In a bid to improve strategies for early intervention learning, Griffith researchers are aiming to understand how children with autism engage with their environment.

Autism is a serious life-long neurobiological disorder that affects one in every 160 children, with the majority of these children diagnosed during the preschool years. The cause of autism is unknown and the main impairments involve communication, social relating, and repetitive and stereotyped behaviours and interests.

One of the most difficult problems affecting children with autism is their failure to engage with the world around them. For example, the young child with autism may spend hours tapping two sticks together with little or no interest in people or toys in the immediate environment. Attempts to engage these children in alternative activities often meet with resistance from the children and can trigger behaviour problems. This is a major challenge for educators when trying to teach these children. Finding ways to actively engage these children from an early age is arguably one of the most important tasks for educators as engagement is a gateway to learning and is one of the best predictors for positive student outcomes.

Lead researcher Associate Professor Deb Keen, GIER Member and Deputy Dean (Research) said the pilot study aimed to identify trends in child and environmental characteristics that had an effect on engagement.

"Early intervention refers to offering autism-specific support at the earliest age possible while engagement is the amount of time children spend interacting appropriately with their environment at different levels of competence," she said.

"Prior research has shown that those who receive educational intervention before the age of four years..."
Editorial

This past term has been very successful for GIER. A very successful Linkage Showcase was held at South Bank in September during which research partnerships were shared with Industry. The evening was well supported by members and industry. Ongoing conversations for future research projects have arisen from this evening. In October we hosted our inaugural RHD conference at which members and key researchers presented to and/or workshopped with research students from across the broad membership of the Faculty of Education, Faculty of Arts and Griffith Institute for Higher Education. We have hosted three international visitors – Professor Steve Lerman (London South Bank University); Professor Daniel Stotz (Switzerland); and Dr Rupert Maclean (UNESCO). In addition, a team of GIER members travelled to China to lead ongoing partnership work with the University of Peking. Dr Glenn Finger has enjoyed more successes in teaching. Professor Neil Dempster has been successful in securing an ARC Discovery Grant.

GIER is pleased to welcome our new Advisory Board members. The external members of the Advisory Board include: Mr Garry Appleby (Stoddart Engineering); Mr Ian Hawke (DETA); Mr Glen Hoppner (DETA); Mr Laurie Lawrence (Laurie Lawrence Swim School); Dr Jenny Purdie (Rio Tinto); Mr Geoff Rogers (Rowland); and Mr Geoff Woodcroft (Boeing Australia). We welcome the Advisory Board members to GIER and look forward to a very productive partnership.

A number of people have also joined the Institute so we welcome Dr Debra Bath, Dr Chiharu Tsurutani and Associate Professor Donna Pendergast as full members, and Dr Bob Funnell as an associate member.

GIER members also took part in a very productive working retreat in November. At the retreat, members worked on developing strategies to enhance the work of the Institute. This is shaping up to be a very productive time.

Welcome new members

GIER has welcomed four new members as we approach 2009. These members are Dr Debra Bath, Dr Chiharu Tsurutani, Associate Professor Donna Pendergast and Dr Bob Funnell. Dr Debra Bath is the first GIER member from the School of Psychology, Griffith University. Debra has brought with her expertise in the area of educational and applied cognitive psychology. Specifically, Debra has extensive knowledge regarding students’ learning in relation to memory, schema development and long-term retention. Debra also researches epistemological beliefs (beliefs about the nature of knowledge) and their relationship with key educational concerns such as lifelong learning, critical thinking, and ethical and moral reasoning.

Dr Debra Bath, GIER member and Lecturer in the School of Psychology, Griffith University.

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Unheard voices: Recording Aboriginal social memory

Over the past 18 months Dr Dale Kerwin, GIER Post Doctorate Research Fellow, has focused his research on Aboriginal oral histories and social memory for the period of white settlement 1824 to Federation in 1901. The focus is to re-contextualise Queensland history with an Aboriginal presence by including the many contributions Aboriginal people made to the settlement of Queensland. It is important that heroes from Aboriginal society are brought to light and that information about these people is circulated so their stories become popular knowledge amongst the general Australian community. The questions that underpinned this research were:

- Who were the Aboriginal heroes in Queensland during the period of settlement between 1824 until federation of the colon in 1901?
- What did these people do, and how do we have them recognised?

The research has documented eight accounts of Indigenous heroes from South East Queensland. The accounts give voice to Aboriginal oral histories which, until now, had either not been heard or had been consciously excluded from Australian history. The narratives consider an alternative social history and the contribution Aboriginal peoples made to the colonial settler history of Australia. Oral histories are a means of remembering Aboriginal ways of knowing and being.

