



AARE
news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

AARE NEWS No. 44

July 2003

FROM THE PRESIDENT

Recent months have seen an escalation of activity around educational issues, especially connected to the release of the Costello budget and the response from the Universities. The implications of the budget for schooling have also attracted media attention with the federal government's determination to augment its already considerable contribution to the schooling sector previously known as 'private' or 'independent'. The shift in federal government funding sits on top of the historical division between the state and federal governments in terms of responsibility for school funding. While the state governments continue to undertake prime responsibility for public schools the federal government has progressively undertaken to contribute increasing amounts of public money to the non-government school sector, provoking a greater distinction between rich and poor in school resourcing. All in the name of choice. Little wonder then that this policy has drawn and will continue to draw comment and protest from educationists and the general public.

The question of federal funding of Universities is also of particular concern to educational researchers. In the AARE response to the Crossroads document last year we pointed out that educational research in Australia is poorly resourced. With few philanthropic foundations given to the sponsorship of educational studies, our research is dependent on government funding to a much larger degree than comparable research activities in other fields. The federal determination of high priority research fields offers no joy to educationists. We also noted that education faculty were spread throughout the university sector and more commonly found in the newer, [less well resourced] Universities many of which had developed from the previous system of Teachers Colleges. This distinction between rich and poor Universities is underscored by moves by the current budget to deregulate University fee structure, a move which will have a consistently deleterious effect on education faculties around the country and hence on educational research.

These new hard times for educational research threaten the very nature of the endeavour our Association is committed to support. The increasing division between Universities has the potential to incite division within our membership with those positioned inside older better resourced Universities carrying less of the burden of teaching and research than those working in cash strapped newer tertiary institutions. And within the Schools of Education recent developments appear to have exacerbated the distinction between experienced researchers who continue to publish and to pursue the elusive grants and newer, not necessarily younger, faculty to whom falls the lion's share of teaching in undergraduate teacher education. Such divisions work against the best interests of both teacher education and educational research. Identifying education as an area of special priority and raising the quota of undergraduate enrolments, both recent government initiatives, will do little to improve the situation and may even work in the other direction.

Meanwhile the work of the Association continues apace. We have written to the AVCC and to the Deans of Education around the country outlining our concerns in the current budgetary climate and noting the potential problems associated with the looming increased demand for teachers, the new academic recruits to education and a large and increasing number of retirements among senior faculty. Of particular concern to us was the 'new' brain drain in Australian Education research with numbers of leading researchers, several of whom had been closely associated with AARE, recently having taken up lucrative posts overseas.

At the moment we are looking forward to the two workshops to be held at Monash in August. These workshops are the first of what promises to be a series of local AARE events whereby the Association can continue to stimulate educational research and promote knowledge among researchers in a less formal atmosphere than at the annual conference. In addition both of these workshops will use interactive software [WebEx] whereby education researchers can join in the discussions from remote locations – or at least from locations at some distance from the workshop itself. As a national body it is important that we continue to explore the latest technology in our efforts to overcome the problems of distance in our efforts to promote communication around research issues.

Other forthcoming events are the AARE miniconference in early October at Newcastle *Defining the doctorate*, and of course the NZ/AARE annual event to be held in Auckland in late November. The latter has already occasioned a good deal of work with members acting as referees for papers, more of which have been rolling in each year since our inception of this class of paper. Our thanks to all who have helped with reviewing!

In the interest of raising the profile of the AARE and of education research generally, we have decided to introduce some new material into the newsletter. To this end we plan to include snapshots of the work and workplaces of members among our standard offerings, probably just one or two per newsletter. So when the invitation comes to you to contribute something about your research and the research profile of your work location, please be prepared to write a few lines. It's not a case of being representative – your own idiosyncratic response will be fine.

Please note the call for nominations for the AARE executive included in this newsletter – either you or someone you know may well be interested in nominating to serve on this lively and literate body.

In the next newsletter I will let you know the responses from the AVCC and the Deans to the AARE concerns raised in our recent letter. Meanwhile I hope that you are all weathering the winter blues and continuing with the work of education research.

Judith Gill
UniSA, July 2003

AARE RESEARCH MONITORING

RECENT DOCTORAL THESES IN EDUCATION

The themes that stand out for me in the following set of abstracts include a focus on schooling, particularly middle schooling and its discontents, as well as critical approaches to thinking about education and its 'problems', including the problematic of working in educational contexts. My congratulations to the authors for their contributions to these discussions. There is little doubt that Australian public schooling and educational contexts more generally are experiencing difficult times and that as researchers we need to productively contribute to their resettling.

Please note that when we have the details ***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 AARE NEWS 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 Beverley Axford (PhD), University of Canberra, *Professional work in the new work order*. Supervisors: Marie Brennan & Peter Putnis.

How do moves away from the modern bureaucratically-structured professions, and a professional ideal based on the concept of universal service, impact on graduates currently entering professional employment domains in which new 'performativity-based' management regimes are replacing the older control structures? This study draws on a range of sociological literature to explore both the structural and discursive changes in the meaning of profession practice. The study also draws on a number of research projects, including materials from focus group interviews of final year undergraduate students, recruitment brochures, ABS (Australian Bureau of Statistics) statistical analyses and DEST (Australia: Department of Employment, Science and Training) graduate destination studies, and policy documents. These materials are used to argue that the employment destinations of those with professional qualifications and credentials are now more stratified and more diverse and no longer necessarily coupled with a lifelong career. In addition, the new management regimes that accompany the move to more flexible work processes and work practices are changing how those in professional work locations construct their sense of themselves as professional practitioners. Changes in the nature of professional work, and in the structural and discursive location of professional workers, have implications for education and training institutions. These institutions not only prepare workers for these occupational

domains but are the main conduits through which access to work in the restructured labour markets is mediated. The study concludes by drawing attention to the need for educational research to be anchored in a 'sociology of employment' that is able to provide a more critical account of the relationship between education and training and entry into high status/low status employment domains.

Dr Lisa Hunter (PhD), The University of Queensland, *Young people, physical education, and transition: understanding practices in the middle years of schooling*.

Schooling is charged with the formal and compulsory education of young people yet processes and practices go well beyond formal curriculum and constitute society within the individual (Bourdieu, 1977; 1990). In Australia, knowledge around the experiences of young people in their middle years of schooling and the influence of 'practice' as enculturation and/or agentic processes is minimal. Chapter 1 contextualizes the study within Australian education, the field of physical education and the middle years of schooling, literature informing these fields being visually mapped in Chapter 2. Chapter 3 outlines the theoretical perspectives drawn from (critical pedagogy, post-structural feminism, cultural studies, and youth studies). Through the use of these perspectives the relational positioning of 24 students within their physical education class is suggested using Bourdieu's conceptual tools of habitus, field, capital, and practice. The participants included 24 students in one Year 7 class (final year of primary school) into their Year 8 classes (first year secondary or middle school), and 7 teachers. Data was generated through a multi-method approach (interviews, field observations, questionnaires, journals, videoing, photography, and Qsorts), then analyzed using grounded theory, critical discourse analysis, descriptive statistics and Qmethodology to constitute a theory of practice (Bourdieu, 1977; 1990). Issues arising from the reflexive research process between data, theory, and my own habitus were ongoing throughout the study and reflected upon in an Epilogue. Chapters 4 to 6 present literature, data, and discussion focussing on three dimensions relating to the thesis questions. Chapter 4 centres on the practices and processes of transition within the middle years of schooling. Physical education as a social field acts as the organizing theme for Chapter 5 before concentrating on student habitus in Chapter 6. Key findings suggest that schooling in general, and physical education in particular, needs to redefine and refocus practices within the middle years, before, during and after transfer. Transfer can be situated as a powerful disruption, and therefore possible learning process, as part of the middle years, warranting explicit attention (to learning, habitus, and the social nature of the class) by students, teachers, and adults involved in education. Consideration towards notions of student "participation" and "difference" inform a list of principles in Chapter 7 targeting different agents within the field, to promote shifts from currently oppressive to more socially just practices within schooling and physical education. Two possible future education scenarios, using and promoting a pedagogy of imaginative praxis, are then suggested.

Dr Carl Leonard (PhD), University of Newcastle, *Quality of Life and Attendance in Primary Schools*. Supervisors: Sid Bourke & Neville Schofield.

This dissertation presents the results of a study to assess the impact of a stress management, a self-development, and a relaxation technique on the quality of school life and attendance of 448 Year 5 and 6 students in 16 classes at 4 Lower Hunter Valley primary schools in New South Wales, Australia, in 2000. The importance of contextualising student quality of school life as a key indicator of school effectiveness and measure of school improvement is also argued. The Quality of School Life questionnaire (Ainley & Bourke, 1992) scales were used pre- and post- intervention as indicators of student perception of aspects of their school life including stressful and satisfying elements. Various student, teacher, and class contextual variables were also investigated. Overall, the interventions implemented in this study appeared to have had some small impact on student quality of school life, student absence, teacher stress, teacher satisfaction, and teacher absence. Of particular interest are the apparent differential effects of some of the interventions for: teachers and students, classes, schools, and, at least in part, the effectiveness of the implementation of the interventions. Possible explanations of these differences are discussed while implications including the apparent importance of positive peer relationships and an exciting and enjoyable curriculum in ensuring students have a high quality of school life are described. In the broader context of school effectiveness and school improvement, it is hoped that further investigation will be undertaken of the intervention strategies explored and refined in this study, and perhaps other strategies intended to enhance student quality of school life. In particular, interventions are needed that facilitate the establishment of classroom environments where students and teachers want to be, where educational outcomes are enhanced, and students are led to a broader life experience.

Dr Brad Shipway (PhD), Southern Cross University, *Implications of a Critical Realist Perspective in Education*

Critical realism has established itself as a significant intellectual force in the social sciences, and its potential in a number of theoretical and practical disciplines continues to be explored. This thesis explores the implications of a critical realist perspective for the field of education. Areas of consonance

and divergence between two traditions of critical realism which have previously not referenced each other are outlined. It is argued that both theological critical realism and “Bhaskarian” critical realism are consonant in terms of their base tenets, and support the concept of a postfoundational, dialectical, stratified and alethic model of truth. The implications of this model, and the potential of other critical realist doctrines for education are then examined. It is argued that the combination of critical realism’s epistemological relativism and ontological realism allows it to steer a course between the extremes of other dominant positions, which are ultimately susceptible to either the foundationalism of positivism, or the regression of idealism. It is suggested that critical realism is uniquely positioned to provide an antidote to the problems besetting contemporary educational research – especially in instances where modern and postmodern influences are involved in a recalcitrant, self-sustaining conflict. The postfoundationalist doctrines of critical realism enable it to appropriate deconstructionist research methods, but deploy them from within a realist framework. The implications of a critical realist perspective also go beyond educational research, indicating a conception of education as an emancipatory enterprise. By virtue of its evolutionary, stratified model of human rationality, critical realism raises significant challenges to dominant views of pedagogy and praxis in education. Given its concern with absencing constraints upon human freedom, it is claimed that critical realism reveals the real task of education as *facilitating the emergent rationality of students towards emancipation*. In light of this emancipatory mission, the possible contribution of critical realism to the field of education is too significant to ignore.

