The Institute for Educational Research mission is to generate new knowledge and informed practices around learning and participation in communities to inform and critique policy and practice, based on evidence generated by the Institute, at local, state, national and international levels. Our purpose is to conduct and lead research into major issues related to learning within contemporary times, focusing particularly on issues impacting on learning in a rapidly changing world and how individuals and communities can be assisted to learn to engage effectively with social change.

The Institute strives to be a world leader in the conduct of discovery and applied research providing evidenced-based recommendations to inform practice and policy related to the variety of learning contexts across the lifespan. The Institute aims to produce research that is nationally and internationally recognised in both quality and focus.

The aims of the Institute are:
- To be provide rigorous research to inform state, national and international initiatives
- To conduct research and scholarly activities that generate and disseminate new knowledge and understandings
- To showcase quality research conducted by Institute members to inform practice, policy and debate
- To promote, support, and advance the character, status and interest in educational research and the members of the Institute
- To collaborate with other research communities with mutual interests in the production of world-class research
- To provide an innovative and high quality research environment for scholars and research students.

Mission and vision

Living in contemporary societies (local and global) where change is an integral part of those lifeworlds, new perspectives on learning and the implications for bringing about better societies is a key feature of the Institute. The research Institute has a major focus on the inequities in access to learning, resources and power that are becoming greater within these changing worlds – whether they are homes, schools, workplaces or communities. It also focuses on such issues as the profound impact of digital technologies on learning, how globalisation and changed patterns of work are shaping ways of learning and how disadvantaged people can be assisted to engage more effectively with learning and the changes shaping their individual lives and those of their communities. Institute members explore these issues from a range of levels of engagement – from the individual through to large-scale social groupings using a range of theories and methodologies to explore and address these issues.

Focus and strengths

A distinctive feature of the Institute is its emphasis on learning for social change. Its key focus is to investigate how the changing world impacts learning and learners and, in turn, how learners and learning impact social change. Exploring each of these areas and the interactions between the two processes are central to the work of the Institute.

The Institute’s research programs operate as collaborations of researchers bringing multi and inter-disciplinary perspectives to educational problems and issues of national significance. Its membership is drawn from leading researchers within the University’s Faculty of Education and located across its campuses at the Gold Coast, Brisbane and Logan. GIER, as a University research institute, offers a catalyst for research excellence, building on the work of the past 4 years by the Faculty Centres: Centre for Applied Linguistics, Literacy and Communication Studies and the Centre for Learning Research.

**Research Foci**
- Indigenous education
- Marginalisation
- Social conflict
- Sustainability – social, cultural, economic and environmental
- Transitions and lifelong learning

**Research Strengths**
- Learning, learners & knowledge
- Pedagogy, teaching & curriculum
- Social transformations, ethics & social justice
- Work and vocational education

**Used to inform and change**
- Curriculum
- Learning
- Pedagogy
- Knowledge
- Participation and engagement
- Leadership and reform
- Policy
Key research question

What is the nature of learning in contemporary society and what is its relationship with social change?

This question has been used to inform programs and initiatives within the Institute in response to the following question. How can research generated from the guiding questions be used to inform policy and practice so as to improve and enhance learning and change for an improved society – from local to global?

Research programs

The Institute’s research programs bring a collaborative focus to the interconnecting research themes related to learning and social change. These programs include:

- Transition and lifelong learning
- Sustainability
- Indigenous education

Examples of research projects

- Nurses’ learning practices
- Numeracy, youth and employment
- Creative thinking in design students
- Mathematics in remote Indigenous communities
- Educational and social benefits of cochlear implants
- Workplace learning and practice
- Transition from school to post-school
- Values approach to school renewal
- Animation knowledge transfer
- Electronic curricular literacy
- Teachers’ knowledge and student diversity
- Social relations between online and offline worlds
- Disaffected youth and transition to work
- Assessment reform in middle years
- High performance sports coaching
- Teachers’ knowledge and student diversity
- Engaging children with autism in learning
- Assessment reform in middle years
Advisory Council

The Griffith Asia Institute is guided by an Advisory Council. The Advisory Council supports the Director, staff and members in achieving the goals of the University and the strategic vision of the Griffith Institute for Educational Research. In doing so, the Advisory Council:

- provides strategic advice to the Director of the Institute and the Research and Postgraduate Studies Committee on matters referred to it for comment;
- provides advice on the strategic directions and plans of the Institute; and
- reviews the Institute’s annual progress report assist the Institute to achieve its strategic goals;
- provides advice on ways in which the Griffith Institute for Educational Research can improve its links with industry and government and raise its profile in the wider community;

The Advisory Council comprises key Griffith University staff, including the Pro Vice Chancellor (Arts, Education and Law) as well as individuals drawn from relevant industries, government, and professions. Each member is selected to ensure a range of expertise relevant to the needs of the Griffith Institute for Educational Research is included.

Research partners

- AEIOU
- Arts Training Queensland
- Association of Independent Schools Western Australia
- Australian Sports Commission
- Brisbane City Council
- Boystown
- Centrelink
- Commerce Queensland
- Edmund Rice Education, St Francis Xavier Province
- Gold Coast City Council
- Gold Coast Health Services
- Gold Coast Institute of TAFE
- Merrimac State High School
- QANTM
- Queensland Health
- Queensland Studies Authority
- Riviera International
- SCICSCO Career Pathways Inc
- Sea World Resort
- Southern Health (Victoria)
- Yeronga Institute of TAFE

Institute Features

- Strong partnerships with education stakeholders – locally and globally, research centres across Griffith University, and national and international universities including Peking University (Applied Linguistics research); University of Bath; Murdoch University; Monash University; Flinders University, Nottingham University
- Developments with key national and international research centres
- As an international research centre, the GIER is a ‘hub’ for international visitors, international research collaborations (through grants such as NSF, ERC, and EU) and national collaborations with international partners through International Linkages, ARC Discoveries and Linkage with international Principal Investigators
- Strong record for addressing equity issues in research management and in research undertaken by Institute members

For more information, contact:

**Professor Robyn Zevenbergen**
Director
Tel: 61 7 3735 6973
Fax: 61 7 3735 6985
Email: r.zevenbergen@griffith.edu.au

**Ms Jill Moriarty**
Manager
Tel: 61 7 3735 5822
Fax: 61 7 3735 6985
Email: j.moriarty@griffith.edu.au

**Ms Karen Knight**
Administration Officer
Tel: 61 7 3735 5779
Fax: 61 7 3735 6985
Email: k.knight@griffith.edu.au

Level 5, M10 Social Science
Mt Gravatt campus
Griffith University
Brisbane Qld 4111

www.griffith.edu.au/education/griffith-institute-educational-research

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