



2007

DIVISION OF EDUCATION,
ARTS AND SOCIAL SCIENCES
POSTGRADUATE RESEARCH
FORUM

Hosted by A/g Dean: Research Education, Dr Margaret Peters

EAS POSTGRADUATE RESEARCH FORUM - Saturday 11 August 2007 – PROGRAM

8:30	Registration – Foyer					
9:00	Keynote – Lecture Theatre Professor Barbara Pocock, University of South Australia: Barbara will be outlining the current research project underway at the Centre for Work + Life, examining how Australians' work patterns are changing, and their implications for households and communities. She will also reflect on the implications of this account and how it affects policy around work and life.					
10:00	Morning Tea - Room H1-06					
	Theme 1 Transforming Meanings: Interactive Learning Chair: Kay Lawrence	Theme 2 Discourses, Dialogues and Audiences Chair: Lis Porter	Theme 3 Research Processes Chair: Tom Stehlik	Theme 4 Identities: Time, Space and Place Chair: Ann Luzeckyj	Theme 5 Social Sustainability: Strategic Issues in Education Chair: Jenny Barnett	Theme 6 Engaging Practices Chair: Drew Dawson
	Room H1-03	H1-03A	Room H1-04	Room H1-07	Room H1-09	H1-08
10:30	Kirsty Darlaston: The loom as a stage for performing community histories: an investigation of interaction between the community and the artist as a performer of the social and cultural meanings of craft and community.	Alison Wrench: Multiple readings of possible selves: Stories told in learning to teach health and physical education	Caitlin Fry: Researching outside your square	Letitia Supple: Giving them their place: Discussing the need for a literary history of Australia's World War II Prisoner of War accounts	Sharon Russo and Donald Bramwell: Developing a sustainable preschool: A review of project development	Kerrie Mackey-Smith: A discussion on the tensions and complications of implementing a critical ethnographic study of 'oracy' in high school.
11:00	Faith Thorley: Transformative learning through creative art making experiences in rehabilitation	Sulay Jalloh: Al Jazeera TV or Jihad TV? The Arabic news satellite channel that challenged the world	Dr Katherine Hodgetts: The social construction of the 'crisis' in boys' education (with reflections on the role of 'thesis support groups' in shaping a PhD)	Lyn Kerkham: Teaching in a place: locating teacher identity	Sue Lyons: Education for the age of climate change: What should we tell the children?	Patrick Lees: Reporting to parents in primary school
11:30	Joseph Pepe Velasquez: Surgical instrument design and development	Sarah Hattam: The centre-piece of the family: Motherhood discourses in the human rights and Equal Opportunity Commission	Jeannie Daniels: 'I used to enjoy writing': thoughts on the final months of the doctoral writing process	Aruna Manuelrayan: The trials and triumphs of the Indian diaspora in South Australia	Cathy Hammond: Social Sustainability and the academic profession	Assoc Prof Rob Hattam: Redesigning pedagogies in the North Project: Connecting lifeworlds to the official curriculum
12:00	Mia Stephens and Ian Bourne: The Toilet Papers	Teresa Podemska-Abt: Connecting with audiences	Jenni Carter: Post-it Notes and Big Books	Sigrid Christianson: Generation Y and the fertility crisis: Twenty Adelaide women discuss future parenting and work.	Prof Barbara Comber: River literacies: Creative and critical education for sustainability	Sam Sellar: Singularising pedagogy: exploring a 'methodless' approach to teaching and learning
12:30	Lunch – Room H1-06					

EAS POSTGRADUATE RESEARCH FORUM - Saturday 11 August 2007 – PROGRAM (cont)