In addition, relaying these buried stories contributes to the survival of Aboriginal social memory.

The eight accounts draw on information collected from library archives and interviews with family and community members. These revived narratives bring Aboriginal oral memory and the ‘unvoiced’ into the Australian public domain so they can become a real part of the Australian heritage. One such narrative details the role of the Queensland Native Mounted Police Officers (black trackers) who were sent to the colony of Victoria in 1879 to track the Kelly Gang. These trackers were instrumental in the capture and demise of the Kelly Gang. The narrative followed the lives of two of these Police Officers: Werannallee Gary Owens (Barney) and Wannamutta Jacky Noble. It is a tale that has been told and retold to the descendants of these two trackers and is remembered in Aboriginal oral history of the families of these men. This story has been taken up by Theatre Company and has been aired to a number of audiences with great success.

Engaging children with autism in learning activities

...continued from page 1

significantly improve their chances of learning new skills and adapting to their environment, when compared with children who begin intervention at a later age.”

Deb is currently working on an ARC Linkage project to develop new procedures to engage children with autism in learning activities with the aim of providing educators with more effective interventions to use with these children. The study will centre on children attending the Autism Early Intervention Outcomes Unit (AEIOU) in Moorooka, Brisbane. AEIOU, an early intervention educational program for children with Autism Spectrum Disorders (ADSs), is the industry partner in this project.

The program includes children in groups of twelve, supported by six staff and a transition specialist. The staff include specialists drawn from the disciplines of speech therapy, occupational therapy, early childhood education, and psychology, and three trained teacher aids working in one-to-one, small group, and large group settings. AEIOU currently operates five centres throughout Queensland.

To investigate the engagement of learners with autism, a series of assessments will be conducted in AEIOU Centres to determine the effects of different learning environments on child engagement. Factors in the learning environment that will be examined are availability and presentation of different learning materials and levels of teacher responsiveness to the child’s focus of attention. Results from these assessments will then be used to design, implement, and evaluate an educational intervention to increase active engagement. Staff at AEIOU Centres will then participate in a teacher in-service to learn how to implement the intervention in their own centres.

The outcomes from this project will include increased knowledge of factors that impact engagement of learners with autism and implementation of practices that increase active engagement and enhance learning outcomes.
Prisoners on remand

Investigating the literacy and numeracy levels of prisoners entering Queensland correctional centres

Traditionally, prisoner induction and risk assessment processes have been conducted as a basis for individual case plans on entry into correctional institutions. While prisoners have been viewed as a target group for vocational education and training (VET) since the 1990s, poor literacy and numeracy skills have proved to be a barrier to individual participation in both vocational and rehabilitation programs. In order to address this issue, in 2002 an initial literacy and numeracy screen was developed and implemented as part of the induction and risk assessment process for all offenders entering the Remand and Reception prison, the Arthur Gorrie Correctional Centre. Today, approximately 2,500 offenders per year complete this screening process at Arthur Gorrie Correctional Centre in South East Queensland. This screening process has led to several positive outcomes for Queensland Corrective Services: literacy and numeracy screening has become part of Queensland Corrections policy; increased numbers of offenders are undertaking literacy and numeracy classes; education officers in correctional centres are better able to identify offenders who could benefit from additional literacy and numeracy support; and a Pre-training Indicator course has been developed.

A pilot study was undertaken by Dr Jean Searle (GIER member), Ms Christine Schluter (Career Employment Australia), and Mr Ron Cox (Queensland Corrective Services), with assistance from the former Centre for Learning and Work at Griffith University. This study investigated the literacy and numeracy levels of offenders being placed on remand in three correctional centres in Queensland. Data were collected over a period of one month at the following correctional institutions in South East Queensland:

- Arthur Gorrie Correctional Centre (244 male offenders);
- Brisbane Women’s Correctional Centre (40 female offenders); and
- Helena Jones Correctional Centre (minimum security, 20 female offenders).

The cohorts comprised of all individuals who, during that month, were placed on remand and came through ‘Reception’ (regardless of previous record), unless there was an issue with drugs or other problems. All data were self-reported and therefore the results must be seen as indicative only. The results are reported using the National Reporting System (NRS), a framework used for reporting adult language, literacy and numeracy outcomes across a range of sectors, contexts and learners. NRS Level 3 is considered the minimum level for entry level work and training.

