• **Sociocultural theory – Dr Russell Cross, Melbourne Graduate School of Education, Melbourne University**

Education and practices tied up with schooling are invariably social, cultural, historical, and political in their dimensions, but framing such complexity as a manageable ‘researchable problem/project’ isn’t easy. Although best recognised for his concept of the “zone of proximal development” (or ZPD), Vygotsky’s broader sociocultural theory of the mind has become increasingly influential in how we can understand, investigate, and analyse the social and cultural nature of educational activity across a range of different domains (e.g., teacher knowledge; learning; curriculum; policy; assessment; etc.). This workshop will focus on social and cultural mediation – a core concept within Vygotskian sociocultural theory – and introduce cultural-historic activity theory as a framework to research human activity from such a perspective. We will consider the implications of sociocultural perspective/activity theory for doing educational research, and provide examples of research using S/AT frameworks.

**Russell Cross** is Senior Lecturer in Language and Literacy Education at the Melbourne Graduate School of Education. With a focus on bilingual and immersion education, his research interests are sociocultural perspectives on teachers’ work and knowledge, and education policy and curriculum. He currently co-convenes the AARE Special Interest Group on Sociocultural and Activity Theory and AILA Research Network on Content and Language Integrated Learning. With Gale and Mills he is Chief Investigator on the ARC Discovery Project, *Social justice dispositions: Informing the pedagogic work of teachers in advantaged and disadvantaged secondary schools*, that blends Bourdieuan sociology with Vygotskian cultural-historical activity theory.

• **Feminist poststructuralist narrative moves and methods – Associate Professor Susanne Gannon, University of Western Sydney**

This workshop samples some of the concepts and implications of feminist poststructuralism for educational research, including new theoretical moves informed by turns towards affect and materiality. These will be explored in a hands-on workshop where we will generate and analyse narratives and touch on the methodology of collective biography, and explore some strategies for messing with data.

Associate Professor **Susanne Gannon** is Equity strand leader in the Centre for Educational Research. She publishes in diverse fields including gender equity and diversity; creative writing pedagogies; media and cultural studies in educational research and educational policy. She uses a range of qualitative methodologies within a feminist poststructuralist framework, including autoethnography and narrative methodologies, collective biography, discourse analysis and she is particularly interested in how theories of affect and materiality are reshaping feminist theories and research methodologies in education. She is coeditor and coauthor of *Doing collective biography* (2006, with Bronwyn Davies and others), *Pedagogical encounters* (2009, with Bronwyn Davies & others), Deleuze and collaborative writing: *An immanent plane of composition* (2011, with Bronwyn Davies, Jonathan Wyatt & Ken Gale), *Place pedagogy change* (2011, with Bronwyn Davies, Margaret Somerville, Keith Power and Phoenix deCarteret) and *Becoming girl: Collective biography and the production of girlhood* (2014, with Marnina Gonick & others).
• **Working with critical theory in educational research – Professor Annette Gough, RMIT**

This workshop will focus on the uses of critical theory in educational research by considering examples of critical educational research studies and the various ways researchers have used critical theory. Critical theory is political, epistemological and emancipatory in intent, aiming to move beyond the obvious in order to reveal, avert and subvert the effects of political structures and their associated power relationships. Critical educational research – including critical discourse analysis, critical ethnography and some forms of action research – aims at understanding, uncovering, illuminating, and/or transforming how educational aims, dilemmas, tensions and hopes are related to social divisions and power differentials. Research in this area entails paying attention to issues of epistemology, truth, validity, perspective and justice. As such, it often involves a focus on issues related to oppressed groups in society: feminist, race, social class, queer, ability, age, body shape, non-English speaking. Critical theory also informs post-structural research approaches, such as postcolonial. I will be drawing on examples of research from my own and others’ work to explore both the opportunities and limitations of both critical and postcolonial approaches.

**Annette Gough** is Professor of Science and Environmental Sustainability Education in the School of Education at RMIT University, and previously Head of the School. Prior to her appointment at RMIT she was in the Faculty of Education at Deakin University for 15 years. She has also been an adjunct or visiting professor at universities in Canada, South Africa and the Hong Kong Institute of Education. She has been Chief Investigator on three Australian Research Council linkage projects and numerous other research projects for the Victorian Department of Education and other government and non-government bodies. She has also worked with UNESCO, UNEP and UNESCO-UNEVOC on several research and development projects. Her teaching and research span environmental, sustainability and science education, research methodologies, posthuman and gender studies.

