



AARE  
news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

AARE NEWS No. 43

May 2003

### FROM THE PRESIDENT

*Nah ... I'm not staying at school .. there's no point, there's no jobs if you stay or if you go ... I've got a cousin and he went to uni and got a degree and he can't find a job even after all that!*

The speaker was a 14 year old year 10 student and the conversation from which the excerpt is taken was recorded almost 20 years ago. As a junior researcher in part of a large study of School Satisfaction led by Professor Colin Power then at Flinders University, my task was to talk with groups of high school students who were identified by their schools as unlikely to complete schooling. It was around the beginning of a time of high youth unemployment in South Australia as the state's traditional industries of white goods and cars engaged in the first rounds of restructuring. In the following decade the trickle of workplace change was to become a torrent in the light of the vulnerability of the state's relatively small labour market to the pressures of globalisation. School retention in SA peaked at around 91% in 1991 and has since dropped back to disturbingly low levels. For a while it seemed that young people could be persuaded that their life chances were enhanced by completing school but by 2003 that period is definitely over. Currently the outer suburban region directly north of Adelaide is reported as having the second lowest socioeconomic profile in the country with few job possibilities for young people, generational unemployment and very low rates of school retention.

In recent weeks a series of seminars at the University of South Australia has set the scene for some future collaboration between teachers, TAFE, industry, service providers and local government in this area to engage in further research to investigate key features of educational provision. John Speirings from the Dusseldorp Skills Forum and Maria Tarrant from the Business Council of Australia gave a seminar entitled *The Cost of Dropping out and the Price of coming back*. They used the example of an approach in Denmark which appears to offer ways to recruit people back into education *before* they drop out of formal schooling. Seminars such as these challenge education academics to re-think traditional connections between schooling and qualifications, between education and work, between lifelong learning and training for a job.

At the same time the challenge for educational research is to provide evidence to enable such rethinking to be grounded in the actual experience of people in the area. Without the sort of nuanced understanding derived from close grained research at specific sites we will not be able to generate strategies that will go some way to addressing the problems. We already know the probabilities for existing school students to continue in education. Young people from the northern suburbs of Adelaide have less than 10% chance of going to University whereas from the more affluent eastern suburbs the chances are close to 86%. But we still don't know enough of their actual school experience, their hopes and ideas about life beyond school, their sense of themselves and their neighbourhoods, the attitudes of their teachers, the needs of the school leaders and so on. Most importantly we need to know what works for these young people in some ways, some of the time, in order to build more successful educational experiences whether those experiences be in school, at work, in further education or in the wider community.

These are just some of the research questions out there ... the rest is up to us!

Judith Gill  
AARE President 2003  
Associate Professor in Education  
University of South Australia

## RECENT DOCTORAL THESES IN EDUCATION

This Issue of AARE News carries four abstracts of recently completed doctoral theses. Again, they are illustrative of the quality of research being conducted in education within Australia. Issues of social justice, equity, marginalisation and so on also continue to feature in the doctoral abstracts we receive.

No doubt you will have your own particular reading of these abstracts. My reading highlighted for me certain aspects, which probably reflect my own interests, or at least some of them. For example, at a theoretical level, an understanding of context looms large in several of these studies and seems to have gained some ascendancy in the education field more generally. Some provide a more critical reading of context than others, noting, for example, the cultural and knowledge controls of classrooms, the limiting effects of schooling and the negative portrayal of 'other'. Although not as evident in the following abstracts, it is interesting to also note a rising methodological interest in longitudinal studies and in a quantitative-qualitative mix. On the latter, Brown, Halsey, et al. (1997) have argued the need for postmodern researchers not to discount the need for a 'political arithmetic' as a form of social accountability, given the currency of statistics in advanced post-industrial societies. As with context, my interest is in politicising quantitative methods and recognising their political opportunities and possibilities. Richard Teese's (2003) *Undemocratic Schooling* is a case in point. But as I say, this is my reading and I expect others may read these abstracts and the field of education research differently.

I extend my congratulations to the authors for their respective contributions. Please note that we are now publishing the names of candidates' supervisors, to include them in the celebration of the work completed. If you wish to submit an abstract to this column, please follow the guidelines outlined in the last newsletter (Issue 42, available on AARE's website) and also include your supervisors' names. Submissions can be sent to me at Trevor.Gale@education.monash.edu.au

Trevor Gale  
Executive Member

### Some interesting titles and abbreviated abstracts:

Dr Greg Curran (PhD), University of Melbourne, *Young queers getting together: Moving beyond isolation and loneliness.*

