



# AARE news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

**AARE NEWS No. 48**

**September 2004**

**On-line edition**

## **From The President:**

Arrangements are well under way for the Annual Conference in Melbourne, and I would like to take this opportunity to thank and congratulate Trevor Gale and his committee for the excellent job that they have done. The response, in terms of papers and registrations, looks like making this our biggest and best conference ever. The range of papers that have been submitted indicate the incredible breadth and depth of educational research in Australia. A pleasing number of presentations have been received from overseas. I look forward to meeting up with as many of you, as possible, at the conference.

The Association conducted a very successful Australia wide workshop via WEBEX – over 150 participants throughout Australia. WEBEX is a very significant supporter and sponsor of our organisation.

As you are all aware, we are in the throes of a federal election. This election has education as one of its three or four key issues. I urge all members to be actively involved, at whatever level possible, in the debate on education policy and education funding. The debates about funding of Australia's school systems have never been more crucial. We should all make ourselves aware of the policies regarding the organisation and funding of TAFE and Higher Education. The implications for issues of access and equity to university are quite stark. If we wish to maintain an open system that allows access to university on the basis of merit, and not ability to pay, then we should look carefully at the policy statements of all political parties.

The funding implications for universities from the recent Nelson Reforms are now beginning to filter through into their budgets for 2005. These are particularly important for Faculties of Education, especially where it concerns the funding of our various practice teaching arrangements.

During the election campaign you should take any opportunities you have to argue the case for a significant increase in the funding of educational research which is, and must be, the basis of good educational policy and practice. The Association will press this case, wherever and whenever possible.

We are still keen to receive expressions of interest from groups willing to take over the Editorship of the AER journal. Please contact myself or Jane Kenway for further information.

Look forward to seeing you in Melbourne.

Cheers,

**Bob Meyenn**  
AARE President

## Call for Nominations for AARE Executive 2004 - 2005

Nominations for the following positions on the **Executive Committee of AARE** should be forwarded to the Secretary by 2<sup>nd</sup> October 2004. Positions:--  
 President-Elect, Secretary, Treasurer, Research Development Coordinator, Editor AARE NEWS [AARE Newsletter Editor & AARE Website Manager], Editor AER [journal] and AARE Executive Member [four positions].

### Nomination Form

|                                  |   |
|----------------------------------|---|
| POSITION .....                   | Office Use<br>Check<br>membership<br>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 Secunder .....      |   |

#### Notes:

1. Proposers, seconders and nominees must be financial members of AARE.
2. Please check membership status by email to [aare@aare.edu.au](mailto: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 2<sup>nd</sup> October 2003
5. Ballot material will be printed and distributed to members by 2<sup>nd</sup> November 2003.
6. Polling closes 3 days prior to conference - Monday 22nd November 2004.

**Professor Marilyn Fler, Dr Alex Kostogriz and Jill Robbins from Monash University are pleased to welcome Professor Anne Edwards, from The University of Birmingham, Dr. Jennifer A. Vadeboncoeur, from The University of Queensland, and Dr. Irina Verenikina, from The University of Wollongong for a Research Seminar entitled, Exploring Sociocultural and Activity Theory: Historical and Contemporary Perspectives in Education. This event is hosted by the Centre for Childhood Studies, in the Faculty of Education at Monash University. It will be held on Saturday 27th November 2004, from 9.30 am - 3.00 pm on the Monash University Peninsula Campus, MacMahons Road, Frankston, in Building A Room 3.50. Tea and coffee are provided. Please bring your own lunch and RSVP to Dr. Suzy Edwards by 20/11/04 at [susan.edwards@education.monash.edu.au](mailto:susan.edwards@education.monash.edu.au) . Readers of the AARE News are welcome to attend.**



## AARE ANNUAL INTERNATIONAL CONFERENCE 28 NOV TO 2 DECEMBER, 2004

**DON'T MISS OUT ON THE LARGEST CONFERENCE IN AARE HISTORY  
AND THE OPPORTUNITY TO NETWORK WITH YOUR COLLEAGUES**

Go to [www.aare.edu.au](http://www.aare.edu.au) to register online

***AARE is the place to be this November/December:***

- to meet up with friends,
- to make new ones, and
- to catch up on the latest research in your field.

The Melbourne Conference is jam packed with presentations, events and experiences to satisfy almost everyone. There are too many to mention here but, to whet your appetite, below is a sampling of some of the goodies on offer.

### **“Doing the Public Good: positioning education research”**

The Conference Committee has chosen a strong theme for the conference; a theme that is timely in the context of the current Australian federal election and which will remain relevant irrespective of which party wins. It speaks to the ongoing public/private debate in education, the changing work environments for educators, and to what counts as research. The theme will be featured throughout the conference in a number of ways, including the four keynote addresses by:

- Sally Power (Cardiff University, UK), exploring issues around the policy and research language of ‘public’ and ‘private’;
- Tony Petrosky (University of Pittsburgh, USA), focusing on the current policy environment for education and teaching;
- Linda Burney (State MP for Canterbury, NSW), engaged in issues of social justice in education; and
- Richard Teese (University of Melbourne), concerned with the unequal operation of education systems and the social processes underpinning inequality. [NB: Richard is delivering this year’s Radford Lecture]

### **Pre-conference sessions and workshops**

There is one pre-conference session (Sunday morning) and two pre-conference workshops (Sunday afternoon) organised for the day before the Conference begins. Participation in any of them requires you to register online beforehand, as there are limited vacancies. The Sunday morning session is free (sponsored actually!) but the two afternoon workshops involve a small registration charge:

- For postgraduate and early career researchers: “Presentation and Networking Skills” offered by Jane Kenway et al. [A sponsored event, beginning 9.30 am Sunday and includes lunch.]
- For postgraduate and early career researchers: “Doing a literature review: A workshop for doctoral students and early career researchers” offered by Barbara Kamler (Deakin University) & Pat Thomson (University of Nottingham) [2pm-5pm Sunday; limited numbers can be accommodated so register early.]
- For mid career researchers: “ARC Grants: How do the judgements get made?” offered by Lyn Yates (University of Melbourne) [2pm-4pm Sunday; limited numbers can be accommodated so register early.]

## Teachers' Day

A structured and focused Teachers' Day has been organised as a 'strand' running through the Tuesday of the conference. This will give coherence to the day, enabling interested delegates to explore key questions, most notably:

- the significance of professional standards and
- the role of practitioner research in the current policy environment.

For those participating in the strand, the day will begin with a forum involving Lawrence Ingvarson, Tony Petrosky, Judyth Sachs, and Viv White, followed by Tony Petrosky's keynote address. The hour before lunch will feature papers that explore issues raised in the opening forum and keynote while the afternoon session will include two major symposiums, as well as papers on a range of topics that should be of interest to teachers. One of the ways teachers will be informed about Teachers' Day is via The Age newsletter that goes to 45,000 teachers each term.

## Gala Book Event

Two books will be launched at the conference in the early evening of Monday. As well, the event will feature books authored by AARE members who are attending the conference and have published their books during the last two years. There will be plenty of wine and nibbles to help us celebrate the occasion, opportunity to buy copies of the books at reduced prices and actual member authors on hand to sign them! If you would like your book featured at this event, please contact AARE Office [aare@aare.edu.au](mailto:aare@aare.edu.au) with your details. (An exhibition by publishers will also be running all through the conference.)