	Theme 7 Researching the "Other" Chair: Robert Crocker	Theme 8 Theories of Practices Chair: Joy Chia	Theme 9 Honours Students Chair: Janet Bryan	Theme 10 The Global and the Local: Cultural Transformations Chair: Rob Hattam	Theme 11 Researching Communities Chair: Bruce Johnson	Theme 12 Researching children: Learning Practices Chair: Marjory Ebbeck
	Room H1-03	Room H1-03A	Room H1-04	Room H1-07	Room H1-08	H1-09
1:15	Rachel Busbridge: "Dialogues of difference": A postcolonial politics of recognition	Steven Hodge: Transformative learning in the context of VET	Peter Willis: Mentorship, transformation and compassion: Adult education approaches to postgraduate research supervision	Tran Phi Phuong: "Transnational Families" among professional, dual-career couples in Ho Chi Minh City in the market economy	Julie Douglas: Local Government and local development – A collaborative approach	Prof Marjory Ebbeck and Hoi Yin Bonnie Lim: Fostering positive relationships between infants, toddlers and their primary caregivers
1:45	Monica Behrend: Scoping challenges in cross-cultural communication with transnational students	Grant Banfield: The Role of Theory in Qualitative Research: A Realist Consideration of the Denzin and Lincoln 'Bible'	Serena Kromwyk: Six-year-old children's identification of 'good' and 'bad' manners at meal-times, and their relationship to experience of family dining	Michelle Grobel: The Taming of the Screw	Kathryn Bowd: A voice for the community: Local newspaper as local campaigner	Lee, Lai Wan Maria: Pre-service and in-service childcare and education students using story-telling as a teaching method to understand Confucian values in kindergarten-aged children in Hong Kong: A study of expressed views
2:15	Nombasa Wilkinson: A review of the literature – UNHCR early interventions, best-practice, and refugees parenting practice	Jenni Carter: Reconfiguring VET: The Abolition of ANTA	Renaë Hayward: Well-being in volunteer fire-fighters: Moving beyond critical incidents to examine the role of emotional demands and resources, in particular camaraderie.	Zaiton Hassan: Socio-cultural dimensions and work-life balance: Evidence from Malaysia	Leanne Glenny: Persuaders, participants or puppets? Public relations in the Australian public sector.	Sharon Russo and Donald Bramwell: Using picture books to explore children's prior knowledge in science
2:45	Mariana Yusoff: Fear factors of oral presentations in undergraduate engineers during their Industrial Training Program: Preliminary findings	Kate Mirandilla, Dr Joy Chia and Margaret Peters: Decision-making in the crisis cycle: The need for research and better understanding	Dianne De Bellis: Landing at Gallipoli: A critical discourse analysis of the resurgence in the late 20th Century of commemorative visits by Australians to Gallipoli on Anzac Day	Naghme Nouri: Global Dolls in Local Cultures	Jodie George: Small town essentials: Constructing old world charm in "backwater" communities	Janet Whitten: How do young children acquire a sense of gender identity and what role do parents and teachers play in the process?
3:15	Sherko Kirmanj: The clash of identities in Iraq; A historical perspective 1920-1968	Andrew Bills: Strategically seeking justice (Teacher work in a neoliberal world)	Vivian Bachelier: Discrepancies between policies and procedure within maintenance personnel: An Australian perspective		Glenna Lear: Researching my own community: Interviews as conversations	
3:45	Drinks and Nibbles					