The results indicated that literacy levels increase with age and that male offenders have lower levels of literacy than females, with nearly 81 percent of male prisoners being at NRS Level 2 or lower, for literacy. The gender difference is less marked when it comes to numeracy but the data still indicate a considerable number of prisoners with low levels of numeracy. Lower levels of literacy and numeracy were also related to reported learning difficulties, and the level of schooling achieved.

Despite the initial indicator tool being a fairly basic assessment instrument, it showed reasonable reliability and validity on statistical tests and would appear to give a reasonable indication of prisoners’ performance at a later date. As a result, the Communications Indicator Tool (CIT) is a valuable tool that can be used in aiding the development of a prisoner’s case management plan while on remand.
Two GIER members were successful in receiving funding through the recent round of Australian Research Council’s Discovery Grant applications announced on 15 October. Professor Neil Dempster (GIER member) and fellow investigators, Associate Professor Alf Lizzio (School of Psychology); Dr James Skinner (School of Education and Professional Studies); Associate Professor DC Andrews; and Dr MB Keeffe have received $140,000 for their project titled "Understanding adolescent leadership for civic engagement in secondary schools and community."

Using the ‘research voice’ of adolescents as an investigation technique, this project will develop new conceptual knowledge to inform youth centric leadership interventions aimed at engaging young people in civic action in schools and community groups. The key benefit is the discovery of new understandings about youth leadership and its connection to enhanced civic engagement, both of which are prerequisites for responsible citizenship in workplaces and the wider community.

Professor Robyn Jorgensen (Zevenbergen) (Director GIER) was successful with her project “Mathematics in the digital age: Reframing learning opportunities for disadvantaged Indigenous and rural students.” This project is jointly administered with Charles Sturt University in Wagga Wagga NSW. Robyn and fellow investigator, Professor Tom Lowrie (Director, RIPPLE - Research Institute for Professional Practice, Learning and Education) received funding of $170,000.

This project offers considerable scope for revisioning the mathematics curriculum for our most disadvantaged students, as they come to terms with learning in a digital age. Moreover, it will provide opportunities for Indigenous students, and other disadvantaged cohorts, to have improved access to digital technologies that have the potential to enhance their mathematical understanding. The project will inform policy makers about the economic viability of investing in digital resources that have the potential to enhance mathematics outcomes, and thus contribute to the national endeavour of reducing the gap between these disadvantaged cohorts and other children across Australia.

By invitation, Robyn and her team joined Professor Tom Lowrie and his team at Parliament House for the ARC Grant announcement by the Minister for Innovation, Industry, Science and Research, Senator (Hon) Kim Carr. Twelve projects were chosen Australia-wide to be showcased at a public exhibition in Parliament House, Canberra.


Middle Right: Senator (Hon) Kim Carr with invited ARC Grant recipients, Professor Tom Lowrie (CSU) and Professor Robyn Jorgensen (Zevenbergen) (GIER).

Bottom Right: The GIER/CSU display was very popular with visitors to Parliament House on the day.
GIER showcase diversity in education research

Young Australians’ learning needs, pathways for unemployed youths, and values for school students have been in the spotlight at recent GIER Research Showcase.

Academics and their industry partners presented education research projects addressing core social problems at Griffith University’s South Bank campus on Monday, September 15.

GIER Director Professor Robyn Jorgensen (Zevenbergen) said industry partnerships were essential for positive research outcomes and hold many benefits for all parties involved.

“GIER’s research is strongly linked with industry, ensuring answers to current issues and providing businesses and communities access to new ideas and innovation.

“Our industry night is a celebration of the great partnerships that exist between the GIER researchers and other important organisations, as well as the many far reaching social benefits of our collaborative work.”

GIER academic Associate Professor Brendan Bartlett together with Boystown’s Mr John Dalgleish opened the evening with a presentation on their collaborative work to help disaffected youth.

“More than 15 per cent of Australia’s youth receives unemployment benefits estimated between $44,000 and $46,000 per person per year,” Associate Professor Bartlett said.

“High rates of offences and arrests are also common in

1. Ms Judy Forster (Queensland Studies Authority) Professor Robyn Jorgensen (Zevenbergen) (Director, GIER), and Mr Gary Appleby (Stoddart Engineering).

2. Ms Ann Morgan (Edmund Rice Education and GIER RHD student) and Dr Ray Brown (GIER member).

3. GIER members, Dr Amanda Keddie, Associate Professor Deb Keen and Professor Parlo Singh.
this group leading to further economic and human costs. “In partnership with Boystown, we are seeking to overcome disengaged youths’ failure cycle by improving their capacities to gain and retain work. We are also promoting healthy lifestyles and positive self-concept, encouraging them to participate in society.”