AER online: Update

The first online issue of *The Australian Educational Researcher* was published in April (<http://www.aare.edu.au/aer/aer.htm>). This was a relatively pain-free process, and special thanks go to Peter Jeffery for designing and managing the new AER website and to desktop publisher Linda Burges for her expertise. The journal will be published in print and electronic versions for the remaining two issues of 2003. We would welcome any feedback on the online version and suggestions for refining it for online access only. Please send any comments and/or suggestions to the Managing Editor, Jane Kenway, by email (jane.kenway@unisa.edu.au) or any other member of the Editorial Team.

Meanwhile, AARE has engaged librarian Lucy Zuzolo to research indexing options for AER. Lucy has been in touch with EdNA and Ulrich’s and they have updated information and corrected dead links. VocEd and AEI have been alerted to the journal’s free online status and she is currently investigating the supply of links from these databases to the full text of the journal. In addition, AER has now been listed in free online journal lists (Directory of Open Access Journals and AERA SIG Communication of Research). Negotiations with ERIC, EBSCO, Ingenta and ISI Web of Science are in progress.

AARE ACADEMIC AWARDS

Betty Watts Award

AARE introduced this award to encourage and support research about Australian Indigenous education and / or educational research by Indigenous researchers. The winner of the award will be announced at the Annual Conference. As the intent of the award 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

To be eligible for consideration, applicants must demonstrate that they meet all the following criteria:

Eligibility Criteria

Applicants must:

- be a member of AARE
- identify as Australian Aboriginal or Torres Strait Islander and / or submit a paper related to Australian Indigenous education
- be able to attend the full conference in the year of the award

- be willing to present a conference paper or lead a symposium based on their research, and deliver the paper as scheduled
- have not previously received a Betty Watts award
- submit the paper for publication in AARE Conference Papers Collection and / or submit the paper to the AER for publication.

Only one paper per researcher / research team should be submitted for the Award in any year. Papers previously submitted may not be re-submitted.

Call for Nominations for the Betty Watts Award 2003

Closing date: October 30

To nominate for the Betty Watts Award, please send a hard copy of your paper with a covering letter to the AARE Office at PO Box 71 Coldstream 3770 Victoria. Also send an MSWord disk/digital copy attached to an email to aare@aare.edu.au

Early Career Researcher Award

AARE established this award to encourage early career researchers to present at the annual conference and to become actively involved in the Association. As the intent of the award 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

To be eligible for consideration for the award, applicants must demonstrate that they meet all the following criteria:

Eligibility Criteria

Applicants must:

- be a member of AARE
- have been awarded a doctoral degree within the past 5 years
- have an appointment at no higher than Level B (or equivalent) if employed by a university
- submit one single-authored paper
- 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
- have not previously received an AARE Early Career Researcher award

The winner of the award will be announced at the Conference and may be invited by the editor of The Australian Educational Researcher to submit the paper for consideration for publication in the journal.

Call for Nominations for the Early Career Researcher Award 2003

Closing date: October 30

To nominate for the Early Career Researcher Award, please send a hard copy of your paper with a covering letter to the AARE Office at PO Box 71 Coldstream 3770 Victoria. Also send an MSWord disk/digital copy attached to an email to aare@aare.edu.au

New Zealand & Australian Associations for Research in Education

JOINT CONFERENCE 2003

Hyatt Regency Auckland &
the University of Auckland

Saturday 29 November -
Wednesday 3 December



Theme:

“Educational Research, Risks & Dilemmas”

- KEYNOTES:** Larry Cuban - Stanford University, USA
Sara Delamont - Cardiff University, UK
- AARE Radford** Simon Marginson - Monash Centre for Research in International Education, AUS
- NZARE Herbison** Margaret Carr - University of Waikato, NZ
- plus:** 600+ delegate papers & symposia
plus: full day of symposia from the Self-Concept Enhancement and Learning Facilitation (SELF) Research Centre
- plus:** Herb Marsh & Sid Bourke *TBC* “The Interface Between Academic Research and Political Decision Making”
- plus:** pre-conference workshops (Saturday 29th Nov)
- Maori Researchers Hui
 - Building Your Brilliant Career
 - The Wired Research Practitioner
 - The Nuts and Bolts of Action Research
 - Polynisation of education research: Pasifika researchers in education
 - Up-to-date NUD*IST for academics wanting to transverse new territory!
 - Developments in Evaluation Research Methods; How to use methodological pluralism in your research

CONFERENCE WEBSITE: www.are2003.org.nz

For: All Conference Information
Online Registration (Early Registration discount ends 1st September)
Conference Programme & Abstracts (mid-October)

CONTACT DETAILS

Eddy van Til, e.events limited
PO Box 647, Rangiora 8254, NZ
Tel: 1800 888 535 Fax: +61 3 313 2098
eddy@eenz.com



Postgraduate News - including items of interest to early career researchers

Workshop: Writing Your Conference Paper

See the item in this issue of the news and the enclosed flier and mark August 22nd in your diary.

Auckland Conference

There are some great activities for post-graduates and early career researchers including:

- PG & ECR SIG AGM: more exciting debate and competitions;
- PG & ECR Joint symposium - 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.
- Pre-conference workshop: 'Building your brilliant career' with Sara Delamont; please note the price is now only \$30 NZ and;
- 'Not the conference dinner' - a cheap chance to socialise and network with our New Zealand colleagues.
- More activities and events are still being planned, especially opportunities to network with New Zealanders.
- There may soon be some news about the possibility of billeting for postgraduate students. More information will be posted to the discussion list when it becomes available.

Melbourne 2004

The postgraduate travel awards for New Zealand have closed but it is not too early to start planning for Melbourne in 2004. Check out the criteria on the AARE website and attend the workshop, August 22nd on writing abstracts and preparing and presenting conference papers.

Email discussion list

Don't forget the pgecr discussion list at aare-pgecr@deakin.edu.au. All you need to get onto the list is to email John at crippscl@deakin.edu.au. You can then post any items of interest and requests for help or information. One of the issues about which we will be initiating a discussion in the second half of the year is the resources that should be provided for postgraduates. If you have any statements from your institution or any thoughts of your own please send them to John.

Postgraduate student representative on the AARE Executive 2004

The position of postgraduate student representative becomes vacant at the end of 2003.

Nominations for postgraduate student representative on Executive are called for in this edition of the newsletter.

- You need to be nominated by another postgraduate student member of AARE and have your nomination seconded by a second postgraduate student member of AARE.
- You can stand jointly with another Postgraduate student – however, due to the costs associated with attending meetings, only one can attend the meetings unless they reside in the city where the meeting is held.
- Follow the timelines described in this edition of the Newsletter.

Duties of the postgraduate representative on the AARE Executive

No formal position statement has been approved by Executive for the role and it depends on the vision and energy of the incumbents. The following are the basic duties:

- Actively represent postgraduate student members of AARE at Executive.
- Provide timely information on postgraduate issues for inclusion in the AARE Newsletter.
- Provide regular reports to Executive about postgraduate issues.
- Raise issues of importance to postgraduate student members of AARE.
- Act as a conduit for information and opinion between postgraduate and early career researcher members of AARE and the AARE Executive and continue to develop channels of communication with and between postgraduate and early career researcher members of AARE.
- Arrange activities for the Annual Conference to maximise the participation of postgraduate students and early career researchers.
- Coordinate the postgraduate and Early Career Researcher Special Interest Group or delegate this responsibility to a member or members of the SIG.
- Manage the postgraduate and early career researcher discussion list or delegate this responsibility to a member or members of the SIG.

Jan Edwards & John Cripps Clark [Jan.Edwards@unisa.edu.au crippscl@deakin.edu.au]

AARE RESEARCH DEVELOPMENT PROGRAMME

Ethics in education research

There was a good article in *The Age* on 15 July (<http://www.theage.com.au/articles/2003/07/14/1058034937151.html>). Richard Jefferson was reporting on a panel discussion, titled "Public Science v Private Science, Who Wins?" at the International Congress of Genetics in Melbourne (8/7/03). The panel discussion focused on the impact of market forces in scientific research and its implications for the relationship between research and public goods. Jefferson notes that when research was funded by public money, it was possible to imagine that research activity realised public goods. But this linkage is compromised as intellectual property rights and research activity is subordinated to big money demands. He continues,

While the science is still doubtless getting done, the conversion of that science into value for society has been left solely and naively to market forces that are no longer balanced nor representative of the public interest. And the public are no fools. They can sense this disempowerment. The genetically modified organisms debate ultimately distils down to perceptions of power and profits dictating priorities and products.

Education research is not as high profile as biotechnology. Yet we face the same ethical challenges in the field of education. How does our research contribute to the public good? What is the impact of money or intellectual property rights in research processes and outcomes? What responsibility do researchers have in the 'downstream' translation of research outcomes into public goods and what does this work entail? How can we protect the integrity of research while also serving the public?

These questions all raise tough ethical issues for us as researchers. In part they ask us to consider how we respond to a marketised research context. They also ask us to reflect on our own ethical conduct and how we, individually and institutionally, draw lines in the sand to preserve the integrity of education research.

The ethics workshop on 21 August will open up some of these ethical challenges and how we, as a professional community of researchers, might address them in our university and professional (AARE) contexts. It will consider whose knowledges we integrate into our research, how we negotiate these knowledges, and what it means for research that keeps the public good as its core focus. The speakers are:

Susan Groundwater-Smith: *Negotiating ethics between teachers as researchers and consultancy*;
Lester Irabinna Rigney: *Key implications for Indigenous education research*;
Brenton Doecke: *Working between education ethics and institutionalised ethics processes*

Do come along, or take up the AARE remote access facility.

Terri Seddon
Research Development Coordinator

Ethics

Judy Gill has proposed that the views of AARE members be sought on a revised code of ethics for the Association. Relevant comment may also arise at the Ethics workshop in August.

Please write to debrac@btr.qld.edu.au

AARE NEWS 2003

Schedule for 2003 publication and associated inserts. Revised 22 July, 2003.