Room: H1-03	THEME 1: TRANSFORMING MEANINGS: INTERACTIVE LEARNING
<p>10:30 – 11:00 Kirsty Darlaston</p>	<p>The loom as a stage for performing community histories: an investigation of interaction between the community and the artist as a performer of the social and cultural meanings of craft and community.</p> <p>Over the long process of weaving the City of Moonee Valley Flag at a local library in 2006, I became very interested in the dialogues that I was having with the public at the loom, and how my 'performance' as a working-weaver and community artist facilitated these conversations. My current PhD research is expanding upon this interest by staging another tapestry project in Adelaide during 2007, where I will be recording the loom conversations. I will be analysing the recorded conversations in relation to craft and performance theory, and theories of the everyday, to investigate conceptions textiles craft and making in the community. The recordings, along with personal writings, will constitute a kind of autoethnographic conception of the figure of the weaver, created from many stories collected and observations made during the weaving.</p>
<p>11:00 – 11:30 Faith Thorley</p>	<p>"Transformative Learning through Creative Art Making Experiences in Rehabilitation"</p> <p>My Ph D. thesis is an autobiographical account of the transformative learning that has taken place over a 16 year period of self-rehabilitation and personal renewal, following a brain tumour operation in 1990. <i>The vehicle</i> for this transformative learning-led rehabilitation and renewal, was largely self-administered art therapy. Set against a background of a "virtual home-gallery", my thesis is to be presented to visitors as a combination of paintings and text. <i>The paintings</i> will come from two sources -- those that I have produced over the past 16 years of my rehabilitation and new works that I will create as I explore the themes, so pertinent to my life as a person with disabilities; <i>Self-Determination, Choice, Community Participation, Innovation, Information, Influence, Integrity and Voice.</i></p> <p><i>The text</i> that accompanies the paintings will be in the form of a narrative and critique to inform visitors of the themes of the paintings in the "exhibition". This thesis is an important source of information for both health professionals and like-afflicted patients. My aim in its creation is <i>firstly</i>, to enrich my understanding of the transformative journey that I have been travelling in my rehabilitation and renewal experiences. <i>Secondly</i>, to contribute to self-directed, adult learning practice -- as it relates to achieving personal goals.</p>
<p>11:30 – 12:00 Joseph Pepe Velasquez</p>	<p>Surgical Instrument Design and Development:</p> <p>Surgical tool design often requires a '<i>burden of responsible knowledge</i>' that each participant professional must possess. Awareness of the entire 'life cycle' of a given device is critical to a product's successful introduction to the marketplace. Issues including concept ideation, engineering, intellectual property (IP), manufacturing cost and world wide regulatory standards are critical milestones to achieve. It is this concept of '<i>burden of responsible knowledge</i>' that design professionals must commit to when embarking on a challenge to 'invent' a new surgical tool or procedure. An often overlooked discipline, the sterilization of surgical equipment, by the design team compound the difficulties professionals in the fields of infection control and sterilization must confront on a daily basis. How do design professionals, empowered with this information, consolidate a conceptual design's possible direction? It is critical that all professionals involved in tool design and development adhere to the '<i>compounded ethical burden</i>' shouldered by those individuals involved in the health care delivery system. Any one perspective must not over capitalize or prioritize the outcome of the solution. Each of the constituent concerns are components of a system. As a systems approach to development, any one failure will cause the system to fail.....effectively resulting in potential serious consequences in patient care and surgical team safety.</p>

Room: H1-03	THEME 1: TRANSFORMING MEANINGS: INTERACTIVE LEARNING (cont)
<p data-bbox="103 381 315 408">12:00 – 12:30</p> <p data-bbox="103 413 430 472">Mia Stephens and Ian Bourne</p>	<p data-bbox="492 381 757 408">The Toilet papers</p> <p data-bbox="492 413 2168 735">The impetus for this paper arose out of the authors' observation of what appeared to be divergent policy objectives for various renovations on the Magill university campus. On the one hand, there were toilet renovations that employed state-of-the-art power and water saving technologies while, just outside the door, handrails and skirting boards were being ripped up and dumped only to be replaced with similar or inferior quality. As students of communications and semiotics, the questions were posed; what are the perceived advantages of these changes, what do the renovations say about the University's environmental awareness and its environmental policies and can an institution's 'morality' be assessed by its adherence to its environmental policies? Following Sridhar & Camburn [1993] we brought together the concepts that our quality of life is affected by and symptomatic of the quality of the environment, that there is a UniSA environmental policy and that 'professional' means responsible. Following the embedded energy issue through the renovation story, we arrived at the conclusion that there are mixed messages in UniSA environmental management which might indicate muddled thinking.</p>