## The Wild Conference Dinner

This year's Conference Dinner will be held at the Melbourne Zoo with music provided by the 'Sweethearts of Swing' and 'theming' provided by Box Hill TAFE event management students. Included in the price is free entry to the Zoo for Conference Dinner guests from 5pm or, prior to this, at a 20% discount on presentation of your Conference Dinner ticket. The world-renowned butterfly enclosure would be a great place to check out before pre-dinner drinks begin at 6pm. An animal handler (with animal in hand) will also be available to chat with you over drinks. You can pay for the Conference Dinner (\$85 per person) when registering for the Conference online.

## Record numbers of Symposia and Papers

Most of AARE's 14 Special Interest Groups (SIGs) have organised symposia for the Conference but there is also an incredible array of others as well, including symposia from some of our affiliated associations (BERA, AERA, CSSE), one organised by the Association's Journal (AER), titled "Globalisation and Education Research" and a Research Directors' Panel titled "Assessing Research Quality". And don't forget the President's Address on Wednesday after lunch! With over 1000 papers accepted for presentation at the conference, there is sure to be plenty of choice. [By the way, thanks to the 1044 individuals who refereed the 210 papers submitted by members seeking full-refereed conference paper status, the largest number in AARE Conference history, and thanks too to Ruth and Wendy (AARE Office) who managed the process.]

Check out the website ([www.aare.edu.au](http://www.aare.edu.au)) and read the abstracts as we progressively load them during September. Also check out the conference timetable overview. (More specific details of when your paper presentation is scheduled will be sent to you in late September / early October.) Interviews with select presenters and panellists will be published in The Age in the lead up to and during the conference.

## Public Education Forum: "Public education doing the public good" (Sponsored by The Age)

This Forum (chaired by Jill Blackmore) closes the conference (Thursday 2pm – 3.30pm) by reiterating the theme 'doing the public good'. The forum is open to the public and seeks to engage with the debate about public education and how it contributes to 'the public good'. The panel is drawn from a wide range of backgrounds and interests, including:

- Jane Caro, an advertising senior executive and a parent lobbyist for public education having formed *Priority Public* in NSW;
- Professor Alan Reid, University of South Australia, who is exploring issues around notions of the 'education commons' and editor of *Going Public: Education policy and public education in Australia* Canberra, ACSA;
- Ann Morrow, a former Director of Education in Victoria, initiator of a national organisation in support of public education and finalising a study on educational funding;
- Ros Black from the *Education Foundation*; and
- Other key leaders in the fields of science and business.

There will be opportunity for audience questions. The Forum will commence and end with a visual presentation from *The Age's* archives of photos and cartoons depicting public education historically and in contemporary times through cartoons by Tandberg and others.

#### **Postgraduate & Early Career Researcher friendly**

There are lots of things especially planned for PG&ECR participants at this conference. Check out the pre-conference session and workshops (details above), the 'Not the Conference Dinner' and PG&ECR SIG AGM (sponsored drinks) on Tuesday evening and the option to nominate an alternative supportive chairperson for your presentation scheduled during the conference (see [www.aare.edu.au](http://www.aare.edu.au) for details on how to do this). There are also AARE awards created especially for this group (see below). Full time students can also join AARE for 50% of the full member rate and pay only 50% of member rates for conference registration. Contact [Rachel.M.Darell@uts.edu.au](mailto:Rachel.M.Darell@uts.edu.au) or Sue Smith [suesmith2122@yahoo.com.au](mailto:suesmith2122@yahoo.com.au) for further details on PG&ECR events at the conference.

#### **Chamber Music Concert**

In conjunction with The International Centre for Classroom Research (University of Melbourne), you are invited to attend a Chamber Music Concert on the Monday evening (7.30pm – 9pm), featuring the renowned 'Flinders Quartet'. Tickets can be purchased at the Conference Registration Desk on Sunday afternoon and Monday for \$10 (cash only) or \$15 at the door (Melba Hall). Fantastic value!

#### **SIG events**

Many of the Association's 15 Special Interest Groups (SIGs) have arranged special events for the conference. As well as SIG symposia (see above), each SIG will be holding their individual Annual General Meetings\* and some have informal gatherings and dinners planned for the Tuesday evening (eg. the Gender & Sexualities SIG and the PG&ECR SIG – see above). Contact the Convenor of the SIG of your interest for more details (names and contact details of SIG Convenors are available on the website: [www.aare.edu.au](http://www.aare.edu.au)). \* Don't forget to also attend the Association's AGM scheduled for Tuesday afternoon!

#### **Lots of awards and honours**

As per previous conferences, the Association will be conferring academic awards and honours on a range of participants, including the Betty Watts Award, the Early Career Researcher Award, a Life Membership, Postgraduate Student Travel Awards, the Radford Lecture, and AARE's prized Doctoral Thesis Award. Application / nomination for some of these awards is still open (till 30<sup>th</sup> October). Check the website for more details: [www.aare.edu.au](http://www.aare.edu.au)

#### **Audio-visual arrangements**

This is a very modern conference with state of the art presentation facilitation. We will use centralised distribution of AV to each of 30 rooms presenting simultaneously.

- You bring your presentation (including website if you wish to show it) cached on one or more CDs and hand it/them in to a central Hire/Intelligence [contractor] person a day prior to your presentation, or as early as possible if you are only arriving on the day.
- You touch your name on the screen in your presentation room at the scheduled time to bring your presentation onto the screen. You then click through your slides as usual. The next speaker steps up and touches her/his name and so on.

We do not allow BYO computers and plug in Data Projectors because that can lead to all sorts of technology and person related confusions and problems for following speakers. There is too little time (3 min.) between presentations to fiddle with equipment. No rooms will have live internet connection. Live on-line presentations would require use of the venue university network and this is not permitted. The conference [venue hirer] cannot arrange independent broadband connections within the venue. When caching sites make sure you try it all out [away from your base institution off-line] to check all necessary links are also cached on your CD.

#### **Sponsors**

Finally, we are pleased to acknowledge sponsorship of the conference by the following groups: WebEx, Victorian Institute of Teachers, Victorian Schools Innovation Commission, Australian Council for Educational Research, Charles Sturt University, the University of Melbourne, The Age, the University of Western Australia, Thompson Learning and RMIT Publishing. The Victorian Catholic Education Office is also sponsoring a number of full conference registrations for teachers attending the conference. If your group or organization would like to consider sponsorship opportunities at the conference, please contact the AARE Office [aare@aare.edu.au](mailto:aare@aare.edu.au) or on (03) 5964 9031 as soon as possible.

The Conference Committee is pleased to extend an invitation to you to attend the 2004 AARE Conference in Melbourne and to enjoy some or all of the above.

**See you at AARE!**

**Assoc. Professor Trevor Gale**

**2004 Conference Convenor**

## **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 2004**

**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](mailto:aare@aare.edu.au) clearly subject labelled -- Betty Watts Award.

### **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 2004**

**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](mailto:aare@aare.edu.au) clearly subject identified PG&ECR AWARD.

### ***Post-graduate and Early Career Researcher News***

Welcome again from your Post-graduate and Early Career Research representatives. Lots of preparation has been going on behind the scenes to make the experiences of AARE PG & ECR members at this year's conference even better than ever. As detailed in previous newsletters, there are a number of events planned.

- **Sunday 28 November: Free Pre-Conference Session** - Tips for building successful networks and helpful hints for paper presentations (see box below for further details)
- **Tuesday 30 November: 'Not the Conference Dinner' & AGM** - location to be announced. We hope to have the SIG contribute money to assist with this dinner.
- **Date TBC: Post-graduate & Early Career Researcher Symposium** - Landmarks, Signposts and Landmines: negotiating your way through the thesis' (see abstract below)

In addition, already being organised are the supportive chairpersons available for any research student or researcher who would like to be 'mentored' during their time at the Melbourne conference (details on the conference website). This concept of 'mentoring' is being explored for the Sydney 2005 conference, more information to be available soon.

