

RESEARCH AREA & SOURCE	DESCRIPTION & MAIN FINDINGS / ARGUMENTS
<p>Curriculum Implementation</p> <p><i>Journal of Curriculum Studies</i> 36, 361 - 379</p>	<p>Agarwal, M. (2004) Curricular reform in schools: the importance of evaluation</p> <p>A new English language curriculum with a communicative approach was introduced into schools in India. Using analysis of documents, teacher questionnaires and interviews with head teachers, the study investigates the extent to which the new exam in years IX and X affects teaching and assessment practices lower down in the school in the upper primary area. The new exam did not include testing of oral skills.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> ● All teachers at upper primary level reported using communicative teaching methods as advocated by the new curriculum for Grade IX and X. ● Private schools changed textbooks but state school did not have the resources to do so. ● All teachers reported they had changed their testing in line with the new exam in the upper grades ● Interviews with head teachers indicated there had been substantial change in testing and in teaching reading & writing but that though teachers reported using oral work, it was at best only occasional. Head teachers felt that if the new exam actually included an oral section this would change. ● Documents showed that all schools had changed their testing formats - the examples given showed that testing did not must mimic but also individual tasks. ● Researchers conclude that changing external assessment has a radical impact on school practices, even at grades well below those where the testing takes place.
<p>Curriculum Implementation</p> <p><i>Journal of Curriculum Studies</i> 32, 623 - 650</p>	<p>Barnes, M., Clarke, D., & Stephens, M. (2000) Assessment: the engine of systemic curricular reform?</p> <p>Case studies carried out in two Australian states investigated the affect of final exams in Year 12 on the teaching and assessment practices of teachers of math in G 7 – 10.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> ● where expectations and assessments are aligned there is a strong causative influence on classroom practices and where this alignment is weak, the assessment practices exert the greater influence. ● Victoria requires that the school- based assessments conducted in maths in G11 &12 include significant components of extended problem-solving and investigative work. In NSW there is no requirement as to what the school-based assessments must be. This difference showed up in the teaching practices and the assessments used by teachers in Grades 7 – 10. In Victoria, problem-solving and the use of extended investigations was much more common, despite the fact that the actual final exam in both states is very

	similar.
<p>Curriculum Implementation</p> <p><i>Educational Researcher</i> 34, 3 - 14</p>	<p>Davis, E. & Krajcik, J. (2005) Designing Educative Curriculum Materials to Promote Teacher Learning.</p> <p>The authors discuss the need for curriculum support materials to educate teachers as well as students, saying that they should: 1. help teachers to learn how to anticipate what learners may think in response to instructional activities, 2. support teachers' learning of subject matter 3. help teachers consider how to relate the various units taught 4. make visible the developer's pedagogical judgments 5. promote teacher's pedagogical design capacity. The authors also make the following points:</p> <ul style="list-style-type: none"> ● Such materials alone are only one perturbation of the status quo. ● Teacher's beliefs, knowledge and dispositions toward reflection will affect how effective materials can be. ● Future research must find what kinds of supports teachers want, need and are willing to use. <p>A set of heuristics for designing such materials in science is proposed, which include the important Pedagogical Content Knowledge necessary to teach science.</p>
<p>Assessment</p> <p><i>Learning and Instruction</i> 16, 416 – 432.</p>	<p>Hovardis, T., & Korfiatis, K. (2006) Word associations as a tool for assessing conceptual change in science education.</p> <p>By analyzing pre-tests and post-tests of a word association task researchers described the conceptual change in science class. The change described was a social representation (the change in the shared conceptual structure of the students in the class) rather than an individual description.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> ● For all stimulus terms, new associations relating to the field of ecology were introduced after the course (in population ecology) ● Associations to field other than ecology were reduced after the course. (10 words associations were recorded for each stimulus term) ● Before the course, the 'core' of students' conceptual structures included mainly non-scientific terms. Increased frequencies (number of students mentioning) and higher ranks (mentioned earlier) for ecological associations were demonstrated. ● The newly introduced associations comprised coherent groups describing causality mechanisms in population dynamics, indicating the coherence of the conceptual structures. ● The increased frequency and rank of ecological associations could comprise and index of the improved availability of the corresponding ecological conceptual structure. ● The core gives the meaning to the conceptual structure and is unaffected by situational variation. ● Results indicated that the enhanced homogeneity of the social representation was accompanied by increased heterogeneity in individual representations. (Low and High use student groups)
<p>Educational Change</p>	<p>Waters-Adams, S. (2006) The Relationship between Understanding of the Nature of Science and Practice: The influence of teachers' beliefs about education, teaching and learning.</p>