Over the last decade, education-focused research/studies on young queers (or same-sex attracted young people) have highlighted the many problems or difficulties they face growing up in a homophobic, heterosexist society. Strategies to address these issues (proposed in numerous research articles and reports) have largely focused on the school setting. I argue that these strategies are limited by heterosexual norms, which regulate and contain in advance what is possible (for queers) within the formal school system. I examine the ways in which these heterosexual norms work to constrain the queer subject in education-focused research and studies on young queers. Within this field of study, young queers have largely been characterized as victims: of homophobic abuse and harassment, and neglect by families and schools. They're said to be lonely and isolated, 'at risk' of attempted suicide, unsafe sex, drug and alcohol abuse, and homelessness. I argue that these representations convey a negative portrait of young queers – as wounded subjects. I illustrate how the emphasis on the wounded queer subject can work against the interests of young queers. In particular, it obscures those queer perspectives involving agency: first, queer cultures and communities; second, the knowledge and experiences of those who have gained confidence in their queerness, who have queer social and sexual lives. These (agentic) queers can offer us ways of understanding how young queers move beyond isolation and loneliness. This study highlights the importance, for many young queers, of having opportunities and spaces where they can connect with each other. Socialization and sexualization among young queers involves a certain openness – being and doing queer – a practice which is unintelligible within most education-focused research/studies on young queers. This is illustrated and explored through comparative analysis of queer subjectivities in two differentiated spheres: on the one hand – education-focused research and studies relating to the school context, and on the other – gay/lesbian/queer studies and literature relating to queer social and sexual contexts. The key contexts and themes examined here are: early sexual experience and beats, queer cultures and communities, and queer youth support and social groups.

Dr Neil Harrison (PhD), Northern Territory University, *An adventure of insight in ethnography and pedagogy: Learning/teaching relationships and the production of knowledge in the crosscultural classroom.*

This research is set in a university context. It draws on extended interviews with nine indigenous students studying at the Northern Territory University to examine the parallel relation between the informant and the ethnographer, and the student and the teacher. I began the research as a crosscultural ethnographer. Accordingly, I assumed that I had access to the informants' knowledge and that I could transmit this knowledge to readers. But after I wrote my first interpretation of the data I was brought to reassess these two assumptions. The research then is a critique of transmission-based theories of knowledge and learning where indigenous students are trained in the knowledge and power of the pedagogue. While most research in crosscultural education has been directed at finding out how an indigenous student can learn from the non-indigenous teacher, this study focuses on a different question: *How*

does an indigenous student learn outside the non-indigenous pedagogue's knowledge and power in the crosscultural classroom? The study turns to critical pedagogic theories for some insight. These theories bring us to the point of understanding that knowledge and learning are produced through a crosscultural relation but they do not show us how this relation is actually produced in the classroom nor how a student can learn outside the knowledge and power of the pedagogue. The research finds that there is a *discourse of negotiation* already at work, albeit hidden, in the relation between the student and the pedagogue in the university classroom. Intersubjective knowledge and a particular type of learning are produced through the relation between them.

Dr Caroline Mansfield (PhD), Edith Cowan University, *The influence of students' contextual perceptions on motivational goal pursuit in the first year of middle school*. Supervisors: Len King, Carmel Maloney & Richard Berlach

The nature of student motivation in schools, particularly during early adolescence, has been of growing interest and concern to educators and researchers alike. This study investigated the influence of students' contextual perceptions on the academic and social motivational goals they pursued in their first year of middle school. Using a goal orientation theory framework, this longitudinal, qualitative study focused on the experiences and perceptions of seven, Year 7 students throughout the first year of their middle schooling experience. The study focused particularly on how students' perceptions of their school context influenced the nature of the academic and social motivational goals they chose to pursue throughout the year. A case study approach was used to gain a deeper understanding of the contextual perceptions held by students and to develop a holistic view of the complexities of student life during early adolescence. The findings of the study revealed that students' perceptions of the contexts in which they operated during their first year of middle school had a significant influence on the nature of academic and social goals individuals pursued and that students' goals seemed to emerge from a consistent series of negotiations that occurred between family goals, school and classroom goals, and peer goals over the course of the year. The study illustrates the positive and negative impact educational contexts can have on students particularly during early adolescence. In particular it showed how the nature of behavioural control systems can have a significantly negative impact on individual's motivation with regard to sense of belonging at school, school affect, perceived levels of teacher care and support, student teacher relationships and students' self-reported academic engagement and effort. Perceived teacher support appeared to also have a significant impact on students' school adjustment, feelings about school and academic engagement and effort. The study points to the need for educators and school administrators to approach change in their schools and classrooms from a motivational perspective.