#### ***Landmarks, Signposts and Landmines: negotiating your way through the thesis***

The research journey can be described as being directed by landmarks and signposts and fraught with landmines. Assessments, writing deadlines, publication pressures and the examination process are daunting to research students at all levels.

The presenters in this symposium, comprising of current students, recent graduates and doctoral supervisors will give a brief account what they see as the 'Landmarks, Signposts & Landmines' during research process. The session will then open up to a general discussion of pertinent issues such as writing (both the thesis and publications), maintaining records, supervisor issues, and mental health.

Once again, we would like to draw your attention to the free Sunday morning post-graduate and early career researcher '**Pre-Conference Session**'. This will be a fantastic **free** event focusing on networking skills and presentation support. A lucky attendee will also receive a copy of the kit "The Academic's Support Kit" (*Sage, in press*). Registration for the Sunday morning 'Pre-conference session' takes place with the main conference. Please check the box for this workshop as you are registering, you need to attend at least one day of the conference to be eligible. We wish to stress that this morning session is **free**, however registration is essential due to limited places. The workshop outline is presented below.

Sunday Morning Pre-conference Session:

**Tips for building successful networks and helpful hints for paper presentations**

**Welcome** - Johanna Wyn, University of Melbourne

**Networking** - Professor Jane Kenway (Monash University), Professor Debbie Epstein (Cardiff School of Social Sciences) & Rebecca Boden (University of the West of England)

**Presentation hints** – Barbara Kamler (Deakin University), Pat Thompson (University of Nottingham)

**Target Group:** Postgraduate research students and Early Career Researchers

**Cost:** Free

**Lunch:** A light lunch will be provided at the conclusion of the morning session

**Duration:** 2.5 hours (9.30am – 12pm)

**Spaces Available:** 80

**Location:** Youth Action Research Network (YARN)

*For postgraduate students and early career researchers one of the greatest challenges to overcome is that of isolation. The main section of this seminar is designed to provide helpful information about networking possibilities and strategies to overcome this problem. Jane Kenway, Debbie Epstein & Rebecca Boden will provide practical information about networking in the current academic context as well as taking the audience through a number of workshop ideas to enhance each individual's networking skills.*

*As part of the seminar, we will be giving as a lucky door prize a copy of their soon to be released kit, "The Academic's Support Kit" (Sage, in press). There are six books in the kit aimed at Early Career Researchers. They provide more detail on the networking information given in the seminar as well as including other titles such as "ASK about Winning and Managing Funding" and "ASK about Getting Started in Research".*

*The final part of the seminar will provide an opportunity for attendees to mix in an informal setting and engage with two of the afternoon's workshop presenters, Barbara Kamler and Pat Thompson. They will be on hand to discuss last minute presentation concerns and provide helpful advice to allow for any conference paper presentation to go smoothly.*

**WebEx Workshop**

Were you able to attend the virtual WebEx workshop on the 24<sup>th</sup> August? As mentioned in this newsletter there were participants from all over Australia. It was interesting to find diverse backgrounds that students come from and who benefit from such an event. We would like to thank our presenters who offered so readily and presented so professionally. The PG and ECR SIG would like to thank WebEx for sponsoring this workshop and AARE for their continued support of well planned events for all of us the 'new kids on the block'!

Please do not hesitate to contact either of us at any if you have questions, concerns or suggestions for post-graduate and early career researcher events for AARE. We look forward to seeing you all at the 2004 conference.

Rachel Darell  
[Rachel.Darell@uts.edu.au](mailto:Rachel.Darell@uts.edu.au)

Sue Smith  
[suesmith2122@yahoo.com.au](mailto:suesmith2122@yahoo.com.au)

**AARE NEWS 2005**

Schedule for 2005 publication and associated inserts. Revised September 2004.

| <b>NEWS #</b> | <b>Copy Date for NEWS</b> | <b>Web Publication of NEWS</b> | <b>Printed version Distribution</b> |
|---------------|---------------------------|--------------------------------|-------------------------------------|
| # 49 March    | 1 March                   | 7 March                        | 14 March                            |
| # 50 May      | 1 May                     | 7 May                          | 14 May                              |
| # 51 July     | 1 July                    | 7 July                         | 14 July                             |
| # 52 October  | 1 October                 | 7 October                      | 14 October                          |

## 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 [pieff@aare.edu.au](mailto:pieff@aare.edu.au) Please note that ADVERTISEMENTS for universities, publishers and the like attract advertising fees. News of research activity and reports from MEMBERS OF THE ASSOCIATION are published as AARE NEWS.

### Educational Researchers Australia database

New from the **Australian Council for Educational Research** is the *Educational Researchers Australia* database, a portal providing an interactive database of biographical information and research interests, publications and projects about researchers engaged in educational research in Australia and overseas. It is intended that the database will provide a comprehensive guide to researchers.  
<http://www.acer.edu.au/library/EducationResearchersAustraliaDatabase.html>

Searchers will be able to locate researchers working in specific areas of educational research and / or by geographical locations. Searching the database allows the user to search by researcher **name**, **institution**, **country** and **state**, as well as **research interest areas**. The database will also provide details of academic qualifications and contact details.

There is no charge to search or enter data into the database and AARE members are encouraged to take advantage of participating in this ACER project.

Using the data entry screens, researchers can include links to their own web sites, online publications and conference proceedings. Information can also be updated through the password controlled edit screens. Researchers may nominate up to 10 'areas of interest' when inputting their data.

The database will be moderated by staff at ACER Cunningham Library and enquiries can be directed to [library@acer.edu.au](mailto:library@acer.edu.au).

Margaret Findlay  
AARE Member  
ACER Cunningham Library

### 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 members' funds underpin the operations of the Association, including the AARE Annual Conference. All persons attending must pay registration fees to completely recover all costs of conferences and contribute to operations of the Association.

## AARE SPECIAL INTEREST GROUP NEWS

AARE now has 13 active SIGS catering for a wide range of research interests – see details below. If you are interested in forming a new SIG, please contact the AARE SIG Coordinator, Jennifer Sumsion, for further information: [jennifer.sumsion@mq.edu.au](mailto:jennifer.sumsion@mq.edu.au)

### Proposed new SIG

Plans are underway to establish a new SIG in *Higher Education, Community Engagement and Social Responsibility*. Please contact Bruce Muirhead for further information: [b.muirhead@staff.uqi.uq.edu.au](mailto:b.muirhead@staff.uqi.uq.edu.au)

### Distributed Learning Environment and Multicultural Issues SIG

Presently some members of the SIG are working on writing chapters for a book to be published by IDEA group based on the theme of our SIG. The book will be edited by Goran Trajkovski, Towson University, USA. For more details please contact Madhumita Bhattacharya:  
[m.bhattacharya@massey.ac.nz](mailto:m.bhattacharya@massey.ac.nz)

### **Doctoral Education Research SIG**

Papers for the AARE conference on the DERSIG theme have been flowing in. We shall have a meeting one lunchtime, so check the AARE conference program for details closer to the time. Several members of the DERSIG attended the Research on Doctoral Education (RoDE) conference at Deakin University in late April, which followed the Quality in Postgraduate Research Conference in Adelaide. Revised papers from the RoDE conference are being refereed and prepared for a special issue of the Higher Education Research & Development Journal in early 2005.