NEWS #	Copy Date for NEWS	Web Publication of NEWS	Printed version Distribution
# 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

Postgraduate and Early Career Researcher Special Interest Group Workshop 22 August 2003

Live at Monash University or live via WEBEX on the World Wide Web

This exciting and innovative workshop is presented by the Postgraduate and Early Career Researcher Special Interest Group in conjunction with the AARE Executive. The flyer in this issue of the newsletter provides details about the content of this workshop.

This workshop will trial an innovative approach to delivering research training to members and other interested persons in a number of geographical locations simultaneously. Postgraduate students and their supervisors and other interested persons will be able to log on to the presentation via the World Wide Web and participate remotely.

How does it work?

Webex is a desktop conferencing facility that will provide to remote users voice input, and video images. If you attended the AARE conference in Brisbane last year, you will have noticed that the Radford Lecture and the Presidential Address were live on the web to remote participants. This workshop will use the same technology to enable remote users to listen to the proceedings live and visual images will also be projected into the remote locations. Remote participants will have access to the same visual images as the participants at Monash and will be able to participate in real time.

How do I participate remotely?

There are two ways to participate, individually or as a member of a group.

Individual participation

Register on line at the AARE website and be available at your desk at the specified time. You need access to a telephone that can dial 1800 number and a separate internet connection. That is, you need two lines that can operate simultaneously. Prices for individuals are based on a per connection basis and a special trial price for this event.

Group participation

Information on this workshop has been sent to *Deans of Education* in all Australian institutions and they have been invited to register a group of students and staff. A member of this group will need to be nominated for contact purposes. This is to make the workshop as interactive as possible and to facilitate contact before, during and after the workshop. Contact will also need to be made with a technician at the remote site and a room allocated for the workshop and presentation. Prices for groups are offered at special trial prices.

Trialing Webex technology

You can visit the Webex website between now and the workshop and trial the technology. The Webex website is at <http://www.webex.com> and you can join a demonstration by hitting the button, 'join a live demo'.

Preparation for this workshop

This workshop is designed to be interactive. Remote and face-to-face participants will be asked to bring with them an abstract that they are working on for a coming conference event. Participants will also be asked to select a conference paper, either one of their own or one from any other source.

Prior to the workshop, participants should

- Select a conference paper from any source.
- Remove the name(s) of the presenters and any other identifying material
- Examine the title.
 - Does the title grab you?
 - Why would a conference attendee consider attending this paper or reading the abstract?
 - Consider what makes the title of a paper interesting?
- Examine the abstract and consider the following
 - Does the abstract reflect the conference themes and how?
 - What is the author saying that the paper will do?
 - What are the main arguments and focus of the paper?
 - Does the abstract invite/excite and interest the reader, and what strategies are used to do this?
 - Does the abstract reflect the conference themes and is this important?

- Read the paper and consider the following questions.
 - Does the Abstract reflect the content of the paper and the title, and how?
 - Does the paper fulfil the claims and intentions made in the abstract?
 - What does the paper contribute to the field?
 - Are the arguments clear throughout?

And a final question

If you were asked to referee this paper for the conference, how would you assess it? What are the criteria you would use?

Join this exciting workshop either live at Monash or via Webex. See the enclosed flyer for details or contact Jan.Edwards@unisa.edu.au

Jan Edwards
 Convenor
 Postgraduate Student Representative
 AARE Executive

RESEARCH NOTICES FROM INSTITUTIONS

This is a new section of **AARE NEWS**. We have invited institutions to submit brief reports of research preferably involving AARE members. The first response has been a bit mixed but we will persist and see if institutions are interested in advising us of their research work. I imagine that publicising the projects may lead to collaborative contacts. Submissions [in MSWord] should be sent to the Editor AARE NEWS pjeff@are.edu.au

Selected Research Projects at JAMES COOK UNIVERSITY

FACTORS IMPACTING ON STUDENT ASPIRATIONS AND EXPECTATIONS IN REGIONAL AUSTRALIA

Research Team: R. Gilbert, P. Gilbert, I. Harrington, Education Queensland
 Project funded by Australian Research Council and Education Queensland

Nola Alloway is currently writing up the final bit of *Factors impacting on student aspirations and expectations in regional Australia*. This study has focussed on the aspirations and expectations of Year 10, 11 and 12 students in 15 sites- including rural, remote and metropolitan locations- drawn from every State and from the Northern Territory . The research is nearing completion and will be used by the Ministerial Council to direct strategic and policy decisions on the education of students in regional Australia.

TELLING TALES FROM THE BUSH: GENDER, RURALITY AND POST-SCHOOL TRANSITIONS

Nola Alloway & Bronwyn Davies
 Project funded by Australian Research Council Discovery Grant

ARC Discovery grant for 2003/4 *Telling Tales from the Bush: Gender, rurality and post-school transitions*. This study focuses on the interplay between gender, rurality, and post-school transitions and will be conducted in 15 Queensland school sites. The study will provide new data about the impact of gender on school to post-school transitions. It will make a significant contribution to the research field on rural education and training, and post-school pathways, and point to valuable strategies and programs to support young adults as they make these transitions.

RURAL YOUTH CULTURES AND EDUCATION: INFLUENCES ON PARTICIPATION AND RETENTION

R. Gilbert
 Project Funded by James Cook University

This study is investigating the influence of peer cultures on students' educational decision making in three small rural north Queensland communities. Using a 'students as researchers' approach, the study aims to identify the views of secondary school students on their experiences growing up in rural communities.

VET IN SCHOOLS AND INDIGENOUS STUDENTS

Angela Hill, Josephine Balatti, Gail Mackay, Max Lenoy and Lyn Devow
Project funded by ANTA-

The University of Melbourne and James Cook University, Townsville have been commissioned by the Australian National Training Authority (ANTA) to undertake this national research project. This study of VET in Schools programs for Indigenous students is designed to lead to the improvement and development of programs that are responsive to research findings.

FACTORS AFFECTING BOYS' ENGAGEMENT WITH SCHOOLING PROJECT OVERVIEW

R. Gilbert, P. Gilbert, I. Harrington, Education Queensland
Project funded by Australian Research Council and Education Queensland

The study is investigating the beliefs, assumptions and attitudes which are significant in boys' decisions about staying at school, their choice of subjects and cooperating with and participating in school cultures. It will explore boys' aspirations and expectations for employment, the social and cultural pressures connected with these imagined futures, and the implications for school. In a wider context, the research intends to identify implications for school policy and practice which would enhance boys' engagement with schooling.

STUDENT ASPIRATIONS AND EXPECTATIONS IN REGIONAL AUSTRALIA

N. Alloway, P. Gilbert, R. Gilbert, S. Muspratt
Project funded by Commonwealth Department of Education, Science and Training

Young people in regional Australia face different educational, employment and social challenges and opportunities from their urban counterparts. To provide the best possible opportunities for young adults in regional Australia, it is important that we understand the expectations that these young Australians have of their futures, and what factors are important in forming these expectations.

RURAL YOUTH CULTURES AND EDUCATION: INFLUENCES ON PARTICIPATION AND RETENTION

R. Gilbert
Funded by James Cook University

This study is investigating the influence of peer cultures on students' educational decision making in three small rural north Queensland communities. Using a 'students as researchers' approach, the study aims to identify the views of secondary school students on their experiences growing up in rural communities.

News from ACER

ACER eNEWS

ACER eNews covers the latest information and research results from the Australian Council for Educational Research. A minute each month spent scanning the quick summary of recent ACER research, with links to further information where available, is time well spent for researchers, policy-makers and educators. ACER eNews is produced monthly, usually in the first or second week of the month.

To subscribe to ACER eNews, send an email to mailserv@acer.edu.au with the words: subscribe enews in the body of the message. Back issues of eNews can be found on the ACER web site at www.acer.edu.au/mediacentre

TEACHING MATHEMATICS IN AUSTRALIA

ACER recently completed its work on the mathematics component of the TIMSS 1999 Video study, with the publication, on 7 July 2003, of the report *Teaching Mathematics in Australia*. The report provides an Australian-focused analysis and discussion of the results from the international study, *Teaching Mathematics in Seven Countries: Results from the TIMSS 1999 Video Study*, which was released earlier this year.

The study conducted by Jan Lokan, Barry McCrae and Hilary Hollingsworth examined videotapes of 87 randomly selected Year 8 mathematics classes from around Australia.

Among the report's key findings is an indication that Australian mathematics teachers may be underestimating the ability of Year 8 students and not challenging them enough in class. Australia was

found to have a significantly higher percentage of problems that students worked on for a very short time (less than 45 seconds) than was the case in higher-performing countries. In Australia, more than three-quarters of problems set for students to do per lesson were repetitions of one or more problems they had done earlier in the lesson, and a similar proportion could be solved in four or fewer small steps. There were indications also that the curricular level of the Australian Year 8 mathematics lessons, particularly the algebra content, was lower than in most of the other six countries that took part in the study.

Australian students perform well in international mathematics studies. The report's findings suggest that with more exposure to more challenging material, at all levels but particularly in classes of more able students, it seems likely that Australia would perform even better.

Teaching Mathematics in Australia by Dr Hilary Hollingsworth, Dr Jan Lokan and Associate Professor Barry McCrae can be downloaded from the ACER web site at www.acer.edu.au

AARE SPECIAL INTEREST GROUP NEWS

Proposed New Special Interest Groups

Plans are underway to establish two new SIGS – in Educational Leadership and Management, and Information Communication Technology. Please see calls below for founding members for both of these proposed SIGS. If you have research interests in these areas, why not get involved?

Educational Leadership and Management SIG

I am keen to establish a SIG in *educational leadership and management*. At this stage, I see this covering a broad canvas of topics/issues/interests, but is likely to include: changing perspectives on leadership; leadership development; leadership and change, reform and restructuring; leadership and student learning; leadership and policy. Of course, learning from outside educational contexts would provide critical inputs. If you are interested in helping to establish such a SIG please contact Neil Cranston, Faculty of Education, Queensland University of Technology – n.cranston@qut.edu.au

Information Communication Technology (ICT) SIG

I am seeking people interested in establishing a SIG for ICT in education. The brief would be suitably broad, encompassing all theoretical orientations with the single requirement of having some connection with ICT. Please contact Tony Loughland at aloughland@csu.edu.au.

