry: What, why and how <i>Jeannie Wright</i>	A 4.14
<p>Narrative inquiry is an amalgam of different disciplines and methods. Biographical particulars are narrated by the people who live them whilst the researcher examines how particular stories are contextualised within cultures and era and how they change over time. This workshop will focus on why researchers choose narrative research methodologies and on some of the practical implications of the narrative approach.</p>	

FORUMS – 9.55 am to 10.45 am

Forum: Tips for doing research projects/masters theses <i>Chair: Jeannie Wright and Nick Zepke</i>	A 1.21
<p>Our aims will be to cover the different stages from design through to completion of the Masters research project/thesis. No matter which stage you are currently at - from concept to almost done - there will be useful tips and time for open discussion to share good practice.</p>	
Forum: Doctoral Study – Yes you can do it! <i>Chair: Glenda Anthony</i> <i>Panel: Alison St George, Paul Adams, Maggie Hartnett, & Bobbie Hunter</i>	A 4.14
<p>Our panel will start us off with some helpful tips, highlights and reflections on the thesis process. Alison is an experienced supervisor, Paul and Maggie are part way through and Bobbie has recently completed her doctorate. There will be time for open discussion to share positive experiences and strategies to get over bumps along the way. We will also have a selection of books from the library on managing/surviving/enjoying your thesis experience.</p>	

SATURDAY

STUDENT PRESENTATIONS – 11.05 am to 12.05 pm

Nick Zepke **A 1.21**

The Role of Educational Leadership in Sustaining Teacher Resilience during Educational Policy Changes in Malaysia - Ahmad Zabidi Abdul Razak

Educational policy reforms in Malaysia have been influenced by changes in National Policy. Changing policies place teachers in a difficult situation because they have to concentrate on teaching and learning in classrooms while at the same time focusing upon implementing the new policy. Educational leaders are expected to play a key role in ensuring that the teachers can be supported and sustained in this complex situation. The intent of this study is to explore educational leadership professional practices which aim to ensure that the teachers sustain their resilience even though they are facing real pressures. Data collection will be done through interview with the principals, analysis of school documents related to educational leadership professional practices and surveys of teachers' experiences in two secondary schools in Malaysia

To Close or not to Close: To what extent can school mergers and closures be negotiated - Claire Hills

This thesis is a qualitative case study based on EDIs and network reviews in NZ rural and suburban communities with a particular focus on the Masterton District Network Review and its aftermath. Different governments have once again decided that the country has too many schools. As a result, communities have found themselves involved in Educational Development Initiatives, network reviews or approaches from the MoE that result in communities being confronted with the closure and merger process. To what extent is it possible to contest the proposed outcomes? To what extent is it possible to negotiate a different outcome from that proposed by the Ministry of Education? What makes the difference between those schools who succeed in resisting closures and mergers and those who have closures and mergers imposed upon them?

Te puawaitanga o nga kaiako hou- the blossoming of our new teachers - Pani Kenrick

This study examines the provision of support offered to beginning teacher graduates of a total immersion Māori pre-service programme. Based on a qualitative Māori centred approach, the study focuses on the ways in which the induction process, self-efficacy and professional development programmes within various classrooms and educational settings contribute to supporting the beginning teachers in this study. Issues related to access and participation in such support programmes and the contributions of key personnel to the provision of beginning teacher support are also explored.

Glenda Anthony **A 4.14**

“Why not research together – you and I?” - Elena Meredith and Anne Wells

Our “wicked” research issue is with the stance of NZ universities on collaborative doctoral study. We are exploring this area as a result of our own experiences of universities not accepting our application as feminist women to study for a collaborative PhD. Our review of the literature suggests that collaborative research would complement the traditional, independent approach to academic research. Enabling collaboration potentially benefits both degree-conferring institution through providing access to increased funding sources while also attracting and retaining a more diverse range of and students. Our presentation will be:

- informative: outlining how data from documentation from 7 NZ universities as well as a questionnaire, presents both pathways towards or barriers to collaborative research as an option for doctoral study;
- persuasive: summarising the benefits and barriers of collaborative research; and
- entertaining: We invite you to share part of our journey

Use of the epiphany as an analytic tool for qualitative data analysis - Kate Ord

When discussing qualitative data analysis many methodologists advise the assembling of an analytic ‘toolbox’ that provides a set of concepts and methods (analytic strategies) to select data and to illuminate the analysis. I discuss use of the epiphany, as favoured by Denzin (2001), as one analytic strategy in the toolbox that I put together for my research, which explored the meanings that newly qualified early childhood teachers attached to their experiences of initial teacher education. According to Denzin a focus on the epiphanies of research subjects provides an analytic hook that links the personal (the biographical) with the public (the sociohistorical) in interpretive research. I found that a focus on the epiphanies that were present in the data allowed me to sustain my commitment to foregrounding the perspectives of the research subjects and to both reveal and constrain my assumptions about the data.

The complexity of classroom teaching and learning: A multi-case analysis - Liping Ding

In this presentation, two main advantages of the use of multi-case analysis in classroom research are discussed: firstly, to interpret in great depth the nature of classroom instructional process towards the development of students' geometrical thinking in individual teachers' class; secondly, to describe in details of the nature of students' thinking in different didactical situations.

WORKSHOPS – 12.10 pm to 1.00 pm

A beginner's guide to NVivo <i>Philippa Butler</i>	A 1.21
<p>NVivo8, the latest software release from QSR International, allows qualitative data to be searched, coded and analysed, and relationships between emerging themes to be examined. Data can be text-based, or saved as audio, video or image files. This session will provide an overview of the potential of NVivo, as well as an introductory look at how to begin using the program.</p>	
Oral examinations: What's involved and how to prepare <i>Tracy Riley</i>	A 4.10
<p>This workshop will take participants through the process of oral examinations for doctoral students, from the perspective of a convenor. What students can expect and how to prepare for the big event will be shared.</p>	
Self study – the fastest growing form of qualitative research in teacher education <i>Hine Waitere</i>	A4.11
<p>Using mini me to engage the macro ME: Self-study as a methodological tool of choice. If seeing <i>self</i> as a site of study is to have any value beyond navel gazing the study must be able to breach the divide between the personal and the political and theory and practice. Reviewing teacher education research, Ziechner (1999) identified five major strands used in the last two decades of the century:</p> <ol style="list-style-type: none">1. survey2. case studies3. conceptual and historical research4. studies of learning to teach and5. examinations of the nature and impact of teacher education activities, including self-study research. <p>Ziechner argued that the later movement into self-study was “probably the single most significant development ever in the field of teacher education research” (p. 11). He predicted that studies by practitioners would become increasingly commonplace given that, “this work has provided a deep and critical look at practices and structures in teacher education” (p. 11). This <i>workshop</i> examines self-study as a methodology making links between the mini (individual) me and the macro (broader situated, embedded variously collectivised) ME as a way to theorise the critical links between ourselves, theory, policy and practice.</p>	
Examining policy documents <i>Roger Openshaw</i>	A4.14
<p>The Picot Report, 1988 remains to this day a controversial document that poses many questions. Was it an example of democracy from below, or was it simply neo-liberalism, writ large? How does one go about finding some answers? This presentation illustrates some of the diverse sources that all those interested in education policy research should find useful. In particular the presentation concentrates upon what researchers can learn from primary source material not previously accessed, but now available in Archives New Zealand collections in Wellington and Auckland, as well as in National Library and the Turnbull Library.</p>	