The 5<sup>th</sup> Conference on Professional Doctorates is on the theme *Working doctorates: the impact of professional doctorates in the workplace and professions*. It is held just before AARE at Deakin University, Geelong. Further information and registration details may be obtained from the website <http://www.deakin.edu.au/education/RIPVET/conferences.htm> or from Carmel Wilde in the RIPVET office, email [cwilde@deakin.edu.au](mailto:cwilde@deakin.edu.au).

Anyone interested in the DERSIG network can contact Terry Evans email, [tevans @Deakin.edu.au](mailto:tevans@Deakin.edu.au).

### **Gender and Sexualities SIG**

The Gender and Sexualities SIG will be holding a Pre-dinner 'Gathering' at the Melbourne Congerence. It will include an invited paper presentation by Associate Professor Susan Talburt from Georgia State University, entitled *Desires for Happy Endings: Narrating Queer Youth*.

This talk will take up the 1999 film *But I'm a Cheerleader* as a point of entry to inquire into adults' investments in narrating queer youth development. As a cure to the "at-risk" queer youth, the well-adjusted youth who develops a secure "gay identity" has become an idealized figure in social scientific, literary, and filmic representations. Through readings of *Cheerleader*, gay identity development models, and narratives of change, I ask what is lost through these "gains."

The paper presentation will take place at a time to be advised on one evening during the Conference. Following the paper we will gather for dinner at a local restaurant.

Talburt is Director of the Women's Studies Institute and Associate Professor of Educational Policy Studies at Georgia State University. She teaches courses in curriculum, social foundations, research methodologies, and feminist theory. She is also the author of *Subject to Identity: Knowledge, Sexuality, and Academic Practices in Higher Education* (Albany: SUNY Press, 2000) and co-editor, with Mary Louise Rasmussen and Eric Rofes, of *Youth and Sexualities: Pleasure, Subversion, and Insubordination in and out of Schools* (Palgrave, in press). In addition, her scholarship has appeared in *The Journal of Higher Education*, *Theory into Practice*, *the Journal of Curriculum Theorizing*, and *The International Journal of Qualitative Studies in Education*.

The Gender and Sexualities Special Interest Group was established in Fremantle at the AARE Annual Conference in 2001. The SIG is envisaged as a space of interest to members who foreground issues of gender, sex and sexuality, and their diverse intersections, in relation to the field of education. Specifically, the SIG aims to:

- foster research in the field of gender, sex and sexualities
- to heighten awareness of this area of educational research and promote the field within Australia, New Zealand and internationally
- encourage interdisciplinarity in the field.

#### **Convenor**

Currently the convenor is Mary Lou Rasmussen  
Faculty of Education  
Deakin University  
[rasmusml@deakin.edu.au](mailto:rasmusml@deakin.edu.au)  
Ph. (61)3 5227 1484

#### **Contact**

If you wish to contact SIG members or join the SIG contact the convenor

### **Motivation and Learning SIG**

The Motivation and Learning SIG plans an active program at this year's conference. If you haven't already done so, and if you have had a paper accepted for the conference that you would like to have included in our SIG timetabling alongside other Motivation and Learning related papers, please email the convenors with your paper details. Please follow the 'SIGs' link on the AARE website or click on [http://www.aare.edu.au/sigs/ml1\\_sig.htm](http://www.aare.edu.au/sigs/ml1_sig.htm) for further information about our interests and membership.

Conference dates for your diary include our SIG AGM Tuesday lunchtime (come and join!) and drinks and dinner Tuesday evening - details to be advised at a later date. We look forward to seeing you in Melbourne! Judy MacCallum ([jamac@central.murdoch.edu.au](mailto:jamac@central.murdoch.edu.au)) and Helen Watt ([hwatt@umich.edu](mailto:hwatt@umich.edu))

### **SIG Meetings at the Melbourne Conference**

SIG meetings are scheduled for lunch times on the following days. Why not go along and meet new colleagues with similar research interests? Lunch will be served in each meeting room.

#### **Monday**

Distributed Learning Environment & Multicultural Issues SIG  
 Doctoral Education Research SIG  
 Health & Physical Education SIG  
 Measurement & Assessment SIG  
 Teachers' Work & Lives SIG

#### **Tuesday**

Educational Philosophy & Theory SIG  
 Gender & Sexualities SIG  
 Motivation & Learning SIG  
 Sociocultural & Activity Theory SIG  
 Post Graduate & Early Career Researcher SIG (7-8pm)

#### **Wednesday**

Early Childhood SIG  
 Educational Leadership & Management SIG  
 Higher Education, Community Engagement & Social Responsibility SIG  
 Information & Communication Technology SIG  
 School Renewal & Pedagogic Improvement SIG

#### **Thursday**

SIG Coordinators' meeting

#### **SIG Contact Details**

| <b>SIG</b>  | <b>Convenor</b>   | <b>Contact details</b>   |
|---|---|--|
| Distributed Learning Environment and Multicultural Issues | Madhumita Bhattacharya  | <a href="mailto:M.Bhattacharya@massey.ac.nz">M.Bhattacharya@massey.ac.nz</a>   |
| Doctoral Education Research                               | Terry Evans   | <a href="mailto:tevans@deakin.edu.au">tevans@deakin.edu.au</a>   |
| Early Childhood   | Karen Noble<br>Kym Macfarlane   | <a href="mailto:K.Noble@griffith.edu.au">K.Noble@griffith.edu.au</a><br><a href="mailto:k.macfarlane@griffith.edu.au">k.macfarlane@griffith.edu.au</a>   |
| Educational Leadership and Management                     | Neil Cranston   | <a href="mailto:n.cranston@qut.edu.au">n.cranston@qut.edu.au</a>   |
| Educational Philosophy and Theory                         | Peter Reynolds  | <a href="mailto:preynolds@canningcollege.wa.edu.au">preynolds@canningcollege.wa.edu.au</a>   |
| Gender and Sexualities<br>Health and Physical Education   | Mary Lou Rasmussen<br>Ross Brooker  | <a href="mailto:rasmusml@deakin.edu.au">rasmusml@deakin.edu.au</a><br><a href="mailto:Ross.Brooker@utas.edu.au">Ross.Brooker@utas.edu.au</a>   |
| Information and Communication Technology                  | Tony Loughland  | <a href="mailto:ALoughland@csu.edu.au">ALoughland@csu.edu.au</a>   |
| Measurement and Assessment                                | John Izard (Chair)<br>Rosemary Callingham (Secretary)<br>Trevor Bond (Program Director) | <a href="mailto:john.izard@rmit.edu.au">john.izard@rmit.edu.au</a><br><a href="mailto:rcalling@une.edu.au">rcalling@une.edu.au</a><br><a href="mailto:Trevor.Bond@jcu.edu.au">Trevor.Bond@jcu.edu.au</a> |
| Motivation and Learning                                   | Judy MacCallum<br>Helen Watt  | <a href="mailto:jamac@central.murdoch.edu.au">jamac@central.murdoch.edu.au</a><br><a href="mailto:h.watt@uws.edu.au">h.watt@uws.edu.au</a>   |

|   |  |  |
|---|--|--|
| Post Graduate and Early Career Researcher | Rachel Darell<br>Sue Smith                                 | <a href="mailto:Rachel.Darell@uts.edu.au">Rachel.Darell@uts.edu.au</a><br><a href="mailto:suesmith2122@yahoo.com.au">suesmith2122@yahoo.com.au</a><br><a href="mailto:pg@aare.edu.au">pg@aare.edu.au</a>   |
| School renewal and pedagogic improvement  | Rob Cavanagh   | <a href="mailto:R.Cavanagh@curtin.edu.au">R.Cavanagh@curtin.edu.au</a>   |
| Sociocultural and Activity Theory         | Jennifer Vadeboncoeur<br>Elizabeth Hirst<br>Alex Kostogriz | <a href="mailto:vadebonc@mailbox.uq.edu.au">vadebonc@mailbox.uq.edu.au</a><br><a href="mailto:E.Hirst@griffith.edu.au">E.Hirst@griffith.edu.au</a><br><a href="mailto:alex.kostogriz@education.monash.edu.au">alex.kostogriz@education.monash.edu.au</a> |
| Teachers' Work and Lives                  | Catherine Scott  | <a href="mailto:cscott2@pobox.une.edu.au">cscott2@pobox.une.edu.au</a>   |