GIER researcher Dr Ray Brown and Ms Ann Morgan from Edmund Rice Education made a presentation on the School Renewal Project, which aims to provide a values dimension to students. “Partnership with the schools has been critical in developing strategies and tools to assist students to consider values in everyday economic and social choices. “We want to help develop the whole person, which will ultimately strengthen Australia’s social fabric.”

Professor Jorgensen and Mr Gary Appleby from Stoddart Manufacturing said young Australians grew up in a technology-rich world where their grasp of numbers were more advanced than their parents’ generation. “Our project is studying the intergenerational differences in dealing with numbers. We are creating new ways to use this generation’s strength in their work and learning environments in line with the changing labour market’s needs,” Professor Jorgensen said.

The evening also included a poster exhibition showcasing the research centre’s top educational research, providing invited industry guests an insight into the research capability of the members of GIER.

4. Ms Daphne Trusdale (Boystown), Associate Professor Brendan Bartlett (GIER member), Mr John Dalgleish and Ms Salote Mafi (Boystown).

5. Mr David Kusters (Queensland Transport), Mrs Jill Moriarty (Manager, GIER) and Mr Geoff Woodcroft, (Boeing Australia and recently appointed GIER Advisory Board member).

6. GIER members, Dr Stephen Nisbet, Associate Professor Howard Middleton and Mr Frank Birchall (Aid For The Blind Queensland Inc).
Learning and social change seminar series

Education for Peace Building and Sustainable Development: Delusion, illusion or reality?

Professor Rupert Maclean presented a seminar on the role education and schooling play in contributing to a just, equitable and peaceful world, at the Mt Gravatt campus of Griffith University on Friday 12 September. Professor Maclean argued that such initiatives as Education for All, Education for Sustainable Development and the Millennium Development Goals provide a useful foundation for action, however they should be supported by giving greater attention to devising concrete ways of promoting peace building, through means such as lifelong learning, skills development for employability, and education research, in the light of political realities.

Rupert Maclean is the Director (Foundation) of the UNESCO-UNEVOC International Centre for Education in Bonn, Germany. Much of his experience is in Asia. His role is to assist governments of developing, transitional and post-conflict countries to improve the quality, relevance and effectiveness of their education systems with particular reference to skills development for employability.

Professor Rupert Maclean, Director of the UNESCO International Centre for Education (UNESCO-UNEVOC), Bonn, Germany.

Mourning and Reforming Education: Changing practice to create sustainable learning environments

At the Learning and Social Change seminar on Monday the 20th October, Professor Peter Sullivan, Professor Stephen Lerman, Professor Robyn Jorgensen (Zevenbergen) and Dr Richard Niesche formed a panel of speakers outlining a model that is being used in remote Indigenous communities to address the lack of success in mathematics among disadvantaged groups of students. This includes Indigenous students, low socio-economic students, students who live in rural or remote areas of Australia, or students whose first or significant language is not English.

Steve Lerman spoke about some of the international literature looking at educational reform. In particular, he focused on the research of Jo Boaler and the ‘Railside’ school and Complex Instruction.

Peter Sullivan presented on the notion of assessment for learning, that is, drawing upon what the students know and then designing tasks to facilitate their learning.

Robyn Jorgensen provided some background to the research project and explained how a reform pedagogy framework will be used to examine classroom pedagogy.

Richard Niesche presented on the importance of educational leadership and sustainability in remote, Indigenous schools.

Below (Left to Right): Panel speakers, Professor Peter Sullivan (Professor of Science, Mathematics and Technology Education, Monash University), Professor Stephen Lerman (Director, Centre for Mathematics Education, London South Bank University), Professor Robyn Jorgensen (Zevenbergen) (Director, GIER) and Dr Richard Niesche (Research Fellow, GIER).
In the spotlight: profiling our staff and students

Dr Roberta Thompson - PhD candidate investigating cyberbullies

Roberta Thompson completed her Bachelor of Education (Sec) at the University of British Columbia, Canada and completed her Master of Education at Griffith University, Gold Coast. She has taught extensively throughout Australia, successfully blending industry partners with schools and colleges. In this capacity, Roberta has developed and implemented Australasian programs aimed at improving youth and adult confidence and life success through socio-emotional growth.