• **Using Deleuze’s toolbox to resist complexity reduction – Adjunct Professor Noel Gough, Faculty of Education, Latrobe University**

During the nineteenth century, cultural historian Jacob Burckhardt presciently asserted that ‘the essence of tyranny is the denial of complexity’, and we can see this denial manifested today in many aspects of contemporary education theory and practice: schooling and education, teaching and learning have been redefined by reference to a culture of accountability, performance, and measurability that excludes and ignores complex processes and outcomes that are not readily apprehended by conventional measurement technologies. In the late 1960s, Gilles Deleuze began to formulate some of the philosophical significances of what we now call ‘complexity theory’ and many of the conceptual tools that he developed (often in collaboration with Félix Guattari) can assist us to acknowledge complexity and resist the toxic politics of complexity reduction. Drawing on examples from my own and others’ Deleuzean inquiries, this workshop will encourage participants to play productively with Deleuzean concepts such as rhizome, assemblage, becoming, body without organs, line of flight, mots d’ordre (order-words), nomad, multiplicity, etc.
Noel Gough retired in July 2014 after 8 years as Foundation Professor of Outdoor and Environmental Education at La Trobe University. Previously he held senior academic appointments at the University of Canberra and Deakin University, and visiting fellowships at universities in Canada, South Africa, and the UK. His teaching, research and publications focus on research methodology and curriculum inquiry, with particular reference to environmental education, science education, internationalisation and globalisation. He has published prolifically in these areas and in 1997 received the inaugural Australian Museum Eureka Prize for Environmental Education Research for his innovative poststructuralist inquiries in environmental education. He is the founding editor of Transnational Curriculum Inquiry and a past editor of the Journal of Curriculum Studies and the Australian Education Researcher. He is a past (2008) President of the Australian Association for Research in Education. Noel’s most recent research and writing continues to explore and refine poststructuralist approaches to research methodology and narrative practices in education, with particular reference to posthumanism and the politics of complexity reduction.

- **Relational space and cultural topology – Associate Professor Kalervo N. Gulson, Faculty of Arts and Social Sciences, University of New South Wales**

Relational space is generated by interactions and interrelations, and space generating interactions and interrelations. This mutually constitutive idea is premised on a loose analytic structure of openness, multiplicity, interrelations between identities and entities (Massey, 2005). This workshop will explore how cultural topology, as a relational idea, contributes to understandings of space, specifically, multiplicity and connectivity (Shields, 2013). What is fascinating about topology is the seduction of a post-Euclidean spatial theory, where cultural and social approaches to topology have ruptured from the mathematical basis inherent to the spatial sciences of Geographic Information Systems. In the realm of the social sciences, including education, topological approaches to social and cultural analysis draw attention to how practices of measurement, comparison, rankings and ratings work ‘both to introduce new continuities into a discontinuous world by establishing equivalences or similitudes, and to make and mark discontinuities through repeated contrasts’ (Lury, Parisi, & Terranova, 2012, p. 4). This production of continuities and discontinuities establishes new orders of relations between things (new spaces) and enables new kinds of action in the world (new modes of power). To illustrate the analytic potential of cultural topology, the workshop will ask, how does cultural topology provide new spatial analytics to identify and analyse the different concepts of space that are part of contemporary policy making? It will use the example of contributions of topological approaches to the study of (i) education policy, data and data infrastructures, and (ii) the reshaping of urban spaces.

Kalervo N. Gulson is Associate Professor in the Faculty of Arts and Social Sciences at the University of New South Wales, Australia. His scholarship covers educational policy, race, and social and cultural geography.

- **The theory and practice of designing and conducting mixed methods – Professor Bruce Waldrip, University of Tasmania**

The purpose of this workshop is to introduce researchers to mixed methods research. The workshop will blend the theory and practice of designing and conducting mixed methods research. It explores the major types of mixed methods research, purposes and rationale for conducting mixed methods studies. It will explore some theoretical frameworks for developing mixed methods designs. It will share some examples of mixed methods studies.
In addition, mixed methods research studies are pragmatic and so the interplay between the process of data collection and analysis will be described including whether the design should be sequential or concurrently and to what extent does analysis inform the methodology. It can also be used to promote new ideas. The workshop will explore how to form mixed methods teams, and how to lead a mixed methods team. It will illustrate mixed methods research design and analysis through an example using video analysis software. Participants should have basic knowledge of both qualitative and quantitative research methods. Participants are encouraged to bring specific examples or plans for mixed-methods research for discussion. In this example, include a draft title, the overarching research question, brief description of types of data collection, possible means to analyse the data and the overall significance of the research Prior experience with mixed methodology is not a prerequisite.

Dr Bruce Waldrip is a Professor of Curriculum Theory at the University of Tasmania. Bruce researches classroom learning with a special emphasis on 'how does the student learn?'. He has recently completed a study that explored low socio-economic students' learning in high schools. He has examined over 50 theses and supervised students to completion. His previous and current relevant research grants are valued at over $8,000,000 (includes nine Australian Research Council (ARC) Discovery/Large grants) and over $2 million in consultancies. He has strong contacts with Asia and regularly gives keynote talks. His recent books include *Adapting to teaching and learning in open-plan schools* and *The role of representation in learning science: A pedagogy for engagement with learning*. Both are available from Sense Publishers: Amsterdam.