Dr Helen Watt (PhD), University of Sydney, *Gendered achievement-related choices and behaviours in Mathematics and English: The nature and influence of self-, task- and value perceptions*. Supervisors: Ray Debus & Mike Bailey

The present study investigates students' gendered achievement-related choices and behaviours in mathematics and English, using the Expectancy-Value theory of achievement motivation developed by Eccles and colleagues, which is the most prominent current model predicting academic choices in the form of course enrolments. The central social issue addressed in this thesis is the differential participation in higher-level mathematics by girls and boys, in both their senior high school years and intended careers. Key questions investigated are first, to what extent do boys plan to participate in maths to a greater extent than girls, both in senior high and in their planned careers? Second, what are the predictive influences of gender, expectancies, values and task demands on maths participation and achievement-related behaviours? Third, what is the nature and development of boys' and girls' trajectories for expectancy, value and task demand variables from junior through to senior high school? Fourth, what causal sequencing among expectancy and value constructs can be discerned? These questions are addressed using longitudinal data from three cohorts in an overlapping cohort sequential design (N's= 428, 436, 459). Parallel analyses are conducted for English to assess domain specificity of findings. These four major questions comprise the extensive quantitative survey phase of the study. Further questions comprise the intensive qualitative interview phase, namely: what factors are facilitative of, and detrimental to high-ability girls pursuing high levels of mathematics? How are their self-perceptions of talent derived? And how do students explain greater male participation in maths at school and in the workplace?

### **AARE NEWS 2003**

Schedule for 2003 publication and associated inserts. Revised 23 May, 2003.

<i>NEWS #</i>	<i>Copy Date for NEWS</i>	<i>Web Publication of NEWS</i>	<i>Printed version Distribution</i>
# 42 March	1 March	8 March	15 March
# 43 May	1 May	10 May	17 May
# 44 July	1 July	12 July	12 July
# 45 October	11 October	18 Oct	31 Oct

## News from the AER

Members will be aware that Associate Professor Pat Thomson has been doing the book reviews for the AER for the last two and half years. She has been responsible for seeking out interesting books, for putting together sets to make evocative review essays and generally for cajoling reviews from time poor academics. Unfortunately for the AER, and indeed all her colleagues, she has just moved to the UK to take up a Chair at the University of Nottingham. On behalf of the Editorial Board, I would like to thank her for her contribution as Book Reviews Editor, for her help in considerations about the journal going on line and overall for her bracing intellectual company on the Editorial Board. We will sorely miss her contributions. Further, congratulations to Pat on her new appointment. She tells us she will always have spare room ready for visiting Australians. Please now send new books for review to [Danni.Nicholassexton@unisa.edu.au](mailto:Danni.Nicholassexton@unisa.edu.au)

Jane Kenway, Managing Editor

### ARERA symposium

The Australian Rural Education Research Association will again hold a symposium on the day following the annual AARE conference. All people interested in research in rural education are invited to attend and to present papers. The symposium this year will be held on 4<sup>th</sup> December 2003 at the University of Auckland. It is expected some New Zealand colleagues will also join us.

For further details and to be placed on a contact list please email Pam Bartholomaeus at [jingella@ozemail.com.au](mailto:jingella@ozemail.com.au)

## AARE Postgraduate Student Travel Awards

AARE Student Travel Awards are available to provide support for postgraduate students to attend and participate in the annual conference of the Australian Association for Research in Education. Several awards are made each year to assist outstanding students with travel costs. The awards are intended as a contribution to travel expenses; they will not necessarily cover the full cost of travel nor do they cover the conference registration fee. Postgraduate student representatives on the AARE Executive Committee are not eligible to apply.

As the intent of the awards is to honour and facilitate outstanding scholarship, applications will be judged on the basis of the following academic merit criteria:

### Merit Criteria

- Originality
- Contemporary significance and /or scholarly relevance
- Conceptual, methodological and theoretical soundness
- Disciplined, focused and persuasive argument
- Coherent organisation and clarity of written expression
- Comprehensive reference to appropriate literature
- Relevance to the conference

### Eligibility Criteria

- be a (student) member of AARE
- have been enrolled full time in a postgraduate research program in a relevant area of study at an Australian higher education institution for a minimum of 12 months at the time of the conference, OR have been enrolled in a program as described above on a part time basis and not be otherwise eligible for employment-related support to attend the conference
- submit a single-authored paper
- include a letter of support from their supervisor in their application package
- be able to attend the full conference
- be willing to present a conference paper or lead a symposium based on their research, and deliver the paper as scheduled
- submit the paper at registration for publication on-line and on CD in AARE's Conference papers collection (copyright is vested in author).
- have not previously received an AARE Student Travel Award

## Application Process PG Student Awards 2003

To apply for a Postgraduate Student Travel Award, please send a hard copy of your paper with a covering letter and a letter of support from your supervisor to the AARE Office: Also send an MSWord disk/digital copy attached to an email to [aare@aare.edu.au](mailto:aare@aare.edu.au)  
AARE Office PO Box 71 Coldstream 3770 Victoria.