Current Special Interest Groups and Contact Details

SIG	Coordinator	Contact details
Distributed Learning Environment and Multicultural Issues	Madhumita Bhattacharya	M.Bhattacharya@massey.ac.nz
Early Childhood	Jennifer Sumsion	jennifer.sumsion@mq.edu.au
Educational Philosophy	Peter Reynolds	preynolds@canningcollege.wa.edu.au
Gender and Sexualities	Deanna Leahy	dleahy@deakin.edu.au
Health and Physical Education	Ross Brooker	Ross.Brooker@utas.edu.au
Measurement and Assessment	John Izard (Chair) Rosemary Callingham (Secretary) Trevor Bond (Program Director)	john.izard@rmit.edu.au rcalling@une.edu.au Trevor.Bond@jcu.edu.au
Motivation and Learning	Judy MaCallum Helen Watt	jamac@central.murdoch.edu.au to be advised
Post Graduate and Early Career Researcher	John Cripps Clarke Jan Edwards	crippsc@deakin.edu.au or pg@aare.edu.au
Sociocultural and Activity Theory	Jennifer Vadeboncoeur	vadebonc@mailbox.uq.edu.au
Teachers' Work and Lives	Catherine Scott	cscott2@pobox.une.edu.au

SIG Events at the Auckland Conference

Most SIGS are planning events for the Auckland Conference. Times have been set aside on Monday December 1 [from 12.15-2.10 over lunch and from 6.15 onwards]. Rooms will be announced at the Conference. If you would like to have input into the planning of your SIG event, please contact your SIG coordinator.

Distributed Learning Environment and Multicultural Issues SIG

This SIG has been reconvened and will be meeting in Auckland. Details will be announced at the Conference. Contact: M.Bhattacharya@massey.ac.nz

Early Childhood SIG

Many Early Childhood SIG members plan to attend the NZ Early Childhood Research Symposium to be held at Auckland College of Education on Saturday November 29. The AARE conference will provide a great opportunity to continue conversations with our NZ colleagues. Contact: jennifer.sumsion@mq.edu.au

Motivation and Learning SIG

The Motivation and Learning SIG aims to provide a forum for researchers in the area of educational psychology to discuss their research in an ongoing and informal manner, and to provide a focus for researchers in the educational psychology area, particularly in Australia. Membership is open to any AARE member with interest in any area of motivation and learning. Visit our website at http://www.aare.edu.au/sigs/ml1_sig.htm. Currently the SIG has 35 members. Please contact one of the SIG convenors if you wish to become a member.

The SIG was launched at the Brisbane conference 2002 and the following activities are being planned.

Activities for 2003

- Formation of a discussion list – information will go out to registered members soon
- Gathering at NZARE & AARE Conference 2003

Looking ahead to the Melbourne conference 2004

- We plan to host a program strand at the 2004 conference.

News

Helen Watt, co-convenor of the SIG, is off to the University of Michigan for a one year postdoc with Jacqueline Eccles. **CONGRATULATIONS HELEN**
Contact: Judy MacCallum, jamac@murdoch.edu.au, and Helen Watt (new email address to be advised)

Teachers' Work and Lives SIG

The Teachers' Work and Lives Special Interest Group will be hosting an event at this year's conference featuring Prof. Cedric Cullingford from Huddersfield University as guest speaker. Prof Cullingford will be speaking on 'Teachers: How they are seen and how they see themselves'.

Cedric Cullingford is Professor of Education at the University of Huddersfield. He has experience, either as teacher or student (or both), of several Universities, including Oxford, Cambridge and London. His previous post was at Brighton University.

Recent books include "The Best Years of their Lives?; Pupils' experience of Schools" London; Kogan Page, "The Causes of Exclusion" London; Kogan Page, "How children Learn to Read ; And How to Help them" London; Kogan Page, and "The Human Experience; the Early years" Aldershot; Ashgate. -- Dr Catherine Scott Chair, University Sub Committee, NSW Minister's/ACE Quality Teaching Awards

Contact: cscott2@pobox.une.edu.au

OVERSEAS RESEARCH PERSPECTIVES

This is a new section of **AARE NEWS**. We invited Canada and the UK to supply a one page news item for AARE NEWS but only received a reply from Michael Bassey of BERA. Thanks Michael. For next issue we hope to have entries from more countries where we have affiliated association links. Peter Jeffery, Editor.

CRISIS AND OPPORTUNITY FOR EDUCATIONAL RESEARCH IN THE UK:

The UK Government is currently trying to redefine the concept of a university by removing the expectation that it will pursue research. Having proclaimed that 50% of each age group should attend university ('not negotiable' says the prime minister when asked what the reasoning behind this is), the government begins to create two-year courses (for 'foundation' degrees) and teaching only institutions. Obsessed with international league tables and global competition for research it decides to reduce drastically the funding of places achieving 'national level of excellence' in their research and increase the funding of those achieving 'international level of excellence'. The dubious nature of these ill-defined terms is of no consequence to a government in a hurry. It ought to be fantasy, but abysmally, it isn't.

Educational research is badly hit. In the 2001 Research Assessment Exercise there were 81 departments entered in Education. Of these only 31 are now being funded by the HEFCs - 2 being rated at 5*, 11 rated at 5, and 18 rated at 4. A further 41 departments were rated in the 3A and 3B categories, meaning that much of their work was judged to be of national level of excellence, but not to be funded. These are places that have steadily increased their research activity since the 1992 RAE and improved in quality - but not sufficiently to attract RAE funding from 2003 onwards. This is the scenario of disaster for educational research in the UK: of about 2000 educational researchers funded before the 2001 RAE, one third will no longer get funding (the 3As and 3Bs), and a further third (the 4s) will get reduced funding.

BERA officers are putting the case for educational research strongly whenever and wherever they can - but are impeded by finding too many people in high places too ready to denigrate our work through awareness of our failures but ignorance of our considerable achievements. This is why we have begun to speak out of the successes of educational research: the forthcoming special issue of *BERJ*, entitled 'In praise of educational research' should be a stimulus, and our about-to-be-published series of "Professional User Reviews", aimed at school teachers, should help. But also we have to guard in publicly exercising our well-developed critical-of-each-others-research tendencies!

In facing cuts and set-backs the educational research community needs to explain why educational research matters. BERA officers have begun to use this terse and precise rationale: *Educational research is a necessary part of 21st century education at all levels because it is the most enduring and successful way of ensuring progress towards the ever-changing ideals of high-quality learning*. In part this has been recognised by government since ministers from time to time state that teaching should become a research-informed profession. But then they destroy research in some of the places that educate teachers.

One suggestion for the way forward is to distinguish between 'big' research and practitioner research. The former is the search for general statements where originality is prized, but not context; the latter is the application of 'big' ideas in local contexts. The notion that these two forms of educational research are symbiotic is fundamental and leads to the vision for the UK of a future based on 31 RAE-funded university research centres developing 'big' ideas and relating to (and overlapping with) 90 university research-based CPD (continuing professional development) centres (for whom a funding source is needed), who in turn mediate research ideas with places of learning - schools, colleges, universities and workplaces.

Such a vision depends on special funding for the 90 centres - estimated at £8 million per year. The suggestion is that part of the budget for the government schools' inspection service, OfSTED, could be used more profitably in this way.

It is a time of crisis for educational research in the UK: some of us believe that it can also be a time of opportunity to raise the achievements of our schools through worthwhile research.

Michael Bassey



AARE MINI-CONFERENCE

2 - 4 October 2003

Crowne Plaza Hotel • Newcastle • Australia

Doctoral Studies in Education and the Creative and Performing Arts

In addition to the keynote speakers [see last **AARE NEWS**] this conference has attracted a number of papers for presentation and discussion. The conference will provide an excellent discussion forum. There has been a conscious effort to make this conference more about discussing than presenting. However, every presenter will have a goodly sized audience too. Is it all about performing arts? Well, judge for yourself. We have published the abstracts of papers destined for presentation at the conference below.

ABSTRACTS

[Note abstracts without author names and institutions in this list are in the process of full paper refereeing].

CO03033Z

Towards an EdD of Professional Practice

In a political atmosphere within the Australian Higher Education wherein universities are punished for non-completions in Research Higher Degrees, universities across the board are actively pursuing programs that seek to maximise student success. The Doctor of Education program devised collaboratively between Charles Sturt University and the University of Sydney is one such development.

The new doctoral program has three distinct phases. Phase 1 is a positioning phase where candidates are introduced to notions of understanding and researching professional practice and builds towards the development of a functional research proposal which is defended at a colloquium before the candidate proceeds further into the program. The second phase is the one in which research is undertaken through two or three related projects which were identified in the proposal. The program reaches its completion through an exegesis which binds together the theories and new knowledge arising from the projects.

IR03034Z

A personal journey of differential engagement: coming to terms with the meaning of 'doctorate'

Ian Irvine, University of Newcastle

It is argued that creativity is inherently metacognitive and involves the development of rich, abstract and conceptually 'deep' approaches to the active construction of knowledge. As knowledge is transformed, new understandings emerge. These new understandings are akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something, which allows the individual to progress artistic and doctoral projects. This new understanding may be sudden or it may be protracted over a considerable period. Transitions to new ways of understanding are troublesome and involve elements of differential engagement with major projects. To illustrate elements of differential engagement, examples from the author's research into processes of musical composition and personal reflections on the doctoral journey will be given. The commonality between the search for meanings seen in the subject composers and the search for meaning underlying the researcher's reflections will be emphasised.

MC03031Z

Becoming a Scientist: The experience of a PhD education in science

Louise McHeyzer-Williams, University of Technology, Sydney

Higher education institutes strive to prepare the next generation of scientist to meet future scientific challenges. A defining step in the scientist's beginning career is their doctoral education. This doctoral education is designed to allow a student to progress from a novice researcher to an independent thinker. Despite a growing body of research on the PhD experience of students in non-science fields, surprisingly little is known about the experience of science doctoral students.

This paper provides insight into the experiences and expectations of science doctoral students. The research explores the lived experience of 35 doctoral students currently enrolled in a PhD program of biological science at one institution. Using a modified ethnographic approach, participants were followed for over a year, interviewed at least 3 times using open-ended questions and observed during their daily endeavours. Using these methods, a qualitatively rich picture will emerge of individuals participating in the experience of undertaking a PhD in the biological sciences. An initial analysis shows that even though science is reported as a collaborative venture, the students present the experience as highly individualized and appear to accept the ideology of competitive and individual effort.

DA03032Z

Higher degree examination in the Creative Arts

The PhD is distinguished from other university degrees by the emphasis placed on the significance of its contribution to knowledge. The qualities associated with this contribution can differ between disciplines and fields, but there are also strong similarities. One means of identifying thesis benchmarks and qualities is to identify what examiners look for in the PhD thesis. Disciplines are not static and expectations can change over time. Moreover some disciplines, such as the creative arts, did not put forward candidates for the PhD until recently and are still developing their baseline expectations on PhD process and quality.