## RECENT DOCTORAL THESES IN EDUCATION

Welcome again to the column in AARE News that is dedicated to publishing news on recent doctoral theses in education. In this issue I'd like to inform readers about the Education Research Theses Collection available from the Cunningham Library, Australian Council of Educational Research. This database has over five hundred masters and doctoral theses on education. The Education Research Theses are available on the web at <http://cunningham.acer.edu.au/dbtw-wpd/sample/theses.htm>.

Digital theses can also be accessed via the Australian Digital Thesis Program, coordinated through the Council of Australian University Librarians (CAUL). As stated on their homepage "The aim of the ADT project is to create a national collaborative distributed database of digitised theses produced at Australian Universities. The ADT database provides access to PhD and Masters by Research theses only." ADT site statistics report that as of 6/9/2004 2559 theses are available. The database can be searched from the ADT site – and this includes the option of searching via individual institutions. The url for this site is <http://adt.caul.edu.au/>

This issue of Recent Doctoral Theses in Education includes three abstracts. The first is an abstract submitted to me by Georgia Lesley Carragher for her PhD thesis titled "Life after diagnosis. The social experience of adolescents diagnosed with Attention-Deficit/Hyperactivity Disorder and how they manage their lives." The PhD was conferred by Edith Cowan University in June 2004.

I have also included two abstracts from each of the digital theses sites. From the Education Research Theses collection - C.W. McGillen's PhD titled "Jungle express : the cooperative journey to meaningful music making with adolescents." The PhD was conferred by the University of Melbourne in 2003. From the Australian Digital Thesis Program - Susan Leigh Whatman "Wis Wei Youpla Health? A case study of the nature and extent of community participation in health education decision-making for Torres Strait Islander girls at Bluewater High." This PhD was conferred by Queensland University of Technology in 2004.

Please consider sending me abstracts of recent doctoral theses! Abstracts of completed doctoral theses can be sent to me at: [vharwood@uow.edu.au](mailto:vharwood@uow.edu.au) Guidelines for your submission can be found in AARE News Issue 42 (available on AARE's website). Please note that *we are now publishing the names of candidates' supervisor(s)*, to include them in the celebration of the work completed.

### **Some key points to remember are:**

- the abstract must be no longer than 300 words
- the thesis must be recently conferred by your institution (last 6-12 months)
- the abstract is from a doctoral thesis (PhD or EdD), and from an education faculty/department/school in an Australian University
- Include your name, postal address, email, and the name of the conferring institution
- Include your supervisor(s) names

**Dr. Georgia Carragher**

**“Life after diagnosis. The social experience of adolescents diagnosed with Attention-Deficit/Hyperactivity Disorder and how they manage their lives”**

**Edith Cowan University**

Supervisors: Associate Professor Glenda Campbell-Evans, Associate Professor Chris Forlin

My research presents a new picture of how adolescents with Attention-Deficit/Hyperactivity Disorder (AD/HD) are able to manage their lives and demonstrates the importance of involving adolescents in decisions about themselves. AD/HD is the most frequently diagnosed developmental disorder in school-age children in Western Australia today. Notwithstanding the enormous body of research associated with the disorder very little is known about an adolescent's worldview and social experiences associated with the disorder, as research and treatment regimes are currently determined by parents, teachers and the medical profession. For those with AD/HD social condemnation relating to their diagnosis and stimulant medication treatment is the general rule so that adolescents fear labeling and marginalisation. My research demonstrates how positive, patient and constructive social interaction from parents, teachers and their peers can assist them to manage their lives. Whereas, unsupportive social interactive experience are unhelpful and negative and may increase the probability of low self-esteem, risk-taking behaviour associated with stimulant medication use and attempted suicide amongst adolescents diagnosed with AD/HD.

My research employs the grounded theory method for data collection and analysis to gain insights into the social experience of a small group of Western Australian adolescents diagnosed with AD/HD receiving stimulant medication treatment. The substantive theory Reaching for the Light that emerged from this study explains the complex basic social-psychological process by which adolescents with AD/HD endeavour to resolve the difficulties that they face so as to be able to manage their lives. The issues examined in my research focus on the adolescents' perceptions of the impact of their diagnosis and stimulant medication use on how they manage their lives; the way in which they learn to interact in their world, and how they cope in their social environment. In doing so, this research extends current research becoming the first grounded theory study with adolescents with AD/HD in Western Australia.

**McGillen C W.**

**“Jungle express : the cooperative journey to meaningful music making with adolescents.”**

**University of Melbourne**

Through a process of cooperative inquiry, interpretive ethnography and narrative inquiry this thesis sets out to explore the links between original music making, cooperative learning and sociomusical relationships. At its heart is the journey of twenty-one students as they compose, interact and perform in a rural secondary college in Victoria, Australia. This thesis highlights cooperative learning strategies through a thematic analysis identifying issues such as power sharing, relationships, identity construction and musical processes. This is achieved through constructed narratives, semi-structured interviews and contextual observation. The compositional methodologies and structures present within the rehearsal environment are analysed and modelled, revealing the multiple layers of meaning and contextual relevancy expressed by the participants. This thesis examines the role that positive interdependence, the development of a sub cultural identity and original music making have in the formation of a personal musical aesthetic. The findings challenge current practice in secondary music classrooms and performing ensembles, and provide pathways for further research into cooperative group composition. Jungle Express, as the students named themselves, represents a unique insight into the possibilities of cooperative music making which honours the experiences of the individual while contributing to the development of a long-term cultural identity. The musical product is reflective of both the group membership and the environment, but ultimately it is as much about the meaning-making journey of the individual as it is about the product.