H1-03A	THEME 2: DISCOURSES, DIALOGUES AND AUDIENCES
<p>10:30 – 11:00 Alison Wrench</p>	<p>'Multiple readings of possible selves: stories told in learning to teach health and physical education' Student teachers bring to their university studies particular world views and understandings of themselves and others around health and physically activity. Student teacher biographies and experiences in school physical education, sport and other societal institutions inform these perspectives and understandings. These in turn work to mediate university learning, interactions with the physical education learning area, teaching and learning processes and understandings of selves and others as novice teachers. Student teacher biographies and life stories told can provide valuable insights into how and why particular constructions of self are possible within given historical times, locations and events. This research seeks to explore and critically reflect upon the '<i>storied selves</i>' constructed by a group of student teachers completing a health and physical education general study within the Bachelor of Education (Primary/Middle) degree program. Where poststructuralist feminist perspectives, as informed by the work of Michel Foucault, provide focus and guide understandings developed though this research undertaking, the discourses being drawn on and relations of power negotiated in the construction of particular subjectivities will be examined.</p>
<p>11:00 – 11:30 Sulay Jalloh</p>	<p>Al Jazeera TV or Jihad TV? The Arabic news satellite channel that challenged the world The Qatar-based Al Jazeera news network is the largest and most controversial Arabic News Channel in the Middle East, offering news coverage 24 hours a day from around the world and focusing on the hottest regions of conflict. Founded in 1996, Al-Jazeera has raised the level of political and social debate throughout the Arab world, and has changed the way the Arabs see themselves and the rest of the world. This was done by providing a forum for criticism that had difficulty finding an outlet. In most Arab states, presenting uncensored views, dialogues, and political debates in a free and open manner without government restrictions is, to say the least, unusual. The channel that has been accused of being anti-American has more than once also been accused of not being 'Arab' or 'Islamic' enough, having received hundreds of official complaints from Arab governments; being temporarily shut down in more than one Arab country for causing offence, and drawing fire for their interviews with Israelis' leaders. Yet, Al-Jazeera's audience has grown to an estimated 35 to 45 million viewers within the Arab & the Muslim world, with another estimate of 4.5 million in Europe and the United States (El-Nawawy & Iskandar 2002). But why has Al-Jazeera remained so popular and appealing to many audiences and to other channels 'on-using' Al-Jazeera footage, despite all the criticism that it has received and continues to receive from the West and the East? Is this a new type of objective media channel, arising from a geographic and cultural zone previously not producing news flow of this kind- or is this after all, a form of pro terrorist propaganda – but an unusual one, using democratic news flow practices against their originators? Should we equate Al-Jazeera to an Islamic channel representing the Islamic world, as many commentators do; or is it an Arab channel, accessing Islam audience to promote its own product and agenda? This paper will attempt to shed light on these and related questions and analyse how Al-Jazeera has transformed Arab politics over the last decades by challenging the status quo, encouraging debate about Palestine, Iraq, Islamism and other vital political issues in the world.</p>

H1-03A	THEME 2: DISCOURSES, DIALOGUES AND AUDIENCES (cont)
<p>11:30 – 12:00 Sarah Hattam</p>	<p>The centre-piece of the family: Motherhood discourses in the Human Rights and Equal Opportunity Commission The construction of patriarchal motherhood discourses continues to be an impediment to women’s equality in Australia in the 21st Century. The positioning of the ‘good’ mother in the home is high on the agenda for current government policy and reflected in populist discussions of motherhood. As representatives of the state and mediators of anti-discrimination legislation, the Human Rights and Equal Opportunity Commission (HREOC) mission is to support women’s rights and equal opportunity in the private and public spheres through the negotiation of the Sex Discrimination Act 1984. This paper maps a genealogy (Bacchi 2004:131) of the Sex Discrimination Act (SDA) to offer an insight to the possibilities HREOC has to challenge patriarchal discourse of motherhood to contribute to women’s equality. This paper is concerned with the history of ideas and concepts constructed and represented in the debates about the SDA in the early 1980’s, as they contribute to the meaning-making system of motherhood in contemporary times. The genealogy draws on the generation of meaning by the ‘femocrats’, an extreme anti-feminist group who called themselves ‘Women Who Want to be Women’ and the debate in parliament of the legislation. This analysis addresses the following questions which thread the research: What are the dominant assumptions about the ‘good’ mother? What language and contexts have contributed to this meaning making? What do they implicate for the future of family policy and the pursuit for women’s equality? Does HREOC have possibilities to challenge the dominant assumptions of motherhood?</p>
<p>12:00 – 12:30 Teresa Podemska-Abt</p>	<p>Connecting with Audiences Interpreting and transferring patterns of thought and modes of expression of Australian Aboriginal Literature to the outside Literature and Culture. This research aims to connect two distant cultures - the Australian Indigenous and the Polish – with set prospects of literocultural and socioliteral translations and transfers of the Indigenous literary and critical texts. In the research, the exemplification of culture-bound elements of the contemporary Indigenous literature are grounded in key theoretical concepts of TRANSLATION and RECEPTION, and also in the literary, cultural, social and lingual issues of translatability. Analysed are the processes of intentional, metaphoric and symbolic meanings of texts and their possible representations through translation. Different translational processes are considered to find ways for decoding/recoding, translate and transfer sociocultural and literary meanings of texts and simultaneously test reception of the original and translation in the outside culture and language. The study starts with a critical exposition of the texts and associated critique. It uses literary interpretation of cultural and literary values of Indigenous literature, analyses the translational processes of culture-bound elements, and looks for the outside readers’ literary response to the Indigenous literature in the original and translated forms. Within this research theoretical plane, translational theory approach validates issues of representation and authenticity of Indigenous texts. Translation and reception are understood as a constant stage of connecting an author and a reader, including also transcreation, transformation, interpretation and the outside culture reader’s response. The <i>translation proper</i> is the main concept in use: it takes place between languages, and interpretation of one language’s signs by means of signs of another language. It does not reject translation as a wider spectrum of communication, translation being negotiation and translation as a third space.</p>