This paper describes an established mixed-methodological approach which was previously employed to analyse the content of 603 written PhD examination reports from a range of disciplines including the arts, social sciences and science. The results from a cross-section of these previous analyses will be compared to a small sample of recently acquired Fine Art examination reports. The similarities and differences between Fine Art examination reports and reports from other disciplines are investigated. Drawing on the Fine Art examination reports as well as guidelines provided to Fine Art examiners, this paper also aims to identify emerging issues and themes from the creative arts examination process that can be explored in subsequent interviews with Fine Art examiners.

BU03020Z

Dancing the Doctorate

Alys Longley and Ralph Buck, University of Otago

This paper draws on our doctoral studies that explore forms of understanding, perception and knowledge uniquely embedded within dance practice and dance pedagogy (Brown, 1997; Merleau-Ponty, 1962). Alys's doctoral study examines issues of access within dance practice and pedagogy, and ways of articulating creative and embodied perceptions within academic research. Ralph's doctoral study examines primary school teachers' meanings of dance in their classroom.

This paper discusses ontological, epistemological and methodological issues common to both studies that emerge when research values experiential, embodied and artistic forms of enquiry (Eisner, 1998; Dewey, 1934). Our presentation will give examples of some ways in which we have incorporated various interdisciplinary creative forms within our studies.

FL03026Z

Illuminating the text

Adele Flood, RMIT University

In this paper I will investigate ideas of practice based research from the interrelated perspectives of being an artist, a writer and a researcher. It will draw heavily upon my recently submitted PhD thesis titled Common Threads and from a series of images that were created independently but parallel to the ideas I was investigating within the research. It will explore ideas of identity, memory and will investigate

- How my own arts practice impinged upon the research.
- How the research practice directly impinged upon my arts practice by triggering a narrative response in the form of a series of images.
- How the series of images enabled self reflection and in turn further informed and made explicit my understanding of the research processes.

This kind of interrogation of processes is a way of beginning to engage in practice based research. The very act of making or creating art works involves such interrogation both implicit and explicit.

HA03017Z

Assisting students to develop their research questions

Paul Hager, University of Technology, Sydney

Early phase Doctoral students commonly spend significant time developing the 'right' research questions. How can we best assist them to achieve this efficiently? What strategies facilitate progress

from the initial stage of having an approved problematic or research topic to the next, and crucial, stage of turning this problematic or research topic into viable research question(s). In this Round Table, I will present an outline of my own ideas and experiences on this issue and facilitate a discussion on these matters in which interested participants can add their own ideas, experiences and questions.

MC03008Z [®]

Exposing the private in the public through stories and poems: Reflections of a PhD student

Coralie McCormack, University of Canberra

As narrative researchers PhD students can find themselves balanced on an edge - making choices about what to include in a story (exposure) and what to exclude (keep hidden) - making choices about re-presenting the private in the public. But what if the private we are making public is our own life? And this exposure is occurring through stories and poems? In this presentation my reflections on these questions, written as I lived the experience of being both researcher and participant, are re-presented through reflective poems drawn from my thesis. My reflections, written from the security of successful graduation, are woven into the text surrounding these poems. The simultaneous mirror/window quality of these re-presentations opens for the listener a reflective space within which to imagine and re-imagine their research experience.

AS03003Z

New possibilities: Supervising Fine Art Doctorates

Elizabeth Ashburn, University of New South Wales

The study of doctorates in art history and art theory has been available for a considerable time and these degrees are well accepted. While art schools have offered masters research degrees for around twenty years the award of doctorates in the fine arts studio area are even more recent and much less familiar. As such degrees also include a practical studio component with a thesis there is no doubt that this has contributed to concerns regarding the definition of projects, their quality, their supervision and assessment.

These fine art studio doctorates provide some new challenges for supervisors as they may be required to supervise both major studio practice and a substantial thesis component. While this supervision can combine elements of traditional doctoral supervision with some aspects of supervision of studio based research master's degrees, I have not found these adequate to accommodate the complexity of fine art doctorates.

Many of these doctoral projects are also interdisciplinary in nature and require joint supervision provided from the wider university. This interdisciplinarity provides yet another challenge for supervisors. In this paper I want to consider the exciting opportunities there are in supervising such doctorates and what pedagogical approaches and teaching strategies are emerging.

AS03021Z [®]

Redefining our experiences of research through the integration of multiple perspectives for the development of postgraduate student research capacity

Hope Ashiabor, Ros Taplin, Mio Bryce, Elizabeth Kefallinos and Anna Reid, Macquarie University

This paper integrates different supervisory models with a view to proposing a framework that will foster a supportive intellectual environment for the supervisor-student relationship.

To provide conceptual background to the discussion, the paper reviews some of the existing models for postgraduate research supervision as found in the literature. The paper juxtaposes these models against the experience that we, the authors, have encountered in our supervision of student research, as well as from interviews that we conducted with other supervisors.

We argue that although the existing literature sets out multiple models of research supervision, our experience has been that they have been rather prescriptive and apply to specific situations. Here we redefine our experiences through our perception of our disciplinary environment, our perception of the university environment, and our student's perspective. Unfortunately, little attention is paid in the literature to the perspective of the student in the supervision process. We argue that to foster an effective environment in the supervision of student research, there is a need to be aware of the variations in applying supervisory models in practice. There is also a need to be aware of the variations in our student's understanding of the research situation, their educational and cultural backgrounds, their expectations of their outcomes of their study and many other factors. Our proposed framework acknowledges that postgraduate supervision is a symbiotic process where balance is integral to the development of the student as a researcher.

MA03028Z

Defining the (research) Professional Doctorate: Can the notion of the creative arts portfolio contribute?

Tom Maxwell, University of New England

Maxwell and Shanahan (2001, and others) found that the early doctorates were essentially a PhD plus course work (with important exceptions). These early (first generation) Professional Doctorates began to give way to second generation Professional Doctorates (see Green, Maxwell and Shanahan 2001; Maxwell 2003) yet the impact upon industry appears still to be limited (McWilliam et al 2002). The Doctoral 'gold standard' is the PhD dissertation and it is argued that the dissertation's strength is also its weakness in the Professional Doctorates. The portfolio has been the main means for assessing the quality of work produced in the creative arts. It is argued that the portfolio notion provides potential for Professional Doctoral 'students' to explore questions of interest to their professional lives through the opportunity to research a range of professional concerns. This potential is discussed along with some of the limitations of the approach. Issues will be raised such as the 'balance' of the portfolio and its coherence, portfolio supervision, and examination. Some practical quality assurance mechanisms to ensure doctoral standards are more likely achieved are addressed through a case study.

GI03009Z

Evaluating the doctoral curriculum in education

Rob Gilbert, James Cook University

Recent developments in the nature and context of doctoral research have focused considerable attention on evaluating aspects of doctoral education, especially the process of supervision, the efficiency of outputs of the higher degree system, and assessments of student satisfaction with their experiences. Less often have studies identified just what it is that is learned by doctoral graduates in the course of their studies. In Education, for instance, little is known about the range of experiences which comprise research training across the University system. Consequently, it is difficult to answer the question 'What does it mean to be trained as an educational researcher?' The recent policy emphasis on viewing doctoral research as a form of training makes this question even more salient. From this perspective, it is possible to view doctoral programs as curricula, and to apply conventional ideas of curriculum evaluation to them. The seminar will consider the implications of viewing doctoral research in this way, and will propose a framework for evaluating doctoral research training in light of these considerations.

EV03030Z

Guidelines for Best Practice in Doctoral Education

Terry Evans, Deakin University and Leonie Rennie Curtin University of Technology

In recent years the Australian Council of Deans and Directors of Graduate Studies has become increasingly concerned about the quality and standards of doctorates, that is, PhDs, professional and other doctorates. It has become clear that PhD programs are not always of sufficient quality and that some PhD students do not receive a quality doctoral experience and outcome. Similarly, the Council has been concerned about the quality of some Australian professional and other doctorates. As a result of these concerns, the Council established a working party to prepare a set of guidelines for best practice in Australian doctoral programs. The draft guidelines are consistent with the Australian Qualifications Framework and were reviewed and refined at the last Council meeting in May, 2003. In this presentation, an overview of the guidelines is offered for further discussion and advice to the Council.



AARE MINI-CONFERENCE

2 - 4 October 2003

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**Doctoral Studies in Education
and the Creative and Performing Arts**

CA03014Z

Performance assessment in doctoral study: A framework

Robert Cantwell and Neryl Jeanneret, The University of Newcastle

Recently, the University of Newcastle proposed a series of guidelines for the examination of doctorates in the performing and creative arts. The guidelines indicate that a doctorate in these fields may consist of a combination of creative work and dissertation. In the realm of music, the creative endeavour is expected to consist of, in the case of performance, "a sequence of between four to six one hour recitals or equivalent", and in the case of composition, "a full-length opera or symphonic score, or a portfolio of compositions of equivalent scope or depth for smaller forces". In this paper we address the examination implications of the dual assessment of the creative work and the dissertation. In particular, we draw on previous theoretical work in the assessment of senior secondary school music (Cantwell & Jeanneret, in press) to propose an examination framework that may provide a common metric across the different media, whilst at the same time allowing for both the identification and quantification of the notion of contribution at the doctoral level.

BR03012Z

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Exploring the multi-layered experience of undertaking creative Doctoral research

Laura Brearley, RMIT University

This paper explores the emotional and existential dimensions of creative research which are often unacknowledged or unexamined. Its purpose is to deepen understanding about the nature of the non-cognitive aspects of the research experience and explore the implications for students and supervisors.

The paper crosses genres and incorporates academic literature, autobiographical narratives, songs and poems within the text. Through the use of multiple voices, I have attempted to reflect the substance and emotional intensity of the research experience and foster an emotional engagement with the data. The paper draws on the literature which examines the experience of research, theories of learning and knowledge creation and epistemological issues of representation in research.

The purpose of the paper is to stimulate critical reflection by stretching and dissolving boundaries, in both content and its form. The paper has been written in the hope that it will play to the edge of the possible, challenging aesthetic concepts and also inviting us to be more fully conscious of ourselves and our practice, both as researchers and supervisors. My intention is to contribute to our understanding of the creative doctoral experience beyond the cognitive domain in ways which can ultimately enrich our practice.