**Dr Susan Leigh Whatman**

**“Wis Wei Youpla Health?’ A case study of the nature and extent of community participation in health education decision-making for Torres Strait Islander girls at Bluewater High”**

**Queensland University of Technology**

This dissertation seeks to investigate the nature and extent of community participation in health education decision making for Torres Strait Islander girls at one Queensland high school. As such, the study is concerned with identifying stakeholders in health education for girls, describing the ways in which stakeholders participate in health education decision-making, and identifying the factors that promote or inhibit community participation in health education decision-making. The question presupposes several standpoints: firstly, that Indigenous communities want to participate in education decision-making and, secondly, that community participation would be desirable in producing good outcomes for Indigenous students. Thus, the literature review is concerned with critiquing discourses of

community participation in Indigenous education, the effects on educational outcomes of Indigenous students when community participation is enabled, and reviewing previous research on educational decision-making in health education in Australia. Given the necessity for emancipatory research methodology in Indigenous research contexts, a critical ethnographic case study approach was chosen to investigate the research questions at a high school in the Torres Strait; building a critical case record from field notes, interview data, and documents. Using Carspecken's (1996) stages of data analysis, primary records were reconstructed and dialogically negotiated with participants, to describe system relations. Such an approach allows for power and control relations between researchers and research participants to be explicated, giving voice to usually marginalised groups, such as Indigenous students. This approach was also congruent with specific Torres Strait Islander research protocols, informed by Ailan Kastom, which were necessary to sensitively and successfully undertake the research. Data analysis was informed by a framework of Indigenous community participation theory, derived from Soliman (1995), Heslop (1998), Ministerial Advisory Council for Aboriginal and Torres Strait Islander Education (1999) and Stewart (1999), together with curriculum theory, from Bernstein (1976; 1990; 2000). This approach constituted a unique adaptation of Bernstein's pedagogic discourse theory to a Torres Strait Islander educational setting. The findings indicated that there was strong desire by community members, including students, to participate in health education decision-making at Bluewater High. However, the ability of different stakeholder groups to participate in health education varied, with teachers exercising the most power, and students the least. An in-depth, contextual analysis, in which pedagogic decision-making occurred, enabled a number of immediate and long-term recommendations to be developed. It is envisaged that these recommendations will enable greater community participation in health education decision-making for girls at Bluewater High, and more generally in other Indigenous educational settings.

- the abstract is from a doctoral thesis (PhD or EdD), and from an education faculty/department/school in an Australian University
- Include your name, postal address, email, and the name of the conferring institution
- Include your supervisor(s) names

Valerie Harwood  
Executive Member

## **National Institute for Quality Teaching and School Leadership (NIQTSL)**

The National Institute for Quality Teaching and School Leadership (NIQTSL) has been established by the Commonwealth Government, with initial funding of \$10 million. It will be located at the Australian National University.

### **Functions**

The Minister, Brendan Nelson, has specified four key functions for the Institute:

- professional standards development and ensuing accreditation of leaders and classroom teachers
- professional learning for school leaders and classroom teachers, through quality assured (assessed and accredited) teacher preparation and professional learning courses linked to professional standards
- research and communication
- promotion of the profession.

### **Interim board**

The Minister has appointed the Interim Board (names in parentheses determined by the organisations concerned):

Chair: Dr Gregor Ramsey

Eminent educational expert appointed by the minister (and deputy chair selected by the board):

Professor Kwong Lee Dow.

*Principals associations:*

Australian Primary Principals Association (Tom Croker); Australian Secondary Principals Association (Ted Brierley); Association of Principals of Catholic Secondary Schools (Craig Deayton); Association of Heads of Independent Schools of Australia (Malcolm Lamb).

*Australian Joint Council of Professional Teaching Associations:*

(Susan Grazis, NSW; Terry Hayes, Victoria; Debbie Kember, Queensland; Ian Smyth, SA; and Anne Tumak, WA.)

*Other organisations:*

Australian Council for Educational Leaders (Jenny Lewis); Australian College of Educators (Cheryl O'Connor); Australian Council of Deans of Education (Mary Kalantzis); Australasian Forum of Teacher Registration and Accreditation Authorities (Brian Lindberg).

In addition there are four non-voting members:

Australian Education Systems Officials Committee (Grant Hehir); National Catholic Education Commission (Brian Croke); Independent Schools Council of Australia (Christopher Tudor); Commonwealth Department of Education, Science and Training (Lisa Paul).

There will also be an Interim Advisory Council - its role and operations yet to be determined. The Minister has directed that representation on the advisory council include the government and nongovernment teacher unions and parent organisations, ACER, the MCEETYA Teacher Quality and Educational Leadership Taskforce, the three Canberra-based universities, Professions Australia, and the St James Ethics Centre.

### **Inaugural board meeting**

The first meeting of the Interim Board of the Institute was held on 24 August.

Working parties have been established on the four 'key functions', chaired by Ted Brierley (standards), Ian Smyth (professional learning), Mary Kalantzis (research and communication), and Cheryl O'Connor (promotion of the profession). There are also working parties on the establishment of the Interim Advisory Council (chaired by Kwong Lee Dow), Indigenous quality teaching (Gregor Ramsey), and accreditation of teacher education at universities (Gregor Ramsey). Dr Ramsey is also to liaise with the recently established Carrick Institute for Learning and Teaching in Higher Education.

The board established a selection panel for the Institute chief executive, and anticipates a recommendation to the next board meeting on 17 September.

### **Comments**

AARE wrote to the Minister in August 2003 after he announced the Institute. That letter canvassed the issues of rationale, functions, management and representation, and location.

Many of AARE's concerns have not been allayed. Ten million dollars, under the control of competent and committed individuals, is sure to be of net value to teaching and learning in Australian schools. However, without clarity about the nature of the Institute and legitimacy of purpose, value will diminish. A decade ago the Australian Teaching Council floundered because of a lack of clarity and legitimacy of purpose, though it was established with high levels of good will, adequate initial funding, and very competent and committed governing board members and staff.

The following comments touch on some very complex matters. AARE has always taken the view that good, effective policy has solid evidence and sound argument at its foundation. The Institute will be determining the allocation of significant education research and professional development funds, as well as influencing developments in many aspects of teaching. It will need to decide which of the following it is:

- Is it a *representative body for the school teaching profession* - 'by and for the profession' and a legitimate, authoritative 'voice of the profession'? This is not really feasible. The Institute board is currently led by individuals who are not part of the school teaching profession and is largely made up of representatives of a mix of organisations of very varying, and even in aggregate quite small, memberships of school teachers, some with convoluted representative structures. There is not a representative balance between different sections within teaching (principals and classroom teachers, government and nongovernment schools, primary and secondary levels, gender, age, etc). As AARE noted last year, the profession of school teaching is well served by the two teacher unions, which have representative structures, have as members the very large majority of those eligible, and provide a legitimate 'voice for the profession' professionally as well as industrially. Even if the final Institute board membership differs substantially from the current make-up, a legitimate *representative* body will be well nigh impossible. Even if it were possible, a body seeking to be 'for the profession' would have a conflict of interest if it also managed high stakes standards enforcement - such a task should be undertaken by a body which is 'for the public interest'.
- Or is it a *high stakes standards body* - one that can legitimately enforce professional standards for individual teachers and/or initial or post initial teacher education programs? The Institute is structurally and legally very different from teacher registration bodies such as the Queensland Board of Teacher Registration or the acceptable options for a body to accredit initial teacher education programs set out in the 1998 report of the National Standards and Guidelines for Initial Teacher Education project, *Preparing a Profession* (Adey 1998, <http://acde.edu.au/assets/pdf/PreparingaProfession.pdf>). Accreditation of initial teacher education could be voluntary (that is, accepted by those responsible for initial teacher education - deans and heads of school), or it could be enforced through teacher registration bodies or teacher employers accepting only those who have graduated from accredited courses, or it could be enforced through

the allocation or withholding of Commonwealth funds - a powerful mechanism of dubious professional legitimacy. The link with registration/employment is the common pattern for accreditation of professional education courses, generally involving high levels of relevant professional expertise of the educators of the profession as well as a transparent and legitimate process. The Australian Medical Council provides a reasonable national model, as noted in the Adey report. Here, again, much would need to change for the Institute to be able to legitimately carry out high stakes standards enforcement, though some functions could be delegated by statutory registration bodies or others with appropriate authority. Of course, if it did any standards enforcement, the Institute would need to be - and be seen to be - working for the public interest, not being 'for the profession' or 'promoting the profession' as an end in itself.