**2003 Applications close Friday July 11, 2003.** Successful and unsuccessful applicants will be notified by late August.

### AARE / NZARE Joint Conference 2003

29 November - 3 December  
Hyatt Regency Hotel & the University of Auckland, Auckland, New Zealand

Theme: "Educational Research, Risks and Dilemmas"

Pre-conference workshops: Saturday 29 November  
Conference: Sunday 30 November - Wednesday 3 December

Website: [www.are2003.org.nz](http://www.are2003.org.nz)

Registration and Call for Papers commences February 2003, from the web site only.

More information [www.are2003.org.nz](http://www.are2003.org.nz).

## AARE/NZARE JOINT CONFERENCE 2003

### Progress Report

The Call for Papers closed on 5<sup>th</sup> May, with over 650 submissions received. Papers that seek refereeing are required with the conference organiser by June 6<sup>th</sup>. If a submission has been accepted for the conference, presenters must both register and pay their registration fee before 1<sup>st</sup> September (closing date of Early Registration discount) to get placed in the programme. The programme will be shaped during September and published on the website, along with abstracts, at the start of October.

Registration for the conference is only available through the website at [www.are2003.org.nz](http://www.are2003.org.nz)

Note that all Australian presenters must be members of AARE, and that the closing date for the Early Registration discount is 1<sup>st</sup> September.

### Keynote Speakers are:

- ❖ Larry Cuban, Stanford University, USA
- ❖ Sara Delamont, Cardiff University, UK
- ❖ Margaret Carr, University of Waikato, NZ - NZARE Herbison Lecture
- ❖ Plus the AARE Radford Lecture (*still to be confirmed*)

A range of interesting Pre-Conference Workshops is being offered, and information on these plus registration is available from the website. In designing these workshops, it has been a requirement that they be practical and as much as possible, hands-on.

A range of Accommodation options in the close vicinity of the conference venue has been assembled, and these are starting to fill. Being a solely electronic registration process, once an accommodation option has become fully booked, that option can be removed off the registration page. Some options have already filled, so it would pay not to linger if you wish to uptake any of these options. Obtaining accommodation at the very last minute will be very difficult.

Any enquires should be directed to:

Eddy van Til  
ARE2003 Organiser  
[eddy@eenz.com](mailto:eddy@eenz.com)  
Aust Freephone 1800 888 535

## SIG NEWS

### Calling all educational philosophers

A SIG for educational philosophy has been proposed. However the proposer, working alone in his or her garret (as philosophers are temporally wont to do) needs the names of several like-minded individuals in order to inject a bit of good old speculation and other kinds of clear thinking into the august and overwhelmingly qualitative-quantitative proceedings of the forthcoming AARE/NZ Conference. Can you help?? If so, please contact Peter Reynolds [preynolds@canningcollege.wa.edu.au](mailto:preynolds@canningcollege.wa.edu.au) before 2 June in order that the required number of interested souls can be identified and a SIG can be established.

### Measurement and Assessment SIG

This SIG was initiated by Patrick Griffin and Geoff Masters. It had its inaugural meeting at the Brisbane Conference. Office bearers are:

Chair: John IZARD RMIT [john.izard@rmit.edu.au](mailto:john.izard@rmit.edu.au)

Secretary: Rosemary Callingham UNE [rcalling@une.edu.au](mailto:rcalling@une.edu.au)

Program Director: Trevor Bond JCU [Trevor.Bond@jcu.edu.au](mailto:Trevor.Bond@jcu.edu.au)

Membership of this SIG is open to any member of AARE who has an interest in any aspect of assessment or educational measurement. The SIG will host a program strand at the 2003 conference in Auckland, and will hold its AGM there also. This is an opportunity to provide a focus for the many different aspects of assessment, whether in the workplace, in schools or in any other context. If you would like more information please contact one of the office bearers.

### New AARE Special Interest Group Convened in Sociocultural and Activity Theory

*Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer [her]; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress (Burke, 1973, p. 110-111).*

The aim of the Sociocultural and Activity Theory SIG is to create a space within the Australian Association for Research in Education for educators, researchers, and theorists to engage in an "endless conversation" (Burke, 1973): an ongoing dialogue and discussion with and about the social and historical development of mediated action.

We are interested in sharing theoretical and empirical research that builds upon, extends, supports and/or challenges the work of Vygotsky, Bakhtin, Leont'ev, Cole, Wertsch, Kozulin, Engeström, Emerson, Holquist, Morson, Van der Veer, Valsiner, Lave and others. Sometimes referred to as Cultural Psychology, Sociohistorical Psychology, and the Sociocultural Approach, we aim to explore complex social concerns through a transdisciplinary lens that incorporates perspectives from cultural anthropology, sociology, history, philosophy, psychology, and literary theory. Innovative approaches to analysing speech genres, social languages and discursive practices, in relation to embodiment and materiality, are invited as well.