H1-04	THEME 3: RESEARCH PROCESSES
<p>10:30 – 11:00 Caitlin Fry</p>	<p>Researching outside your square</p>
<p>11:00 – 11:30 Dr Katherine Hodgetts</p>	<p>The social construction of the ‘crisis’ in boys’ education (with reflections on the role of ‘thesis support groups’ in shaping a PhD) In this paper Katherine will present work from her doctoral dissertation addressing <i>The Social Construction of the ‘Crisis’ in Boys’ Education</i>. This work employed the theory and method of discursive psychology in the analysis of Hansard transcripts generated as part of the House of Representatives Inquiry into the Education of Boys. This paper will argue that witnesses to the inquiry drew on a series of pervasive gender binaries in accounting for the relative achievements of male and female students. These binaries worked to associate masculinity with ‘authentic’ learning, such that the success of male students was naturalised even in the absence of achievement. Conversely, the association of femininity and ‘inauthentic learning’ worked to undermine female students’ demonstrated success. The role of these binaries in reproducing a paradoxical relationship between gender and achievement will be discussed. Katherine will also reflect on her experience as a member of a ‘Thesis Support Group’ throughout her PhD candidature. She will discuss the ways in which the activities of this group contributed to the shape of her thesis – and to the shape of her thesis experience.</p>
<p>11:30 – 12:00 Jeannie Daniels</p>	<p>‘I used to enjoy writing’: thoughts on the final months of the doctoral writing process ‘Writing up’ the thesis is an intense and laborious part of the doctoral process. Word limits, time constraints and penchant for writing are factors that impact on the ease with which we prepare the thesis for examination. It is this process of preparation that I explore in this presentation. What do we mean by ‘writing up’? Should we use this term that suggests a separate activity of pulling together our work and putting it into words? Isn’t writing something we do throughout the doctoral process? At what point do we decide to represent our findings through tables, diagrams, or words alone? Perhaps we should talk about ‘writing down’, or ‘writing in’, to better describe the tightening and editing of those last hectic months. I argue that writing for the thesis is an ongoing process rather than a finishing activity. Using experiences from my own feminist narrative inquiry, I offer some thoughts on the <i>hows</i> and <i>whats</i> of ‘writing up’ the thesis – including mistakes I’ve made and knowledge gained in hindsight. In sharing these thoughts on the process of doctoral thesis writing in the final stages I hope to generate response and contributions from my audience.</p>

H1-04	THEME 3: RESEARCH PROCESSES (cont)
12:00 – 12.30 Jenni Carter	Postit Notes and Big Books In this session I will present an overview of my approach to working with concepts and data. I will discuss the use of examples and approaches to analysis using conceptual maps and arranging and rearranging bits of paper. These are considered within the broader context of generative writing and developing a conceptual and analytical framework. It would be of interest to those who are in the early stages of thesis work.