- Or, finally, is the Institute *a body that can carve out legitimate, appropriate and valuable roles that complement the work of others?* The current (and likely future) make-up of the Institute governing board has a high level of expertise and extensive networks, especially related to school leadership and experienced (mid-to-late career) teachers. As the many organisations that have welcomed the Institute have noted, there is great potential in cooperative work on standards development linked to professional education. The Institute could help strengthen links across many divides: teaching in all sectors (early childhood, schools, VET, universities - perhaps involving collaboration with the new Carrick Institute for Learning and Teaching in Higher Education), teaching and research, teachers and teacher educators, and so on.

This last option is the only one that is really feasible, and it could be of great value to the future of education and the teachers who are at its centre.

One final point. ANU is making a substantial financial commitment in hosting the Institute. Yet it is one of the very few Australian universities with no education faculty or school, no initial teacher education, a small commitment in post-initial teacher education (especially in science through the Masters in Contemporary Science: updating on recent developments in the field, rather than pedagogy or curriculum), and almost no research concerned with teaching and learning in schools. Thus it is difficult to know what significant synergies ANU anticipates - how it can get a return on its 'investment'. There may be a danger that the Institute will act on a feeling of obligation to ANU. There may also be sentimental attachments to other organisations or institutions. While \$10 million is a very large amount of money, the Institute must make (and be seen to make) all decisions about research and professional development contracts strictly on merit. Clarity of purpose, and thus of focus, will make this easier.

Barbara Preston  
AARE Executive member  
[barbara.preston@netspeed.com.au](mailto:barbara.preston@netspeed.com.au)

### **AARE's new Archivist**

Robin Scott has been engaged for AARE to continue the work of maintaining and extending the AARE Archives which are stored in the Noel Butlin Archives - Canberra. Robin has recently negotiated a "withdrawal" from the archive to assist the deliberations of AARE Executive to be based on prior decisions. All members of AARE Executive are periodically asked to sort through their files for documents relating to AARE to pass to the archivist. Debra Cunningham Hon. Secretary, maintains communications with the archivist.

### **What is AARE?**

AARE is an association of persons interested in fostering educational research in Australia. AARE facilitates contact between educational researchers and encourages and actively lobbies for development of all aspects of educational research. AARE assists members with educational research by:

- Conducting an *Annual Conference*
- Conducting *Research Development Workshops*
- Supporting the formation and activities of *Special Interest Groups*
- Publishing *general publications* and *specific professional publications*, and
- Recognising and supporting outstanding scholarship with various *AARE Awards*.

## AARE PG&ECR SIG WEBEX WORKSHOPS AUGUST 2004-09-12

*This report consists of comments from presenters, organisers and participants. As the title for this section suggests the workshops were initiated and started by Sue Smith PG&ECR Rep. on AARE Executive. We start with a few comments from the participants. [Ed.]*

Thanks for an interesting experience, not just re. content of the workshops, but also in the use of the technology. I guess the best indicator of my response would be in answer to the question you didn't ask: Would I do another workshop that way? YES -- it's nice not to feel so isolated by distance and expense in attending these sorts of things!

The morning session was relevant, useful and interest was maintained. The personal narrative format worked well for me, and gave some interesting insights into the way the academic workplace operates - what is important and valued.

The [afternoon] presenter was very interesting, and got to the issues quickly. It is very hard to maintain interest without being able to watch the person speak, so I think she did the best job of the day in getting to the workshop issues without inciting boredom.

*Now we hear from the presenters.*

### **Winning the trifecta – odds on for teaching, research and service**

The morning session - *Strategic Academic: Issues for Early Career Researchers* - was designed to be of interest to postgraduate students and early career researchers who are in the early stages of, or who are planning to pursue, a career as an academic. It focused on issues of workload, networking and academic positioning.

The focus and structure for this session grew out of an informal meeting between three of the speakers (Drs Eileen Honan, Julianne Lynch, and Joanne O'Mara), all early career researchers and relatively new recruits in the Faculty of Education, Deakin University. In this meeting we reflected on how we had come to hold our current university positions and the challenges we had faced over the past several years in terms of managing our workloads, developing our profiles in teaching, service and research, and negotiating new areas of performance (eg. grant writing). The energetic discussion that ensued led us to devise a similar format for the workshop in order to highlighted differences and commonalities of experience, strategy and outcome. A fourth speaker (Prof Chris Bigum) was invited to join us to provide reflections from the perspective of a senior academic.

### **Story-telling as a way of making some sense of a highly complex field**

*"I have declared myself; sometimes vile and despicable, at others, virtuous, generous, and sublime; even as Thou hast read my inmost soul: Power Eternal! assemble round Thy throne an innumerable throng of my fellow-mortals, let them listen to my confessions, let them blush at my depravity, let them tremble at my sufferings; let each in his turn expose with equal sincerity the failings, the wanderings of his heart, and if he dare, aver, I was better than that man [sic]." —Jean-Jacques Rousseau, Confessions, Book I*

The session started with story telling supported by the images shown below. Identity politics is a significant part of strategy within the academy, and (Like Madonna) academics are constantly manufacturing themselves through performance. The stories told illustrated presenters' negotiation of both pragmatic and philosophical issues around their work and lives, and they provided a basis for talking about the complex field of academic work.

Please go to [www.aare.edu.au/wshop04/index.htm](http://www.aare.edu.au/wshop04/index.htm) to see the slides presented in the workshop. A panel discussion followed and questions were taken from remote participants via the WEBEX chat facility. To conclude, each presenter identified three to four points of advice (... or "what we'd do differently"). Points of advice included:

- Be a good citizen
- Be open to other possibilities
- Make sure you make time to read
- Avoid burn-out
- Plan, plan and plan again
- Engage with the academic community
- Tying the threads together – How can your teaching, research and service work support each other.
- Visible work - What do you want to contribute? How will people know? What evidence you will collect?

Chris Bigum's final comments included:

*"My favourite colleagues are part pack rat (because they have great private collections of stuff), part librarian (because they know who knows what), and part Good Samaritan (because they go out of their way to share what they know and to help others)."*

### Reflection on the WEBEX experience

As a WEBEX virgin, the workshop was certainly an interesting experience. It allowed us to hook up with a large number of sites at (what I'm told is) a low cost. [The event was fully sponsored by WebEx for internet and all phone connections and tolls. AARE collected low registration fees to cover other expenses. Ed.] As a presenter, I found it difficult to get a sense of the remote audience. Though, I expect this will improve as I gain greater familiarity with the technology. I was very grateful to have Peter and Kevin there to look after the technology side of things.

Those who attended face-to-face at Deakin provided positive feedback on the session. In particular, they appreciated the opportunity to hear about the speakers' different responses to their work environments. I wonder how well the commonalities and differences travelled down the line to remote participants? We had fun. I look forward to hearing from those at the other end of the line.