We will have our inaugural gathering during the AARE conference in Auckland, New Zealand, 29 November – 3 December 2003, and begin discussions around future symposia and the possibility of developing a pre-conference institute. Please contact me with your mailing address and email address if you wish to become a member, as well as for any questions you might have. Please join us!

**Dr. Jennifer A. Vadeboncoeur**  
[vadebonc@mailbox.uq.edu.au](mailto:vadebonc@mailbox.uq.edu.au)

## Any ideas for new SIGS?

AARE is very keen to support the establishment of new SIGS. If you have an idea for a new SIG Jennifer Sumsion, from the AARE exec, would love to hear from you. Please contact her at [jennifer.sumsion@mq.edu.au](mailto:jennifer.sumsion@mq.edu.au) or on (02) 9850 9864.

## Current Special Interest Groups

SIG	Coordinator	Contact details
Early Childhood	Jennifer Sumsion	<a href="mailto:jennifer.sumsion@mq.edu.au">jennifer.sumsion@mq.edu.au</a>
Gender and Sexualities	Deanna Leahy	<a href="mailto:dleahy@deakin.edu.au">dleahy@deakin.edu.au</a>
Health and Physical Education	Ross Brooker	<a href="mailto:Ross.Brooker@utas.edu.au">Ross.Brooker@utas.edu.au</a>
Measurement and Assessment	John Izard (Chair) Rosemary Callingham (Secretary) Trevor Bond (Program Director)	<a href="mailto:john.izard@rmit.edu.au">john.izard@rmit.edu.au</a> <a href="mailto:rcalling@une.edu.au">rcalling@une.edu.au</a> <a href="mailto:Trevor.Bond@jcu.edu.au">Trevor.Bond@jcu.edu.au</a>
Motivation and Learning	Judy MaCallum Helen Watt	<a href="mailto:jamac@central.murdoch.edu.au">jamac@central.murdoch.edu.au</a> <a href="mailto:h.watt@uws.edu.au">h.watt@uws.edu.au</a>
Post Graduate and Early Career Researcher	John Cripps Clarke Jan Edwards	<a href="mailto:crippscl@deakin.edu.au">crippscl@deakin.edu.au</a> <a href="mailto:pg@aare.edu.au">pg@aare.edu.au</a>
Sociocultural and Activity Theory	Jennifer Vadeboncoeur	<a href="mailto:vadebonc@mailbox.uq.edu.au">vadebonc@mailbox.uq.edu.au</a>
Teachers' Work and Lives	Catherine Scott	<a href="mailto:cscott2@pobox.une.edu.au">cscott2@pobox.une.edu.au</a>

## Postgraduate News (including items of interest to Early Career Researchers)

### NZARE & AARE Conference 2003

#### Joint symposium

Fiona Beals from Victoria University (NZ) and I have been developing plans for some independent and joint postgraduate and early career researcher activities. We are jointly planning a symposium that will adopt a creative and innovative approach to discussing PhD supervision. This symposium, titled, *Journey or destination: PhD supervision*, will adopt an interactive approach to the conference symposium where participants will be invited to participate in the construction of 'fairy tales' about their particular PhD experience. If you are interested in participating please contact [jan.edwards@unisa.edu.au](mailto:jan.edwards@unisa.edu.au).

#### Annual general meeting

Time has been allocated within the program for an Annual General Meeting of postgraduates and early career researchers.

#### Welcome session

A time has been requested for postgraduate and early career researchers to meet following the pre-conference workshops on Saturday. As members requested last year, this provides an opportunity for new members to make contact prior to the President's Welcome. I am currently attempting to locate some sponsorship for this event. Any ideas please forward to [jan.edwards@unisa.edu.au](mailto:jan.edwards@unisa.edu.au).

#### Informal social gathering

We are still planning other events including a possible a 'not the conference' dinner, and hope to add other activities to the program as the date approaches.

## Election of PG Student representatives to Executive 2004

Neither John Cripps Clark nor Jan Edwards will be eligible to stand as postgraduate student representative in 2004 as hopefully we will both have submitted our theses. The election of postgraduate student representative requires some planning prior to the end of the year. I hope to draft a coherent and transparent process for implementation in 2003. If you are a postgraduate student and would like some input into the process please contact [jan.edwards@unisa.edu.au](mailto:jan.edwards@unisa.edu.au).

### Reminder – Travel Awards

Remember to apply for the postgraduate student travel awards.