MO03001Z

The museum as a resource for doctoral studies in Fine Art

Rachel Burgess and Tessa Morrison, The University of Newcastle

International museum collections of archeology, history and medicine have provided Rachel Burgess and Tessa Morrison with a rich visual and archival resource for their Doctoral studies in Fine Art. The collections and archives of museums are now available as on line catalogues and CD-ROM's this makes information far more accessible to researchers. Visiting international museum collections provides the researcher with an opportunity to experience visual and archival material first hand. It cannot be underestimated how valuable it is to see this information in its cultural context. Rachel's research focused on the history of wax anatomical models produced in Italy during the seventeenth and early nineteenth centuries and in particular the important partnership that once existed between art and medicine. Tessa's research covered a wide span of history from the Neolithic Age to the Middle Ages. Her research into the use of symbols as a conveyor of concepts crosses cultural boundaries and time and is largely dependant on collecting a wide range of visual material from museums in Britain and Europe. This proved a largely rewarding experience. However, it also revealed that restorations could fabricate history, particularly from the prehistoric period, and that the visual material of museums can be ambiguous in terms of its presentation and accepted interpretation. The purpose of this paper is to describe the benefits of using international museums as a resource for Doctoral studies in Fine Art.

HA03002Z

Live performance and the Ph.D

Rosalind Halton, University of Newcastle

The Ph.D. in Music has come a long way from the days when compiling lists of sources and analysing textual variants was regarded as an end in itself.

In terms of research grant funding, however, the performer/researcher still has an uphill battle to argue successfully for the acceptance of performance as a valid process/product of research. Assessors

constantly question the connection between the performance and the research - a situation equally relevant to the examination of the creative arts Ph.D. Candidates often feel the need to prove the validity of an idea which belongs to the world of aesthetics, as if it were analogous to a laboratory experiment.

Various problems emerge: the performance may not 'prove' a position. It may be difficult to assert that a particular performance mode has been fully tested, particularly within an environment where funding limitations compromise the researcher's idea. Structuring a coherent thesis to explicate a portfolio of concert programs may be elusive.

I will discuss several types of Ph.D. which I have experienced as supervisor, in which varying components of composition, collaboration, editing/performing unknown or new repertoire, bring with them diverse modes of presentation, including - but not limited to - live performance.

RA03004Z ®

Oral history, the insider becomes an outsider: Using a qualitative approach in a doctoral study by distance education

Elaine Rabbitt, Edith Cowan University

The focus of this paper is the use of oral history as an alternative medium for gathering data for a doctoral study. It will investigate the advantages and disadvantages of taking such an approach, where the researcher becomes privy to 'insider' information but remains an 'outsider' in an attempt to maintain academic distance.

Defining the parameters of the research, the ethical considerations of how the information will be gathered and used is involved in any project. These complexities are further intensified when writing a doctorate as a distance education student in a small community. The community member as a researcher has their own 'insider' perspective, with prior knowledge of the lives of others through established relationships. This allows for the collection of 'privileged' information, based on trust and rapport.

The participants' narratives become the data and subsequent framework of the thesis. Questions arise as to how much data needs to be collected and how many participants need to be involved. How does the researcher maintain 'insider' community status and 'outsider' academic status? What are the social and cultural implications?

WI03005Z

Launch of the JellyGene

Craig Wilson, Trevor Weekes and Miranda Lawrey, University of Newcastle

Increasingly, we hear news that diseases previously immutable to humankind, are being conquered by strategies that hit at their foundation - the genes that cause them. The genetic make up of the animal and plant world is being manipulated to serve the needs of humans. The overall aim of the research program is an art critique on current scientific advances in the genetic-engineering movement. The aim of this presentation is to stage a dramatisation of a launch of a fictitious product called JellyGene. The new model JellyGene will be revealed by an actor playing a leading scientist in genetic engineering, the scientific facts will be explained to the audience and a 3D model of the JellyGene will be displayed. As part of the launch that makes up the presentation, there will be testimonies of people who say that they have used the JellyGene product. Each testimony will be a few minutes long, and use videoed interviews. From the videos, display images will be taken, in the way of a film still. These will be used for art gallery posters as well as banners for advertising. There will also be merchandise featuring the JellyGene image, such as fridge magnets, notepads etc, given out as part of the presentation.

BA03006Z

Transforming Doctoral expectations

Robyn Barnacle, RMIT University

Persistent poor results from PREQ and other surveys regarding the quality of the research environment or culture experienced by research degree candidates suggests a hiatus exists between some candidates' expectations of a research degree and their subsequent experience. Perceptions of what a research degree might, or should, be are often in excess of, or incongruent with, what the experience actually has to offer. To what extent does this hiatus reflect the changing nature of the research degree, and the Doctoral degree in particular? How might the emergence of new research models, such as by project, work based, industry linked etc, and other notable factors, such as increasing part-time enrolment and changing demographic characteristics, impact on what candidates' expectations are regarding the experience of doing a PhD?

This paper explores these questions through presenting findings from recent studies conducted at RMIT that are aimed at better understanding the research degree candidate experience. The findings from these studies are revealing as to the nature of research candidates' aspirations regarding a research environment. They also provide an insight into how Doctoral candidates characterise what the critical factors are in contributing to, and detracting from, a successful research culture. I explore these findings and speculate on what they reveal about the contemporary PhD experience.

MA03010Z

Reconceptualising the role of Art educators in their engagements with art museums

Donna Mathewson, University of New South Wales

This presentation will outline an ongoing doctoral investigation into relationships between museums and schools, and more specifically between art museums and art education. Previous research by the author has identified problematic relations between museums and schools that, from a school-based art educational perspective, inhibit the realization of museum-based learning opportunities. Using extant research from the museum and education fields, and drawing on the sociological theories of Pierre Bourdieu, this research examines different conceptions of how interactions between museums and schools enact, construct, enable and constrain educational opportunities. In providing an explanatory framework it particularly examines what is concealed within public discourse through an exploration of how implicit forms of power operate to create, maintain and silence barriers to engagement on the part of school-based educators. The unique contribution of this study is its provision of a perspective originating from secondary art education that addresses the particular experiences of secondary school aged audiences based in regional contexts. The research specifically acknowledges the role that secondary education and visual arts educators have to play in enacting change within museum/school relationships and aims to highlight the significance of that role.

DA03011Z

Hitting the ground running: issues for doctoral students in education and the creative arts

Rachel Darell and Susan Harriman, University of Technology, Sydney

This paper presents the journey being undertaken by a group of education doctoral students at a NSW university. Chance encounters by members of this group revealed a number of shared key issues despite their doctoral studies spanning a wide range of areas such as information technology, classroom environments, imaginary friends and high school selection. In addition it focuses on specific issues faced by a members of the group working in the area of the creative arts.

Some of the general issues addressed in this paper include overcoming the solitary nature of doctoral study, building networks, gaining access to resources within the university setting, as well as identifying the importance of establishing a strong fellowship of beginning researchers at an early stage of study. Specific creative arts issues addressed include the perceived need to conform to traditional research structures to meet the steps to achieve a doctorate. This paper also highlights how these issues relate to both full-time and part-time students.

As the group has been meeting formally since early 2003, this paper will present some of the solutions that have helped to smooth this journey as well as assisting those new students just beginning to hit the ground running.

FI03018Z

An Eye on the Prize: Fourth year honours students, thesis writing and the group supervision process

Phil Fitzsimmons, Raelene Anderson, Barbra McKenzie and Honglin Chen, University of Wollongong

This presentation discusses a project arose as a result of an 'Open Forum on Supervision' at the University of Wollongong (September 2002), where the discussion centred on the need to explore different forms of doctoral supervision as it seems that the current focus on supervision of research students across Australasia as a whole is in a current state of flux (Mullins 2002). It would appear that although the supervision of thesis writing students has been a natural and accepted part of an academics working life, little is really known about the actual process, the conditions which underpin optimal supervision or the nature of alternative formats to the typical one on one nature of the process. As stated by Tinkler & Jackson (2000:167), the whole process as it stands is 'shrouded in mystery'.

Thus, in an attempt to explore possible alternatives to all research programs, and mentor possible future doctoral into the research process, a team or a 'community' based approach was set up by the Education faculty. The specific aims were to provide both individual and group mentoring while simultaneously providing an avenue for "openness, and a spirit of inquiry, all of which are desirable traits for educational researchers, whether beginners or otherwise" (Pallas 2002:9).

This paper discusses how the students involved in a 'community of learners' approach have reacted to the initial stages of this new model and the epistemological diversity they encountered.

TA03023Z ®

Defining the Environmental Doctorate: Education for sustainable development

The Earth Summit 2002: Johannesburg World Summit on Sustainable Development's "Key Outcomes" highlighted education at all levels as an important means of effective implementation of sustainable development objectives. This paper argues that in the higher education sphere environmental studies PhD research should be pursued in the context of the increasing international focus on transition towards sustainability. With this objective in mind, it is reasoned that doctoral study of environmental problems should utilise a transdisciplinary approach that is directed towards providing advice for stakeholders.

The paper describes a methodological approach for transdisciplinary environmental research as involving integration of the specialist methods and techniques of the traditional disciplines - both sciences and social sciences - to provide research outcomes and insights for the environmental management and policy realm. Selection of the disciplinary perspectives starts with the impacts of the environmental problem. Broader contexts are then selected on the basis of relevance to the policymaking setting and stakeholders. Accordingly, it is argued that environmental PhD thesis outcomes focussing on sustainability should include policy scenarios and make recommendations on the best approach to manage or adapt to an environmental problem both in the short and long term. The experience of undertaking doctoral research with this framework should, in due course, prepare students for careers in academic or professional roles relevant to sustainable development goals.

CR03024Z

Assessment, the reflexive researcher and Gramscian praxis

Christopher Crouch, Edith Cowan University

This paper frames assessment criteria for a professional doctorate in visual arts through the concept of praxis as defined by Antonio Gramsci. Gramsci proposes a "consciousness" that is full of contradictions, in which the individual struggles to understand the contradictions of his or her cultural construction both as an individual and as part of a wider social group. Gramsci argues that praxis enables the individual to position him or herself as an element within a cultural construct and "elevate this element to a principle of knowledge and therefore of action".

In Christopher Frayling's attempt to establish a threefold distinction of research paradigms in art and design, (research in art, research through art and research for art), he found the third category problematic, implying that "research for" art could also be conceived of as "a work of" art, and thus a form of practice rather than research. If the Gramscian notion of praxis is applied to a professional doctorate's production and evaluation it forces an emphasis upon the processes of individual creative thinking. Such an emphasis privileges a critical and analytic evaluation of creative processes rather than the assessment of an end product that Frayling finds so problematic in terms of research.