H1-07	THEME 4: IDENTITIES: TIME, SPACE AND PLACE
<p>10:30 – 11:00 Letitia Supple</p>	<p>Giving them their place: Discussing the need for a literary history of Australia's World War II Prisoner of War accounts</p> <p>This presentation discusses the large body of works written by Australians who were held captive by the Japanese in the Asia theatre of World War II from 1942-1945. More specifically, however, the presentation will focus on the writing of this sub-genre's literary history. What is a literary history, and why does one need to be written? The presentation will focus on how the literary history is being put together and, although the research is in its very early stages, the presentation will include some preliminary data, demonstrating this genre's patterns of publishing since the conclusion of the Second World War.</p>
<p>11:00 – 11:30 Lyn Kerkham</p>	<p>Teaching in a place: locating teacher identity</p> <p>To be in a place is not just to be situated somewhere, but to participate in a set of social relations and representations of place that profoundly influence who we see ourselves to be, and how we belong. In this paper I draw on interview data from my doctoral study "Teachers in their place: teachers at work in an environmental communications project" to consider the ways in which one early career teacher's history, biography and everyday life interact with teacher identity and professional practice. I use a combination of aspects of narrative and discourse analysis of her place stories and pedagogy to explore her multiple stances to place and the environment. I also consider an emergent understanding of place as a significant dimension of teacher identity.</p> <p>The complicated relations between identities, places and pedagogy make problematic the policy notion of the generic teacher who teaches anywhere, disconnected from the socio-spatial contexts in which he or she works, and conclude that in terms of both teacher identity and pedagogical practice, place matters, and places matter</p>
<p>11:30 – 12:00 Aruna Manuelrayan</p>	<p>The trials and triumphs of the Indian diaspora in South Australia</p> <p>Several policies of the twentieth century and in particular, the immigration policy in South Australia gave rise to many social investigations but there is hardly any on the Indian diaspora. Therefore, I am undertaking a qualitative research which is framed within the context of my own experience as a migrant of Indian descent. The two-fold aim of this research is to uncover the constraints and highlight the contributions of the Indian community in South Australia in the last three decades; and to foreground issues of integration/assimilation. The findings of the research will be made available to interested parties to aid them in their quest to ensure that the Indian community remains sustainable.</p>
<p>12:00 – 12:30 Sigrid Christianson</p>	<p>Generation Y and the Fertility Crisis: Twenty Adelaide Women Discuss Future Parenting and Work</p> <p>Substantial and long-established public concern surrounds falling fertility rates, both in Australia and overseas. Some speculate that young Australian women are increasingly becoming unwilling to form their own families. This paper aims to contribute to our knowledge of these issues from an empirical perspective. Based on qualitative interviews with 20 Adelaide women aged from 21-34, this paper discusses their views about employment and motherhood in the future. Their concerns focussed on the ability of institutions, such as the labour market and the family, to support their aspirations for family formation. I conclude with recommendations for future action in work/family policy.</p>