<p><i>International Journal of Science Education</i> 28, 919 – 944.</p>	<p>Case studies of 4 teachers using action research as a vehicle to expose the dialectical relationship between teacher’s beliefs about education, understanding of the subject of science and classroom practice.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> ● All four teachers in the study espoused a hypothetico-deductive approach to science teaching, but this was not evident in their practice, which emphasized the transmission of received knowledge ● The author posits the existence of a tacit understanding in addition to the teachers’ espoused understanding as he says that situational factors external to the teacher do not account for the disconnect.. ● By the end of the study 3 out of 4 teachers had come to a position where their espoused beliefs were much more closely aligned with their teaching practice. ● The teachers began to have confidence in their teaching only when it accorded with their deeply held beliefs about the purpose of education and so were much more confident at the end of the study (931). ● The change from tacit understandings driving teaching to espoused understandings driving practice came about through teachers appraising their espoused beliefs and exploring the implications in practice (933). ● Teacher’s general beliefs remained constant - their understanding of how those beliefs might appear in practice changed.
<p>Educational Change</p> <p><i>School Leadership and Management</i> 26, 453 - 471</p>	<p>Cardno, C. (2006) Leading change from within: action research to strengthen curriculum leadership in a primary school.</p> <p>This is a piece of Action Research conducted in a New Zealand primary school by the administration team with external support by an expert. The admin team perceived that the curriculum leadership structure, comprising mainly subject teams was problematic and ineffective, largely due to a lack of role definition. The research began with the admin team clarifying the problem , followed by cycles of meetings where information was collected from the whole staff and was then analyzed by the admin team, who suggested solutions, which were again brought before the entire staff. The admin team reflected on the process at the end of the 12 month project</p> <p>Main Findings:</p> <ul style="list-style-type: none"> ● The structure and process of action research allowed the admin team to investigate, analyze data and respond in a measured way and helped alleviate the tendency to ‘rush in’ with a solution. ● The process allowed for collaboration within the admin team and with all sections of the school. The process began with the admin team and extended incrementally to others. ● The action research process was a useful team-building exercise for the admin team ● The external facilitator was decisive to the success of the project. ● The principal cannot directly manage the quality of all teaching and learning. The principal’s role is to design structures and systems that ensure the work gets done in ways that are also educative and developmental for everyone involved. ● Putting the systems in place is ‘first-order’ change. The change that occurs to teaching and learning as a result is ‘second-order’

	change and also needs investigation.
<p>Educational Change</p> <p><i>School Leadership and Management</i> 25, 171 - 190</p>	<p>Oplatka, I, (2006) Imposed school change and women teacher’s self-renewal: a new insight on successful implementation of changes in schools.</p> <p>This researcher interviewed 5 female teachers in Israel who had experiences self-renewal as a result of a major change imposed on them by the Ministry of Education. (Technology as a separate subject was dropped and included in the Science curriculum so that Technology teachers had to re-train as Science teachers). The reason female teachers were selected was that the majority of teachers in Israel are female. Apart from this the teachers were selected primarily because of their positive response to the change. The researchers hoped to establish the elements of the context which facilitate the positive response.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> ● All 5 teachers highlighted the salient role their positive relationship with the principal played. ● The higher status of Science teachers as opposed to Technology teachers in Israeli schools was highlighted by all 5 teachers ● The experience of the 5 teachers during the change process involved increased self-concept, a discovery of latent potentiality, energy replenishing and enthusiasm, change initiation and updating of professional knowledge. Many of the teachers in fact were of the belief that if this change had not helped them towards self-renewal, they may have burned out as Technology teachers. ● All 5 teachers participated in Professional Development aimed at re-training them as Science teachers. ● Many, perhaps a majority of colleagues did not experience the changes so positively. ● All 5 teachers had in common: an emotional commitment to students and their learning, a tendency to innovate and lifelong learning. <p>The positive response of these teachers is contrasted with the depression, passivity, self-pity etc, documented by other researchers.</p>
<p>Teaching Methods – Reading</p> <p><i>Learning and Instruction</i> 16, 57 - 71</p>	<p>Souvignies, E. & Mokhlesgerami, J. (2006) Using self-regulation as a framework for implementing strategy instruction to foster reading comprehension.</p> <p>A study conducted in Germany as a result of German students’ poor performance on the 2002 PISA tests. The hypothesized that optimum reading instruction needed to include strategy instruction, acquisition of knowledge and skills necessary to make choices about appropriate reading strategies for varying purposes and in varying contexts and activities which would help maximize motivation so that students would be inclined to employ the strategies learned. The study therefore included a control group, a group receiving only strategy instruction, a group receiving instruction in strategies and self-regulation of the use of strategies and a group included instruction in all the aspects, strategies, self-regulation (asking which strategy would be appropriate for what reading goal and checking whether the strategy helped achieve the goal) and motivational aspects (such as realistic goal-setting and motivationally beneficial attribution). The time was constant for all three groups, so that the group which only had strategy instruction in effect had much more time to learn and practice the strategies taught.</p> <p>Main Findings:</p>

	<ul style="list-style-type: none"> ● Immediately after the intervention all three treatment groups outperformed the control group on measures of reading comprehension and strategy use. ● Differences between the three treatment groups were small in the immediate post-test. ● On a post-test conducted at the end of the school year in which the treatments took place (close to one year after treatment) only the group receiving the complete program (including strategies, self-regulation and motivation) outperformed the control group. ● Long term effects for this group exceeded those ascertained immediately after the program. <p>The researchers conclude that becoming a strategic reader is a long-term process. As the number of lessons was held constant for all three treatments groups, the researchers conclude that the findings are anything but trivial.</p>
<p><i>Curriculum Development</i></p> <p><i>Journal of Curriculum Studies</i></p>	<p>Schwartz, M. (2006) <i>For whom do we write curriculum?</i></p> <p><i>Schwartz claims that curriculum needs to be written in a way which will motivate the teachers to learn for when the teacher is learning, so too are the students. He calls his model 'rehearsal curriculum' This model organizes curriculum in a manner that will cause 'disjuncture' for the teacher and motivate them to research and explore the issue further. In the second stage, the teacher considers how to create that same 'disjuncture' for the students. He claims that this will involve both teacher and students in the process of thinking. His curriculum thus offers the teacher the opportunity to 'rehearse the learning process themselves, prior to creating it.'</i></p>