Currently, Roberta teaches and mentors pre-service primary and secondary teachers at the Gold Coast campus. Her focus area is behavioural support with an emphasis on positive prevention through whole school practice. Presently, Roberta is working with local secondary schools on the development and implementation of safe school practices. This work stresses the need for holistic and preventive approaches aimed towards minimising student aggression.

Roberta is a Griffith PhD candidate and is investigating youth aggression in digital landscapes. In particular, her study explores the effectiveness of whole school and classroom based prevention designed to minimise digital aggression in youth (cyberbullying).

Dr Dr Glenn Finger is Deputy Dean (Learning and Teaching) in the Faculty of Education at Griffith University. Prior to his appointment at Griffith in 1999, Dr Finger had served with Education Queensland for more than 24 years as a physical education specialist, primary school teacher, Deputy Principal and Acting Principal in a wide variety of educational settings.

Dr Finger lectures in, and has extensively researched, published, and provided consultancies in the area of ICT curriculum integration and more recently in creating transformational stories of the use of new and emerging technologies, such as theorising ePortfolio approaches to enable rich, multimedia personal stories of deep learning. For his outstanding teaching related to ICT, Dr Finger was awarded the Australian Teacher Education Association Teacher Educator of the Year Award, and an Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning in 2008. Dr Finger is a Fellow of the Australian College of Educators, and an Honorary member of the Golden Key International Honour Society.

Dr Finger’s other membership includes the Professional Standards Committee of the Queensland College of Teachers (representing University of Queensland, Griffith University, and the Queensland University of Technology); Education Queensland’s Showcase Excellence Board; Queensland Studies Authority’s Technologies Syllabus Advisory Committee; Teacher Education Industry Advisory Group (TEIAG). Dr Finger is also the President of the Australian College of Educators Gold Coast Region.

Dr Glenn Finger - GIER member

Above: Deputy Dean (Learning and Teaching), Dr Glenn Finger Dip T, B Ed St (Qld), M Ed (UNE), PhD (Griffith), FACE, MACCE, ACCE Associate.

Roberta Thompson - PhD candidate investigating cyberbullies

Above: PhD candidate, Roberta Thompson B Ed Sec (UBC), M Ed (Griff).

Above: PhD candidate, Roberta Thompson B Ed Sec (UBC), M Ed (Griff).
National Mathematics Curriculum Forum

With considerable debate around the implementation of a national curriculum in mathematics, GIER hosted a forum on 23 October with leading international scholars debating the ideas of a curriculum to be implemented in a country as diverse as Australia. Professor Stephen Lerman (Director, Centre for Mathematics Education, London South Bank University) drew on his experiences in the UK where there is a very controlled curriculum. Professor Daniel Stotz (Visiting Scholar - Zurich University of Teacher Education, Switzerland) drew on his experiences in a small country such as Switzerland where there are numerous provinces that have their own curriculum. Dr Thelma Perso (Director, Curriculum - Department of Education Training and the Arts) presented her perspective as President of AAMT and an officer who has worked across a number of state departments within Australia. Collectively these broad and very different perspectives presented a diversity in views around the proposed curriculum innovation.

National English Curriculum Forum

Concern for Australian English, literacy and language has historic and current purchase in ways that politicians, educators, researchers, and the community generally view and talk of state and national standards of achievement and schooling, practice. The GIER Forum, presented on 30 October was one of many forums in which development of a national curriculum in English was discussed.

The panel, chaired by Associate Professor Brendan Bartlett (GIER member), included: Professor Peter Freebody (Professorial Research Fellow, The University of Sydney); Mr Damien Brennan (Director, Religious Education and Curriculum Services, Catholic Education Office); Dr John Roulston (Executive Director, Association of Independent Schools, Queensland); Mr Paul Herschell (Assistant Deputy- Director, Teaching and Learning, Queensland Studies Authority); and Ms Christine Ludwig (Manager, Literacy Framework - Curriculum Division, Department of Education, Training and the Arts).

Members’ news

GIER Director on Ministerial Advisory Committee

Professor Robyn Jorgensen (Zevenbergen) been invited to participate in Minister Welford’s Advisory Committee for Science, Technology, Engineering and Mathematics; and has commenced her time as Chair for the Mathematics Syllabus Advisory Committee with QSA. She has also and has been invited to be the academic advisor for Education Queensland’s Numeracy Advisory Committee.

Farewell to world-renowned sociologist

GIER member, Professor Ortrun Zuber-Skerritt presented the Eulogy for Orlando Fals Borda at the National Conference of the Action Learning and Action Research Association (ALARA) in Canberra on 11-12 September.