MA03025Z ®

Tensions and contradictions in research higher degree innovations

Judy Maxwell, RMIT University

Current changes in Research Higher Degrees (RHDs) in Australian universities stem mainly from continued reduction in government funding for Higher Education Institutions (HEIs) and globalisation issues. The old idea of education as a service provided by the government and as a given right for citizens is rapidly being replaced by the idea of education as trade, available only to those consumers who can afford to buy it. Within this context of the commodification of Research Higher Degrees, there are many contradictions and tensions. In an effort to make our education more culturally accountable and heterogeneous, we 'internationalise' our curricula, but at the same time, our students are increasingly becoming players in the largely homogeneous 'globalised' knowledge economy. Similarly, there is tension between the hegemonic Western canon of HEI research and allowing international students freedom to pursue indigenous epistemologies and methodologies. Further contradictions are seen between the instrumental, practice-based research of some of the newer fee-for-service RHDs and the more entrepreneurial research needed in the exponentially-growing knowledge economy. As buyers

of a service, students' needs in terms of an appropriate education also seem to be in conflict with the need for HEIs to maintain economies of scale. This paper seeks to explore these tensions and contradictions.

GR03027Z

Research supervision: RIP

Pam Green, RMIT University

In recent times the importance of research supervision has truly come to the fore in research training circles within Australian universities. The impact of the Research Training Scheme has certainly highlighted the need to provide optimal conditions for research supervision in the promotion of successful timely completions. While such contexts might pressure us to a more pragmatic supervisory style, we cannot ignore all three key aspects of supervision. The relational, intellectual and physical aspects (RIP) of research supervision deserve and demand recognition, attention and space.

In a research training context where the focus is on timely (and successful) completions and where the nature of research degrees is shifting dramatically, the nature of research supervision is under the microscope. With a greater focus on supervision, as evidenced by the emphasis on supervisor training and policy development in Australian universities, we have an opportunity to focus on the complex nature of supervision and to raise issues related to the roles and responsibilities of the supervisor and the candidate.

This paper will consider the three aspects of supervision and examine how the research training context is affecting the attention given to the relational, intellectual and physical spaces for supervision. Both supervisor and candidate viewpoints about the crucial elements of supervisory practices will be presented. The paper will also comment on the findings of recent RMIT research on research reports in terms of what students view as crucial elements of a successful candidature, and resourcing issues.

Questions pertaining to supervisory practices in the context of RTS will be posed including the following: What supervisory practices are emerging?

What do students and supervisors want and need in terms of supervisory practice?

How are the three key elements of research supervision catered for in times that are governed by tight timelines?

Such questions are explored and discussion invited about the challenges for the future with respect to research supervision in Australian universities. Research supervision: RIP?

CH03029Z

"Cultural Conflicts" Ph.D Students From China vs Australian Supervisors in Research Training

Shen Chen, Doug Absalom and Allyson Holbrook, The University of Newcastle

As a result of globalisation, Australian universities are taking increasing numbers of international students. Over the past decades there has been a substantial expansion in the provision of both undergraduate and postgraduate programs for Asian students at universities all over Australia. Students of Chinese cultural heritage are listed as the highest number of overseas student enrolments. Recently the number of research students from China is increasing. The difficulties encountered by students from China in adjusting to the new learning environment in Australia have drawn increasing attention from Australia academics. One of the crucial issues in training Ph.D students from China is that there is a cultural gap of expectations between the students and their supervisors.

This paper is based on the outcome of a research investigating specific barriers to effective communication and interaction between Chinese students and their Australian supervisors. It identifies some major problems and "cultural conflicts" faced by Chinese students in adapting the new culture of research in Australia. The significance of the finding will be discussed in terms of how to improve the quality of research training and supervision in multicultural education settings at Australian universities.

EV03007Z

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A brief review of PhDs in Creative and Performing Arts in Australia

This paper reports on an aspect of a pilot project in 2003 by the authors comprising a bibliographic analysis of all (42,000+) Australian PhDs. The pilot work is both a data and methodological basis for a larger project that investigates the nature and development of PhDs in Australia as they evolved in the context of economic, social and educational changes. This paper reviews the evidence from the bibliographic data held in library catalogues of PhDs in each Australian university. It provides an overview of the first instances, locations and frequencies of PhDs in the creative and performing arts in Australia, fields which are relatively new to doctoral study and which pose challenges in terms of

doctoral pedagogy and scholarship. This is contextualised in terms of the rise of the modern university and the new professional doctorates in the creative arts.

BR03015Z ®

Defining the doctorate with Asian research students

The aim of supervision is to support a student's development to become a competent, autonomous researcher. This requires supervisors to have a wide range of responsibilities, abilities balanced views and practices to deal with intellectual, psychological and cultural issues.

The challenge for Asian students is the developing subtly in language, thinking and autonomy. Supervisors should be aware of philosophical and pragmatic levels. First, the magnitude of the language barrier should be recognised as it affects all academic practice; speed of absorption and thinking and quality of comprehension, besides difficulties in academic writing. Second, different ways of thinking should be understood not as cultural and/or personal immaturity, inability but as difference. Third, student's heavy dependence on their supervisors, a serious obstacle for the development of their autonomy, is deeply rooted in their customary perspective and practice that the respect for others is expressed as their full trust and obedience.

In short, it is crucial for supervisors to recognise the difference between students capability and intellectual capacity as researcher, their attitude and practice stemming from their culture, and to help students holistic development, not replacing one culture to another, but based on their native culture to nurture their multicultural intellectualities.

This paper will discuss the difficulties experienced by Asian research students developing into competent researchers in the Western academic environment.

PH03022Z ®

The embodied thesis

If doctoral studies seek to develop and accumulate expert knowledge across the myriad facets of human experience, then consideration needs to be given to the varying forms of intelligence through which that knowledge is explored and made manifest. Through intra and inter disciplinary approaches to dance, this proposal aims to situate the physical body at the centre of 'knowing,' thereby challenging the privileged position of the word in western scholarship. The first approach probes embodiment to examine the choreographer/dancer, Marie Chouinard's statement that "[w]hen I dance, my body becomes a laboratory for experience." Such experiential analysis has the potential to complement and make visible the sensate dimensions of medical science, although dance's principal engagement focuses on the imaginative flesh of complex physical thought. The second approach moves outwards from embodiment, triggered by Cezanne's enigmatic observation that "[m]an [is] absent from but entirely within the landscape" which, in my propositional translation, becomes moving human bodies are absent but entirely within theoretical paradigms. Both approaches raise critical issues about the management of embodied knowledge within doctoral assessment paradigms. Can performances, like written theses, 'analyse and explain,' is dance 'legible' and how can such knowledge be stored?

Registration via AARE website - on-line secure payment. If your university requires invoices prior to payment ask Ruth Jeffery at AARE Office to create one for you.

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AARE FUTURE CONFERENCES

See elsewhere in this issue of *AARE NEWS* for presently known details of 2005 and 2006 conferences.



**The Australian Association for Research in Education:
International Education Research Conference 2004
[AARE Conference 2004]**

Doing the Public Good: Positioning Educational Research

28 November - 2 December 2004

Venue:

The University of Melbourne

Convenor:

**Associate Professor Trevor Gale
Monash University**

AARE 2004 Conference Committee

Teresa Angelico
Ruth Arber
Jill Blackmore
Brenton Doecke
Trevor Gale
Audrey Grant
Peter Jeffery
Richard Light
Bob Meyenn
Pat Smith
Vaughan Smith
Colleen Vale
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Deakin University
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AARE Executive Member
University of Melbourne
Charles Sturt University
Ballarat University
Caulfield Grammar School
Victoria University
Australian Catholic University
Ballarat University
Monash University
Secretariat:, AARE Office

AARE seeks Convenor for 2007 Conference

AARE Executive is seeking expressions of interest in convening the 2007 annual conference, particularly from members in major regional centres.

Abstracts for future AARE Conferences

AARE Executive has resolved that submissions of abstracts or papers for future AARE conferences will not be accepted from persons who have not paid their accounts for a previous year's conference.

AARE ACTIVITIES AND PROJECTS

This is a new section of **AARE NEWS** in which we have grouped a number of brief reports on AARE activities so that members can be aware of the work of their Association on their behalf.

Consultation Documents on Teacher Standards

AARE Executive has expressed thanks to Barbara Preston for the excellent response she prepared on behalf of the Executive to the consultation paper *National Statement from the Teaching Profession on Teacher Standards, Quality and Professionalism*.

Barbara attended the Professional Teaching Standards Forum held on 26 May. It was reported that this had not been a valuable meeting from the point of view of advancing policy. There was a sense of frustration among participants that work on this area over the past few years as part of the DEST-funded, ACE-convened project had in effect come to nothing.

NEWS FROM THE EXECUTIVE

The Executive's mid-year meeting was held in Melbourne at RMIT University's City Campus. Our host for the meeting was Professor Michael Singh, head of the Department of Language and International Studies in the Faculty of Education.

Below are some of the matters discussed:

AARE Archives

Elizabeth Milford, AARE's archivist, joined the meeting for this item to report on progress with preparing material for storage at the ANU's Noel Butlin Archives in Canberra. Elizabeth spends about two hours a week working on the AARE archives. Work consists of sorting and culling material, placing it in series, dividing it into folders with a list of contents for each, and then placing it in boxes with a contents list for each box.

Consultation on Teacher Standards

Executive member Barbara Preston had prepared on behalf of the Executive a response to the consultation paper *National Statement from the Teaching Profession on Teacher Standards, Quality and Professionalism*.

Barbara had attended the Professional Teaching Standards Forum held on 26 May. Disappointment was expressed that work on this area over the past few years as part of a DEST-funded, ACE-convened project has so far apparently had no effect on policy.

AARE Annual Conferences

The 2002 annual conference in Brisbane resulted in a surplus which will help to replenish AARE's recently diminished reserves (held to fund contingencies and special projects).

Organisation of the Joint AARE-NZARE conference to be held in Auckland at the end of 2003 is proceeding apace. This is again shaping up to be a large conference.

Planning for the 2004 conference, to be held at the University of Melbourne, is in hand.

The 2005 conference will be held in Sydney and the 2006 conference in Adelaide. A call for expressions of interest in convening the 2007 conference appears elsewhere in this newsletter.

Mini-conferences and Workshops

Plans were discussed for the workshops on Ethics and on academic writing to be held in Melbourne in August, and the mini-conference to be held in October in Newcastle.

SIGs

Approval was given for the establishment of a new SIG, in Educational Philosophy.

Membership

It was noted that rates of AARE membership are relatively low among Education academics in some universities. Attempts are being made to redress this situation.

Next Meeting

The Executive's next meeting will be held on 20 August, again in Melbourne.

Focus on New AARE Members

This is a new section of **AARE NEWS**. In this section we feature short bio/research interest statements from new members. Actually only one new member wrote for us this time and her statement follows. Thanks for being brave enough to start off our new section Judy. I hope some members or others who are interested in your work contact AARE Office so that we can inform you and perhaps trigger some collaboration.