Jan Edwards  
Postgraduate student representative  
AARE Executive

## AARE Mini Conference: *Defining the Doctorate* – October 2003

Crown Plaza Hotel on the foreshore at Newcastle from October 2 – 4.

**“Defining the Doctorate”**, and a supplementary theme,  
**“Doctoral Study in the Creative and Performing Arts”**.

The convenor of the Newcastle Mini-Conference, Rob Cantwell, reports a steady stream of contributions to the conference. As may be expected those that have come represent a diversity of paradigms, interests and topics - all of which makes for an interesting and exciting conference. In particular, the large number of contributions relating to the Creative and Performing Arts signifies the increasing importance these disciplines are playing in the RHD business. There have been some minor changes in organisation. Keynote sessions and some of the breakout sessions will now be held in the restored railway buildings adjacent to the Crowne Plaza - now occupied by the Hunter Wine Society. This can only add to the convivial atmosphere of a conference in Newcastle.

Please invite you colleagues and students to consider a paper at the conference. Whilst fully refereed papers submissions have now closed, we will be accepting abstracts for refereeing for some time yet. Papers on all areas of relevance to research higher degree study are welcomed.

### Keynote Speakers

**Associate Professor Allyson Holbrook**, Director of the Centre for the Study of Research Training & Impact, University of Newcastle, will present a keynote address on Thursday, October 2<sup>nd</sup> on the topic of ***“The Creative Doctorate”***.

Associate Professor Holbrook has been a leading researcher in the field of post graduate study for a number of years. She has published widely on research and research training, including an edited publication on Doctoral Supervision through the AARE as well as a major commissioned study on the Impact of Educational Research.

Currently, Allyson is leading a team of researchers from the SORTI Centre in investigations of doctoral examination reports and ARC assessor reports. Allyson is now uniquely placed to address the topic of ***“Defining the Doctorate”***.

**Professor Sue Rowley** was appointed Executive Director for the Humanities and Creative Arts at the ARC in February 2001. She is a past president of the Australian Council of University Art and Design Schools, and has been a member of the Australian Research Council’s Large Grants Committee, Humanities and Social Sciences panel. Her topic is ***“Creative Arts research and research training: ARC perspectives, priorities and programs”***.

Professor Rowley is the Foundation Professor of Contemporary Australian Art History at the University of New South Wales, and prior to her appointment as Executive Director was the Head of the School of Art History and Theory at the University of New South Wales College of Fine Arts. Professor Rowley has been President of Object, the Australian Centre of Craft and Design. Her research field is contemporary art, craft and design.

A call for papers was issued through the AARE website. Enquiries may be addressed to the Convenor or AARE Office

## Newcastle Conference [contd.]

### Some interesting titles of papers proposed for the Newcastle miniconference.

The Museum as a resource for doctoral studies in Fine Art  
Live performance and the Ph.D.  
New possibilities: Supervising Fine Art doctorates  
Oral history, the insider becomes an outsider: Using a qualitative approach in a doctoral study by distance education  
Launch of the JellyGene  
Transforming doctoral expectations  
A brief review of PhDs in Creative and Performing Arts in Australia  
Exposing the private in the public through stories and poems: Reflections of a PhD student  
Evaluating the doctoral curriculum in education  
Reconceptualising the role of art educators in their engagements with art museums  
Hitting the ground running: Issues for doctoral students in education and the creative arts  
Exploring the multi-layered experience of undertaking creative doctoral research  
The role of effective supervision in facilitating constructive volitional behaviour in doctoral study  
Performance assessment in doctoral study: A framework

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<p style="text-align: center;"><b>AARE EARLY CAREER RESEARCHER AWARD NOMINATIONS CLOSE 31st OCTOBER 2003</b></p>
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### 2004 AARE International Conference, Melbourne

The 2004 Conference will be held in Melbourne. Our last Melbourne Conference (in 1999) attracted the Association's largest attendance ever and 2004 is shaping up to be equally as attractive.

A Conference Committee has been formed to make it all happen, although it is still not too late for others to join if they would like to be part of shaping and organizing the conference. If you are interested in being a part of the Committee, contact Associate Professor Trevor Gale, the Conference Convenor, at [Trevor.Gale@education.monash.edu.au](mailto:Trevor.Gale@education.monash.edu.au) or on Ph: 03 9904 4242; Fax: 03 9904 4027

Please make your ideas about the Conference known to the Committee. See AARE website for the full list. We are keen to hear from you about the program, including its social aspects.

Also, if you happen to be travelling overseas this year to an international conference and are willing to take some fliers advertising the 2004 AARE Conference in Melbourne, please contact Trevor and we will arrange for you to receive these for distribution. We can even post them on to arrive at your destination rather than form a part of your luggage – if we know far enough in advance!