H1-09	THEME 5: SOCIAL SUSTAINABILITY: STRATEGIC ISSUES IN EDUCATION
<p>10:30 – 11:00 Sharon Russo and Donald Bramwell</p>	<p>Developing a sustainable preschool: A review of project development The Little Village on the Grange is a new preschool in Singapore that uses the natural and built environment with ecologically sustainable practice to develop an explicit focus on science, mathematics and technology. We were engaged to assist in the planning of indoor and outdoor spaces that would enable the preschool to achieve its aims. In this paper we will discuss the ways in which plans for the Little Village have been realised. We will also discuss the development of our research into the Little Village as a case of educational and innovation.</p>
<p>11:00 – 11:30 Suzanne Lyons</p>	<p>Education for the Age of Climate Change: What should we tell the children? Climate change is almost certainly the biggest human-induced problem we will face this century. Over the last twelve months there has been an explosion of news about climate change as our politicians have finally acknowledged the immensity of the problem and our media have embraced it as an issue of concern to us all. Few would now deny that we have entered 'the Age of Climate Change'. But what should we tell our children about it? Should we just let them enjoy their childhood without worrying about climate change and its possible impact on their future? What could possibly be gained by telling our children about climate change? If we are going to tell our children about climate change, who should tell them: their parents, TV reporters, their teachers? And what should we tell them? And how should we tell them? And at what age should we tell them? How can we help today's children to become sufficiently concerned about climate change that they will take the actions needed to help solve the problem, while still maintaining a sense of hope in the face of frightening, potentially catastrophic, consequences? When it comes to climate change, what should we tell the children?</p>
<p>11:30 – 12:00 Cathy Hammond</p>	<p>Social Sustainability and the Academic Profession This presentation will explore the multiple meanings of social sustainability as it is interpreted and incorporated into academic work. While the idea of sustainability in higher education has a history at an international level dating back to 1978 through the United Nations UNESCO – UNEP International Environmental Education program (Wright , 2004), social sustainability is increasingly playing a significant role in the broader contemporary sustainability discourse. Recent research on social sustainability, with a particular emphasis on Barron and Gauntlett's (2002) principles of social sustainability is used as a lens to explore the changing nature of academic work and academic staff's ability to work in socially sustainable ways. The research contributes to emergent definitions of a socially sustainable academic workplace.</p>
<p>12:00 – 12:30 Prof Barbara Comber</p>	<p>River literacies: Creative and critical education for sustainability This presentation draws on my research visits to teachers and young people in selected schools across the Murray-Darling Basin bio-region, identifying key pedagogies, principles and practices for sustainability. Through interviews with teachers and children, classroom observations and children's artefacts, I illustrate how primary school teachers are inducting children into environmental communication. I argue that developing children's knowledge about, and ethical dispositions towards, the environment through creative and critical approaches to literacy and science is an urgent task for educators. Productive and satisfying futures may be contingent upon the next generation assembling this cultural capital.</p>

H1-08	THEME 6: ENGAGING PRACTICES
<p>10:30 – 11:00 Kerrie Mackey-Smith</p>	<p>A discussion on the tensions and complications of implementing a critical ethnographic study of 'oracy' in high school.</p> <p>As a beginning researcher I want to share with you the considerations in how I get at my research problematic. My research aims to explore the nature of oracy for a diversity of students in a changing multi-literate world. Using ethnographic methods I will study how one school values students' speaking and listening as a means of making meaning about their lives and their futures; enables students to practice democratic oracy and provides the opportunities for students to practice oral literacies in preparedness for their futures. Ethnography is concerned with exploring and interpreting the lived experiences of research participants in their "real world" {Denzin, 1994}. Doing this critically means maintaining reciprocity - a critical reflexivity - "Reciprocity implies give and take, a mutual negotiation of meaning and power" {Lather, 1986}, in the study. My presentation aims to outline my rationale for the research and discuss what critical reflexivity and reciprocity might look like in my study. In exploring the tensions - around how the researcher, while maintaining reflexivity, gathers, interprets and analyses data that is intrinsically with us all - oracy - I invite you to share your complications of your study in a participative forum.</p>
<p>11:00 – 11:30 Patrick Lees</p>	<p>Reporting to Parents in Primary School</p> <p>The assessment and reporting of student learning to parents and caregivers is a major part of formal education. School reports are designed to facilitate communication between schools and families, to improve teaching and learning, and to act as an accountability instrument. As a series of social, discursive and textual events, 'reporting' offers a significant platform for education research. However, while there is much education literature concerning assessment, teaching practice and the psychology of learning, there seems to be a dearth of information about how reporting is actually experienced by those involved in it, especially from Australian perspectives at the primary school level. It remains unclear if school reports achieve intended aims across diverse Australian contexts, and unintended effects of reporting policies, processes and practices may remain hidden due to lack of research. There is currently a focus in Australia on "plain language" reporting to parents (Commonwealth of Australia, <i>Quadrennial Administrative Guidelines 2007 update</i>, pp. 12, 213, 217), but it remains unclear how this Federal government policy directive is being interpreted, implemented and experienced in different schools around Australia. Through case study research in two primary schools, by examining and juxtaposing a range of stakeholders' perspectives and experiences, my project seeks to examine possible effects of reporting policies, processes and practices, and to examine how reporting discourses 'act' within these institutional settings.</p>