Peter Jeffery, Editor.

Research interests of Judy Maxwell

I work in the area of language and academic skills advising at RMIT University, where I coordinate academic support for the Higher Education sector (RMIT also has a TAFE sector). Apart from coordination duties, my teaching has largely focused on postgraduate students and in particular, research students. This has led me to several 'burning questions', one of which I have turned into a PhD study.

This study is entitled 'Contesting the culture of the thesis: The impact of changing epistemologies, literacies and student identities', although the focus has gradually shifted from the 'thesis' to the diverse research cultures we now see. I am particularly interested in the impact of successive neoliberalist policies and impending globalisation issues on the nature of the research higher degree, and the effect of this on the students. The need for universities to supplement government funding has meant a continuing increase in full-fee paying research students, mainly in the form of international students, but now also including local students (particularly with the possibility of industry funding in practice-based research degrees).

Although many international students come to an Australian university to improve their cultural awareness of the West and the opportunities that this affords, others find that the type of research that is eminently usable in their country of origin is not acceptable here. The hegemonic Western canon of Australian university research, in the main, precludes freedom for international students to pursue research using indigenous epistemologies and methodologies.

A changing motivation for research higher degree students away from being an apprenticeship into academia has seen the development of innovative practice-based research programs (distinct from professional doctorates). There are obvious differences between this instrumental research and the more traditional pure research in terms of the culture in which the research is done, supervisory aspects and the end products (often an artefact and an exegesis, in place of the more traditional thesis). These programs also seem to be the growth area for fee-paying local students.

As buyers of a service (which is increasingly being referred to as a commodity), students' needs in terms of an appropriate learning environment are seen to be compromised by the needs of the universities to maintain economies of scale. Although much has been written about the progressively decreasing government funding and the need to bring in more outside funding, little research seems to have been done on the effects of this on research higher degree students.

REVIEW OF AUSTRALIAN RESEARCH IN EDUCATION

The Series Editors of RARE (Trevor Gale, Susan Grieshaber, Jennifer Sumsion and Julianne Lynch) are interested in receiving proposals by a prospective guest editor to produce a future issue of the *Review of Australian Research in Education* (RARE). RARE was originally created by AARE as an occasional monograph series – as its name suggests – to provide reviews of Australian research in education. To date, five monographs have been produced on issues related to Australian education and research: (1) journals (Harman, 1989); (2) policy (Walker, 1994); (3) history (Bessant & Holbrook, 1995), (4) ethics (Bibby, 1997); and (5) supervision (Holbrook & Johnson, 1999, 2001).

We are now calling for submissions that propose future issues of RARE, and which would appear as a special issue of the Australian Education Researcher (AER). We are particularly interested in hearing from scholars who are interested in producing a monograph concerned with issues of **Contract Research**. We imagine this to include issues of ethics, changing work patterns, policy issues, intellectual property, etc.

Submissions should include the following information:

- Editors (with short CV including publishing and other related experience and record)
- Theme and line of inquiry
- Titles, authors and abstracts
- Timelines
- How your proposed monograph fits AARE's purposes and audience

Four copies of your submission should be forwarded to:

Associate Professor Trevor Gale
Faculty of Education, Monash University
PO Box 527, Frankston, Victoria 3199 AUSTRALIA

For further information, contact:

Trevor.Gale@education.monash.edu.au

Ph: 03 9904 4242

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 4th 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

Transitions in Education: An international conference

November 27-28, 2003 Novotel Brighton, NSW

This conference will focus on research that has been designed to enhance the quality of the transitions from child care/preschool and school; primary to high school, and school to work or further education.

For further details please contact Sarah Simpson s.simpson@uws.edu.au. Abstracts (approximately 200 words) must be submitted by June 30, 2003.

University of Western Sydney Annual Education Conference: Re/visioning Education
October 11-12, 2003
UWS Parramatta Campus

Abstracts are now being called for the UWS Annual Education Conference. The theme of the conference is re/visioning education and the format is paper and poster presentations. For further details and for a copy of the Registration/Abstract submission form please contact Vicki Fox v.fox@uws.edu.au. Abstracts must be submitted by August 15, 2003. Conference papers can be submitted for review to be included in the refereed conference proceedings publication.

National and international keynote speakers will include, among others: Professor Carl James (York University, Toronto, Canada), Professor Bob Lingard (University of Queensland), Professor Bronwyn Davies (University of Western Sydney) and Professor Michael Singh (University of Western Sydney).

Call for Nominations for AARE Executive 2004

Nominations for the following positions on the **Executive Committee of AARE** for 2004 should be forwarded to the Secretary by 1st October 2003.

Positions:--

President-Elect, Secretary, Treasurer, Research Development Coordinator [Research Training Coordinator]. Editor AARE NEWS [AARE Newsletter Editor & AARE Website Manager] and AARE Executive Member [four positions].

Nomination Form

POSITION	Office Use Check membership status
..... please write in name of position	
I	
..... full name of member proposer	
Nominate	
..... full name of member nominee	
I second the nomination	
..... full name of member seconder	
Signature of nominee	
..... I accept nomination	
Signature of Proposer	
Signature of Seconder	

Notes:

1. Proposers, seconders and nominees must be members of AARE.
2. Please check membership status by email to aare@aare.edu.au or phone 03 5964 9031
3. Please return completed nomination forms to Ms Debra Cunningham, Hon. Secretary AARE, Board of Teacher Registration, Box 389, Toowong 4066 QLD.
4. Nominations close 1st October 2003.
5. Ballot material will be printed and distributed to members [if necessary] by 2nd November 2003.
6. Polling closes 5 days prior to conference - 24th November 2003.

AARE Website News

The website performs an important research dissemination function in the world, supporting AARE members efforts to make their research findings accessible to all who need to know. There are over 6,000 full text conference papers available on the site with an increasing proportion of the papers being fully peer refereed before presentation at AARE conferences. We add some 300 - 500 papers to the **AARE Conference Papers Collection** each year. In addition we now have the **Australian Education Researcher**, AER [AARE journal] articles published on-line, about 16 articles per year. The work on the website is widely indexed and ACER Cunningham Library works with AARE to put each year's annual conference papers into the **Australian Education Index** which is widely known and used in the world's academic libraries.

The website also allows AARE members to communicate with each other in a cost effective and timely way. Gradually, the website is becoming the AARE institutional repository for all procedural documents about the Association. This helps considerably when the Association's Executive committee composition is able to change every year and new volunteers join AARE Conference planning committees for example. There is a place for people to check the institutional history and precedent.

AARE website is heavily used. For details, please see the site use statistics which are available on the site. Many international and national websites have links to AARE website and we have been politely exhorted not to relocate files within our site too frequently, if at all!

Peter Jeffery
AARE Website Manager

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 hand written [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.

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.



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. If you want to go specifically to the Australian website go to 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 a free 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].

Apparent Low technology

The system will work through modems [I have done it] but then the pictures get behind what the speaker is saying. It works brilliantly via broadband and at universities. The signals [audio and visual] can be recorded if AARE wishes and made available later [thus breaking the real-time feature]. Of course if it is recorded and replayed then interactivity from the receiving persons is not possible.

What effect on speakers?

What is required of speakers using WebEx? Speakers must prepare everything they want to show to the face to face audience and the remote audience on computer [PPT or whatever]. Speakers must wear a lapel microphone or sit in front of a mike so that what they say goes through a telephone. [You can hold a phone and show slides by a mouse click as you speak, or you can use a hands free phone if you want, but the quality of sound is not great from a typical hands free phone].

Technical preparations - audio

To run a WebEx session from a single desktop without a face to face audience the presenter needs a microphone connected to the telephone. This can be a fixed mike on a desk stand or a lightweight headset with earphones and a stick mike in front of the face [or just under the chin]. Either of these allows hands free operations by the presenter.

If a presenter without a face to face audience wants to hold a phone with one hand and advance the computer slides with another - then no additional microphone is needed to be connected to the telephone. If the presenter has a hands free phone [without too much background echo in the room] then that can be used leaving two hands free for the computer.

For a session where the speaker has a face to face audience as well as a remote audience via WebEx the speaker is well advised to arrange for a lapel microphone. This is attached to a radio pack on your waist-band which transmits to a small receiver in the room that is attached to a telephone. This set-up allows the speaker normal free movements in the room except to move the slides forward or back on the computer. For this, the speaker either needs a helper to click a mouse or a long mouse cord or radio mouse or the speaker can nip back to the computer to show the next slide.

Behind the scenes assistance from a technician to fit what is called a device to the telephone is needed. WebEx will lend the device and have a conversation with a technician at the presenter venue prior to the event.

Technical preparations - visuals

No special arrangements are required except to connect the computer to the Internet and have the necessary permissions to browse the web.

Anything on the connected computer can be shown via WebEx to the receivers of the transmission. No unauthorised access to the presenter's computer is possible.

Technical needs of receivers of WebEx

Receivers need a phone [hands free would be good but individuals can hold a phone handset if necessary] and an Internet connection to their computer, preferably broadband. Group receivers need a way of projecting the images off their computer [unless there are only 2 or 3 persons in which case they can all look at one computer screen]. Group receivers also need a way to take the phone audio into loudspeakers so that the group can hear. [This not technically difficult and many phones have a socket into which speakers can be plugged].

Login codes

Receivers will need a login code for the WebEx connection to the visuals of the session and a free 1800 number to call to get the audio of the presentation. These codes and numbers are provided by Webex. The phone number needs to be dialed. The login connection needs to be typed into the computer like a normal login/password entry to a network. All receivers are sent a specific [and long complicated URL] to click on to get entry to the session. This requires pre-registration of intending recipients of the session.

Receiver software

Receivers also need to have on their computer some free WebEx enabling software which is downloaded from WebEx prior to the session. This implies that receivers [and presenters] must liaise with WebEx prior to the event to make sure that they have the software and that it is functioning for them on their computer.

Suggested speaker preparations

Speakers should prepare anything they want to show to local or remote audience members as slides in PPT. For times when you don't want to show anything in particular related to the content of the presentation have a general slide or a photo of yourself to show while you are just talking. This is so the remote people don't think they have lost the connection and to allow them to "see you". There is no camera facing the speaker or the speaker's room. White-boards cannot be used [except the electronic one in WebEx on the computer].

Familiarization

WebEx have requested [after Brisbane experience] that AARE presenters contact them, discuss their presentation, show them all the slides etc. that they want to use and approximately the sequence and duration of the presentation. This is so that WebEx do not have to adlib to fill in time while waiting to start and at other times. WebEx are keen to make sure that your presentation to Australia and the world displays a professional image of them and us. This is the only condition they have requested in relation to their sponsorship.