#### AARE 2004 Conference Committee

Ruth Arber, Deakin University  
Jill Blackmore, Deakin University  
Brenton Doecke, Monash University  
Trevor Gale, Monash University  
Audrey Grant, LaTrobe University  
Peter Jeffery, AARE Executive Member

Bob Meyenn, Charles Sturt University  
Pat Smith, Ballarat University  
Colleen Vale, Victoria University  
Joseph Zajda, Australian Catholic University  
Margaret Zeegers, Ballarat University  
David Zyngier, Monash University

Secretariat: Wendy Shilton, AARE Office

## **WebEx**

AARE is fortunate to be sponsored by WebEx Australasia for any work AARE wants to do in reaching out via the Internet to members and others dispersed across Australia and further.

### **What is WebEx?**

WebEx can be seen at [www.webex.com](http://www.webex.com) If you want to go specifically to the Australian website go to [www.webex.com.au](http://www.webex.com.au) In brief WebEx is an interactive meeting environment on the Internet and phone systems which allows the voice of a presenter or voices of a group to be telephoned to other sites to individuals or groups. It is a real-time system so the event is on at the time of the originating organizer, for example Australian Eastern Standard Time. In addition to the telephone conferencing WebEx has a computer interface from one to many and/or many to many through the Internet. This is via a shared computer environment or desktop where all persons in the connection can see each other's PPT slides, white board, Word documents, Excel spreadsheets or whatever is on your computer as a file or program.

### **What can we do with it?**

Using WebEx people can be shown things by one or more of the people connected [like AARE did in Brisbane by relaying Jill Blackmore's Presidential Address and Allan Luke's Keynote Address] or people can be allowed to interactively work together on the documents or whatever at the same time. People can talk to each other simultaneously with the transmission of the computer images.

### **WebEx can help AARE**

AARE, through the good offices of WebEx [in Melbourne] can offer people who register for an event a free 1800 phone connection to an event. The registrants are also given an access login code on the Internet for the event. So, whatever is said or shown to the auditorium or room of face to face people can also be seen and heard by those registrants wherever they are; and if we let them - every remote person can join in the discussion by simply "raising their [electronic] hand" and speaking!

### **Control**

Just as someone chairs a live meeting in a room, someone chairs the WebEx meeting and allows or disallows features. For example in Brisbane AARE allowed a one way presentation from Brisbane to many individuals and groups and permitted [at the end of the presentation] questions from the floor and remote persons via WebEx.

### **NO camera**

Everything that a presenter wishes to show to remote users must be on your computer. Pictures, slides, tables, figures, art work or just a photo of the speaker. It is important that there be something on the screens of remote viewers when they listen to people talk on and on. There is no camera facing the speaker. [There could be but webcam adds another level of complexity. Likewise it is possible to do audio via the Internet but it is not quality sound so telephone is best].

## **AARE Website News**

According to statistics collected on our site and compared with what other sites claim, it appears that AARE website is one of the heaviest used sites in the world. Please look at the statistics and check to see if your work is being accessed.

### **What's new?**

The AARE journal *Australian Education Researcher [AER]* is now on-line. Four buttons have been added to the front page to facilitate quick access to particular parts of the site. We assessed visitors activity on the site to determine these quick entry buttons. In addition the full INDEX is available at all times. The index is constructed to reflect the structure of AARE and its many functions. Many reference documents and sites around the world connect to AARE and particular files in our huge collection of member's papers from conferences.

Peter Jeffery  
AARE Website Manager

**NOMINATIONS FOR THE AARE BETTY WATTS AWARD  
CLOSE 30 OCTOBER 2003**

**NOMINATIONS FOR THE AARE DOCTORAL AWARD 2003 HAVE BEEN  
CALLED BY LETTERS DIRECTED TO EACH UNIVERSITY IN AUSTRALIA.**

## **PROCEDURES FOR NOMINATING MEMBERS OF AARE FOR LIFE MEMBERSHIP**

In the newsletter each year, the Honorary Secretary will call for nominations due by September 30. Members nominating a particular candidate should:

1. Ensure that the candidate **fits** the criteria for Honorary Life Membership, that is
2. Membership of AARE
3. Retired from full-time employment \*
4. Has made a substantial contribution to educational research.
5. Provide a **profile** of the candidate that provides grounds for the nomination.

Pertinent information would include but not necessarily be limited to the following: The candidate's contribution to educational research; their contribution to AARE and the length of membership of the Association; their overall contribution to the educational community (policy formulation, public awareness, and so on).