Juli Lynch  
Faculty of Education  
Deakin University

*After the workshop the team created a set of questions for a survey of registrants and participants. This was sent by email and after removing all identifying information, shared with all presenters and the team members. Following is an edited portion of the response of the afternoon presenter Wendy Sutherland-Smith to the combined comments of participants. [Ed.]*

**"I LOVED the fact that both sessions stimulated some discussion and debate in the various venues after the seminar- and that is, after all, the point of academic exchanges. So I think that was great!**

**I agree re the 'question-time' protocol. As a presenter I felt torn between trying to finish what was on the slides ; reading the questions online and trying to answer questions in person. Perhaps future sessions could have a 'question time' in the middle? Online questions could come to Kevin or Peter and not be necessarily seen by the presenter. I like the suggested idea that each venue ask one KEY question that's a burning issue to them and that way at least everyone has had one question answered. In reality, you'd never get all questions answered- not in face-to-face presentations either. The questions could be put up on the screen for all to see and the presenter could answer each in turn. The same deal at the end of the session. I think more time for questions would be good. I certainly think we need a clear set of instructions on the 'protocol' - just a one page slide at the start of each session, with presenters reminding participants about it might work."**

**Wendy Sutherland-Smith  
Faculty of Business and Law  
Deakin University**

*Remember, you can see the slides Wendy and other presenters showed by going to [www.aare.edu.au/workshop04.htm](http://www.aare.edu.au/workshop04.htm) Copyright is vested in the authors.*

Some more survey response quotes.

The PG students found it interesting - especially the range of opinions expressed.

I would like to suggest that the programme [of WebEx Workshops] continue. I guess that there is also a sense of familiarity with the technology and as that improves then the general appreciation of the exchange can also improve.

In terms of the technology, I guess that the very range of systems precludes someone [like yourself] saying that to participate one needs such and such; and I think that Kevin did a great job moderating the group and coping with people struggling with background noise, lack of familiarity with muting functions of phones and the like.

Finally, a comment from "the supporters".

This was a very enterprising use of the "real-time" "fully interactive" on-line environment provided by WebEx. As with anything new it takes a few experiences to get the hang of it. The power of the system to bring together groups and individuals distributed around Australia [and further if anyone wanted] allows AARE to extend its program far and wide. These workshops were used by 11 universities and 5 individuals a total of about 150 people. There was a mixture of PG and ECR participants plus a few "interested staff". Thanks to all involved!

Peter Jeffery  
AARE Executive Committee Member

## Call for book chapters from AARE members

*Globalisation, Comparative Education and Policy Research* (Kluwer) 12-volume book series

Joseph Zajda, who has been appointed the book series editor of the **12-volume book series** *Globalisation, Comparative Education and Policy Research*, to be published during the 2005/6 period, is **inviting AARE members to submit book chapter proposals** for volumes 7-12 listed below. All manuscripts should be approx. 6,000 words long (not including references, tables etc). Authors are asked not to exceed 8,000 words. Please use American Psychological Association (APA) style for references. Copy deadline for proposals: 30 September 2004.

The book series consists of two parts:

### Part I: Globalisation and Comparative Education (Volumes 1-6)

#### Volume titles

**Volume 1** Globalisation, and Comparative Education Research: The History of Comparative Education (Val Rust, *UCLA* and Joseph Zajda, *ACU*) [covering the evolution and current state of comparative education and policy research] (completed)

**Volume 2** Globalisation, Policy and Comparative Research: Discourses of Globalisation (Joseph Zajda, *ACU* and Val Rust, *UCLA*) [covering major discourses in comparative education research].

**Volume 3** Comparative and Global Pedagogies: Equity, Access and Democracy in Education (Lyn Davies, *University of Birmingham*, Suzanne Majhanovich, *University of Western Ontario*, and Joseph Zajda, *ACU*)

[examining equality, equity and democracy in education globally] (completed)

**Volume 4** Race, Ethnicity and Gender in Education: Cross-Cultural Understandings [Critiquing global discourses of race, ethnicity and gender in education]

**Volume 5** The Politics of Education Reforms: Comparing Educational Outcomes (Joseph Zajda, *ACU* and MacLeans Geo-JaJa, *Brigham Young University*) [examining schooling, social stratification and inequality in intra-national education research]

**Volume 6** Education and Social Inequality in the Global Culture (Karen Biraimah, *University of Central Florida* (with William Gaudelli), and Joseph Zajda, *ACU*) (completed)

## Part II: Global Pedagogy Discourses

**Volume 7** New Schools for the 21<sup>st</sup> Century (Joseph Zajda, *ACU*, and Val Rust, *UCLA*) [discussing major and innovative models for tomorrow's schools in comparative education]

**Volume 8** Nation-Building, Identity and Citizenship Education: Cross-Cultural Perspectives (Joseph Zajda, *ACU*, Holger Daun, *Stockholm University*, and Lawrence Saha, *Australian National University*) [analysing dominant discourses of identity politics and nation-building in comparative education research]

**Volume 9** Global Values Education: Teaching Democracy and Peace (Yaacov Iram, *Bar-Ilan University*, Joseph Zajda, *ACU*, and Holger Daun, *Stockholm University*) [evaluation of the most effective models and curricula for teaching tolerance and peace intra-nationally]

**Volume 10** Decentralisation, School-Based Management, and Quality (David Gamage, *University of Newcastle*, Suzanne Majhanovich, *University of Western Ontario* and Joseph Zajda, *ACU*) [examining key issues in decentralisation, school-based management and quality debate in schooling intra-nationally]

**Volume 11** Comparative Information Technology: Languages, Societies and the Internet (Donna Gibbs, *Macquarie University* and Joseph Zajda, *ACU*) [discussing the nexus between the new modes of IT and society globally]

**Volume 12** Schooling for the Future: Comparative Education Policy for the 21<sup>st</sup> Century (Val Rust, *UCLA*, Birgit Brock-Utne, *University of Oslo* and Joseph Zajda, *ACU*) [evaluating major discourses in education policy in the global culture]

Joseph Zajda, *ACU*

## Submitting papers for AARE Proceedings -

### How to make sure you don't embarrass your self and colleagues!

Quite a few members are submitting papers to AARE for refereeing or publication that have been constructed collaboratively. That's fine but we really don't want to see all the tracked changes and comments of your colleagues go up on the AARE website for the whole world to read. AARE does not edit your work. We publish what we are sent or given on disk. It is reasonable to expect that academics should use the tools of their writing properly and take responsibility for the quality of their writing in terms of content, spelling, grammar and word processing. So here's a tip from Helen Bradley [used with permission]

*"To avoid the possibility that you'll inadvertently save a document with tracked changes recorded, you can tell Word 2000 / 2003 to warn you when you're about to do this. Go to tools → Options → Security and enable the 'Warn before printing, saving or sending a file that contains tracked changes or comments' checkbox. This change is 'sticky', and once applied it will affect all documents until you disable it. When you attempt to save a document that contains tracked changes, you'll be warned so that you can do something about it. [Helen Bradley in "Securing the Office", PC USER September 2004 p76]*

## AARE 2005 Conference

Preliminary information is available from AARE website under Coming Events. A flyer designed for overseas colleagues is there for you to send out either electronically or on paper. The full brochure [16pp] is under construction by the committee. Proposals will not be accepted prior to 10<sup>th</sup> January 2005. Address all email correspondence to [aare@aare.edu.au](mailto:aare@aare.edu.au) Always check AARE web site for current notices about forthcoming events.

## About AARE NEWS

AARE NEWS, as the title suggests, is news of AARE and its members. It is mostly written by members of AARE Executive Committee as these elected volunteers take responsibility for parts of the Association. AARE NEWS accepts advertising for a fee. Advertisements for conferences of universities, other associations and publications are accepted for a fee. Address enquires regarding advertising rates to the Editor. The NEWS accepts reports and news items written specifically for AARE NEWS but is reluctant to print notices that have already been circulated via email. The Editor is expected to maintain the focus on educational research which is *la raison d'etre* for AARE. The NEWS is published in print and posted to members of AARE but it is also available on-line on AARE website.

Peter Jeffery, Editor.