Welcome to the inaugural issue of our Research Bulletin. This issue showcases our research activities from January to May 2017. Happy reading and happy researching!

Featured Research Students

**Minerva Blancaneaux, PhD candidate**
**Title:** The Rhetoric and Reality of Higher Education Access in the Anglophone Caribbean: A Mixed Method, Cross-National Study
**Supervisors:** Andrew McConney (principal) and Laura Perry

My study uses analysis of extant documentation, interviews with government officials and higher education personnel, and an online student survey to examine the current policies, practices, and students’ experiences surrounding higher education access across twelve countries in the English-speaking Caribbean. The aims of this research are to:

1. Examine the opportunities for higher education available in the various countries of the Anglophone Caribbean;
2. Evaluate government and institutions of higher education (IHEs) policies and practices governing access and equity of access; and
3. Compare the experiences of higher education students across the region in accessing higher education and assess their perceptions about policies and practices governing access.

**Debora Valcan, PhD candidate**
**Supervisors:** Deborah Pino-Pasternak (principal) and Helen Davis

My research is part of an ARC funded project. For my research, I am investigating the role of parental behaviours on children’s executive functions, from a longitudinal perspective. Parental behaviours were assessed via self-report measures and parent-child interactions, and children’s executive functions were assessed using a range of tasks. As a stepping stone for my research, together with my supervisors, I conducted a meta-analysis to determine the strength of the relation between parental behaviours and executive functions in children aged 0 to 8 years. We found that positive, negative and cognitive parental behaviours predicted children’s executive functions. Following on from this, I am now investigating whether these findings are also reflected in my data.
News about research projects

From Robin Pascoe:
The AiR Artist in Residence Project concluded in January 2017 with a final Summer School. The project ran from December 2013 to January 2017. The project was funded by the Department of Culture and the Arts jointly with the Department of Education and initially supported by the Australia Council for the Arts. The project was designed to support the implementation of the Australian Curriculum: The Arts (ACARA) and the Western Australian P-10 Arts Syllabus (SCSA). A team of Teaching Artists (Arif Satar, Audrey Fernandez Satar, Leon Ewing, Caitlin Beresford Ord, Kate Page and Stefan Karlsson) led the project and co-taught with Murdoch education staff. Over the years of the project, two cohorts of Murdoch primary and early childhood education students had the opportunity to engage with authentic arts practice and arts pedagogy. The project included four summer schools working with teachers and Teaching Artists from the wider community.

Publications


### Reports and non-refereed publications


### Grants


### Consultancies/contract research

- Ledger, S. (2017). Delivery of Postgraduate University Qualifications and The Development And Delivery Of Short Courses – Department of Education WA.

### Keynotes, invited lectures

- Pascoe, R. (2017). *Engaging Communities through Drama and Developing Australian Drama Curriculum and Standards*. Keynote Addresses at the Second National Conference on Applied Drama in Beijing China, run by the Chinese Dramatic Literature Association/Applied Drama Centre Beijing, May 19-21, 2017. For this conference which was held May 19-21, I also led a seminar on *Developing Drama Curriculum and Standards in a Chinese Context*.
Media appearances and citations


Guests, travels, workshops, conferences

- Laura Perry attended a 5-day research training workshop about Qualitative Comparative Analysis in January. The workshop was held at Australia National University and was conducted by the Australian Consortium for Social and Political Research Inc. (ACSPRI).
- Margaret Merga and Lisa Cary attended the American Educational Research Association (AERA) in San Antonio, Texas.

Awards

- School of Education Prize for Doctor of Philosophy - Rebecca Saunders, supervised by Andrew McConney and Simone Volet
- School of Education Prize for Doctor of Education – Nicole Rehn, supervised by Dorit Maor and Andrew McConney
- Best Publication by a Higher Degree by Research Candidate In the School of Education – Nicole Rehn, supervised by Dorit Maor and Andrew McConney

Seed-ED

*Seed-ED* is a series of informal conversations between academics and HDR students. These are one-hour long lunch time sessions (12:00-13:00), scheduled on a Tuesday and held every fortnight. During the sessions both academics and research students discuss and share ideas about issues that matter to their research journeys. Topics are jointly developed with feedback sought on a regular basis. The seminar convenors are Dr Deborah Pino-Pasternak, Dr Margaret Merga, and Veronica Gardiner. There were three sessions in April and May.

- May 9 - Let’s talk about conferences and their contribution to your research journey
- May 23 - Burning questions about the research journey
- June 6 - The research journey: getting cosy with feedback and other assorted phenomena

Newly enrolled HDR students

- Sian Bennett (PhD), supervised by Caroline Mansfield and Angela Jones
- Leela Ceznar (EdD), supervised by Dorit Maor and Margaret Merga
- Amy Chidgzey (MEd R), supervised by Amanda Woods-McConney and Dorit Maor
- David Clarke (MEd R), supervised by Wendy Cumming-Potvin and Jenni Parker
- Mary Dos-Santos (PhD), supervised by Dorit Maor and Wendy Cumming-Potvin
- Beril Erdogan (EdD), supervised by Kai Fai Ho and Laura Perry
- Jennifer Featch (MEd R), supervised by Laura Perry (co supervisor TBD)
- Michael Hawkins (PhD), supervised by Peter Wright and Barry Down
Newly confirmed HDR students

- Tam Dang (PhD), “Enabling non-English major students to communicate in multilingual and multicultural environments: A case study in Vietnamese higher education”. Supervised by Lindy Norris and Sue Ledger.
- Anisah Dickson (EdD), “Letting go of the IB Middle Years Program”. Supervised by Laura Perry and Sue Ledger.
- Anna Hardy (M.Ed R), “The role of teachers’ written feedback in improving student understanding and achievement: Investigating the perceptions of high school English teachers and students”. Supervised by Caroline Mansfield and Wendy Cumming-Potvin.

Recently completed HDR students

- Neni Mariana (PhD), “Transforming mathematics problems in Indonesian primary schools by embedding Islamic and Indonesian contexts”. Supervised by Peter Taylor and Sue Ledger.
- Mangaratua Simanjorang (PhD), “Integrating ethics into Mathematics Education: a Philosophical Auto/Ethnographic Inquiry into Indonesian Mathematics Education”. Supervised by Peter Taylor and Sue Ledger.