Orlando Fals Borda, an internationally respected sociologist of Colombia and Latin America and distinguished political figure, developed a methodology known as participatory action research, combining research and theory with political participation. Believing that it was the duty of a sociologist not just to examine the social reality of a country, but to try to remedy the grave injustices that research uncovered, Orlando died aged 83 on 12 August 2008.

International Visiting Scholars

GIER is hosting two visiting international scholars this semester. Professor Daniel Stotz joins us for five months from July to November 2008. Daniel is from Switzerland and works in the area of linguistics. He is working closely with members of the Institute and the Faculty of Education. He presented as part of the National Mathematics Curriculum Forum to provide insight to the Swiss curriculum.

Professor Steve Lerman visited for two weeks in October to work with members of the Institute and Faculty of Education. He is co-editing a book with members of the Institute in the area of mathematics education. He is also working on an ARC Linkage grant with members of the Institute as a Partner Investigator. Professor Lerman has been involved in two public seminars.

Professor Rupert Maclean from UNEVOC has been working with Dr Margarita Pavlova on potential partnerships around sustainability. Rupert also met with senior members of the University and presented a seminar on sustainable education to a general audience.

Delegation visits Peking University

A group of seven academics from GIER and the Faculty of Education, led by Pro Vice Chancellor, Arts, Education and Law, Professor Marilyn McMeniman, visited Peking University in Beijing from 8th to 15th October. Peking University hosted a conference on 9th and 10th October on Language Learning and Teaching, with 150 participants attending from all parts of China. Professor Parlo Singh, Associate Professor Greer Johnson and Associate Professor Rod Gardner presented keynote addresses relating to themes of the Peking-Griffith partnership on globalisation and language learning.
Recent publications

Professor Stephen Billett


Dr Glenn Finger


Special Note: The following 2 papers were awarded Best of Strand awards and will be published in a future edition of the journal - Australian Educational Computing.


Professor Robyn Jorgensen (Zevenbergen)


Associate Professor Deb Keen


Associate Professor Howard Middleton


Dr Margarita Pavlova


Professor Ortrun Zuber-Skerritt

Students give inaugural RHD Forum the thumbs up

The Griffith Institute for Educational Research is devoted to promoting educational study, research and practice. Hence, it hosted its first annual RHD Forum for research higher degree students at Griffith University on 3-4 October at the Hilton Hotel in Brisbane.

Griffith University Research Higher Degree students, many of whom are current professionals in the field of education, came together for the two days to learn about a broad range of topics relevant to all phases of the RHD journey. Students who attended said they found the forum very informative and the networking opportunity invaluable. Most said they would highly recommend the experience to other RHD students.

Given the busy load on RHD students, and the intensity of the forum, a laughter therapy session conducted by Susan Welch from Empowerment Institute was very welcomed. Participants found the session funny, interactive, liberating and energising.

As an added bonus, the RHD Forum complements the biennial RHD Conference held at the Gold Coast in November at which students present their work.

Below left: RHD students enjoyed the opportunity to meet other students while learning many useful techniques related to researching and writing their research higher degree thesis.

Below right: Professor Robyn Jorgensen (Zevenbergen) (Director, GIER) led the RHD Forum Organising Committee, Professor Lesley Johnson (DVC Research) gave the opening address, and Professor Kerri-Lee Krause delivered the Keynote Address at the RHD Forum.

Diary dates

Refer to the Griffith Institute for Educational Research website at www.griffith.edu.au/education/griffith-institute-educational-research/ for updates on these and other events:

- **Learning and Social Change public seminars**
  - Ms Barbara E Stalder
    - University of Basel, Switzerland
    - Vocational Education and Training in Switzerland: Preparing youths for smooth transitions from education to work
    - Thursday 20 November 2008 — 6.00pm-7.00pm
    - Room 5.01, Level 5, Social Science Building (M10), Mt Gravatt campus, Griffith University.

- Professor Samuel Odom
  - Director, FPG Child Development Institute, University of North Carolina, USA
  - The Practice of Science and the Science of Practice in Autism Spectrum Disorders
  - Monday 19 January 2009 — 10.00am-11.30am
  - M23 Auditorium, Mt Gravatt campus, Griffith University.

- **Conference**
  - 5th Biennial International Conference on Technology Education Research (TERC)
  - Exploring Technology Education: Solutions to issues in a globalised world
  - 27-29 November 2008
  - Crowne Plaza Hotel, Surfers Paradise, Gold Coast, Queensland, Australia.