### **Selection Procedures:**

A sub-committee of the Executive, chaired by the Honorary Secretary will examine the nominations received and taking into account the criteria for Honorary Life Membership, make a recommendation at the mid-year Executive meeting for one, and under special circumstances more than one Honorary Life Membership. The Executive should pass a resolution at the mid-year meeting to bestow an Honorary Life Membership on the nominated member or members. In addition to the stated criteria, the subcommittee should provide an ongoing review of gender, regional and disciplinary distribution of Honorary Life Members. Where marked discrepancies in the distribution occur, 'the sub-Committee should implement positive discrimination procedures.

### **Support for the Honorary Member to attend the conference:**

Financial support will be provided by the Association, through the Annual Conference Organising Committee, to the nominated member(s) to attend the annual conference. The financial support will consist of. Conference registration fee waiver, actual transport costs to the conference, not to exceed the equivalent of an economy class airfare from the member's Australia home address to the conference site. Members residing overseas will be limited to a transport grant of \$1,000.

The Annual Conference Organising Committee will arrange for a time during the conference for the bestowal of the Honorary Life Membership. Sufficient time should be allowed to have the President or the President's proxy present a **profile** of the nominee that provides justification for the bestowal, have the nominee respond, have the President bestow the Honorary Life Membership certificate. A certificate will be granted to the Honorary Life Member that registers the Honour bestowed by the Association.

## **JOIN OR RENEW AARE MEMBERSHIP ON-LINE**

AARE has a SECURE time-saving, convenient, modern processing system for members renewing or joining AARE. **Members** can now renew their membership on-line using our secure DirectOne connection from AARE website. **New members** can join at the same e-commerce page.

### **Recruit a member:**

If you know someone who you would like to encourage to join AARE it is easy for them to do. Just tell them to go to AARE website and join us on-line. As soon as we are notified by the system that we have a new member AARE Office will send the person a "Welcome to Membership" pack of publications.

### **Renewing Members:**

AARE Office will issue personal reminder notices but instead of collecting handwritten [sometimes illegible] credit card numbers on the form to be returned, members are now invited to go on-line and enter the details directly. This is also a way to eliminate the occasional errors we make in typing names and addresses -- you type it yourself and we suspect that you know your own name! Timesaving on office work translates into smaller increases in membership rates and faster feedback to you when you renew.

### **Tax Invoices:**

The system issues full tax invoices within 60 seconds of completion of the transaction and notifies AARE Office of the details by email. But AARE Office does NOT ever know your credit card number.

## PROFESSIONAL DEVELOPMENT WORKSHOP - AUGUST

AARE Post-graduate and Early Career Research Special Interest Group presents a workshop for all interested students, early career researchers and supervisors on Friday August 21<sup>st</sup> live in Melbourne at RMIT and live via Webex!

### *Developing abstracts and preparing and presenting conference papers*

These workshops will feature Dr Julie McLeod and another prominent Australian academic (to be confirmed).

The first of these two sessions will focus on preparing an abstract and writing a conference paper within tight timelines. This session is intended to assist students and early career researchers in being competitive in national and international forums. Questions to be addressed in this presentation include:

- ❖ What makes a good abstract?
- ❖ What makes a good conference paper?
- ❖ How do I develop these skills?

The second session focuses on the crucial elements of successful presentations. Workshop leaders will share their presentation highlights. Workshop participants will be encouraged to bring an abstract or paper of their own to further develop their skills in turning a paper into a memorable presentation. Questions for discussion in this workshop include:

- ❖ What makes a good presentation?
- ❖ What are the skills that good presenters possess?
- ❖ How do I go about developing these skills to support my own work?

An exciting element to this workshop will be the use of Webex. This technology will be trialed in this format by AARE for the first time. The benefits of using Webex include the reduction of time spent travelling for regional members, and the capacity to include a broader range of participation from members throughout Australia. This important and innovative technology enables presenters and participants to learn new skills while participating in this unique workshop.

More information will be available soon on the AARE website; via the PG&ECR SIG discussion list; or contact Jan Edwards on [pgecr@aare.edu.au](mailto:pgecr@aare.edu.au)

### **AARE CONFERENCE Papers on web and CD Publication Dates**

Please note that the normal publication date for AARE Conference papers Collection on CD [Proceedings] and on AARE Website is **December of the year that the conference is held**. This allows members to claim for the RAI on the work completed in the year of the conference at the beginning of the following year. There may be some delays in production and distribution, but the papers are **published** immediately after the conference. This is why normally presenters must hand in their final version papers on the last day of the conference. Publication processing is prior to Xmas in the year of the conference.

Peter Jeffery, Compiler, AARE Conference Papers on Disk.

**Arrangements for the depositing of papers and their publication for the NZARE-AARE Conference 2003 are in the hands of the NZARE-AARE Conference Committee in New Zealand.**