H1-08	THEME 6: ENGAGING PRACTICES (cont)
<p>11:30 – 12:00 Assoc Prof Robert Hattam</p>	<p>Redesigning pedagogies in the North Project: Connecting lifeworlds to the official curriculum The RPiN project is advocating that if schooling is to bridge the widening gap of educational achievement then the following conditions are required: Develop and sustain a professional learning community that enables teacher inquiry into reinvigorating curriculum and pedagogy in the middle years Support teachers to research their students as people and as learners Support teachers to be involved in projects that aim for substantial improvements in the quality and quantity of student school work The design principles for a 'RPiN curriculum project' has these features: a). <u>Meaningful, challenging learning task(s)</u> Rigorous learning is only possible if the students are set meaningful, challenging learning task(s). After the design, rigorous learning is possible if there is appropriate pedagogy that supports students to be successful b). <u>'Strong' connection to student lifeworlds</u> Designing engaging curriculum and pedagogy involves foregrounding the question: how can I connect the learners in my classroom to the official curriculum? c). <u>Performative expectation for student learning</u> Finding an 'authentic' audience for student learning has been identified as a powerful strategy to motivate students to engage in rigorous learning activities. Provide a range of resources, (including planning time, critical friends, curriculum materials, expertise) to assist in the success of research projects and curriculum work.</p>
<p>12:00 – 12:30 Sam Sellar</p>	<p>Singularising pedagogy: exploring a 'methodless' approach to teaching and learning This paper begins with a consideration of Deleuze's (1994, p.165) contention that 'there is no more a method for learning than there is a method for finding treasures'. I then explore a 'methodless' approach to teaching and learning and share my emergent theorising of pedagogy as a 'science in the singular', drawing upon the work of Isabelle Stengers (1997, 2005). This theoretical framework is then brought into dialogue with data from the Redesigning Pedagogies in the North project in order to analyse the difficulty that was encountered when attempting to talk with teachers about pedagogy. Teachers cited their relationship with students as being central to their practice but had difficulty describing these relationships using objective categories or terminology. Through an analysis of this difficulty I develop an argument against generalised and reductionist conceptions of pedagogy in favour of a rigorous science of teaching and learning that embraces the complexity and singularity of embodied pedagogical practice.</p>

H1-03	THEME 7: RESEARCHING THE 'OTHER'
<p>1:15 – 1:45 Rachel Busbridge</p>	<p>PhD Title - "Dialogues of difference": A postcolonial politics of recognition In the past decade and a half, recognition has largely eclipsed redistribution as the dominant discourse of social justice. Finding its most prominent articulations in the work of liberals and liberal communarians, recognition has been accorded such importance because it offers a means of understanding the contemporary global concern with identity and difference. Nevertheless, theorists of recognition have been subject to much critique due to the ways in which they have conceptualised identity and difference. This paper focuses on perhaps the most famous elucidation of recognition, Charles Taylor's (1994) "politics of recognition", and explores how Taylor conceptualises identity and difference, particularly in the realm of culture. It is contended that while Taylor in some aspects provides a nuanced and complex understanding of identity, his conceptualisation of cultural identity does not pay enough attention to the multifaceted, contradictory and contested nature of culture. This paper proposes that it is necessary to develop a more nuanced understanding of cultural identity in recognition discourses, and postcolonial theory is offered as a means to develop such an understanding. It is argued that a postcolonial understanding of cultural identity manages to capture the complexity of culture, as well as retaining the fundamental insights of recognition, namely the importance of cultural identity for people's lived experience.</p>
<p>1:45 – 2:15 Monica Behrend</p>	<p>Scoping challenges in cross-cultural communication with transnational students Discussion and research on the transnational student experience clearly identifies issues related to language and culture when offering onshore programs to offshore students. Many offshore programs operate in an English as a Foreign Language (EFL) context. In these contexts, a deeper understanding of the cross-cultural communication experience is necessary to establish insights into what happens for these students. In this paper, research data from interviews in one EFL context—Hong Kong—is examined to identify a range of cross-cultural communication issues and challenges which are explicitly mentioned by a cohort of 18 undergraduate computer science students and experienced during the interview with a native English speaking researcher. Some issues relate to the level of experience in engaging in English in the workplace and socially, the size of vocabulary, and the conduct and formality of the interview situation. I argue that in this learning context because students struggle considerably with using English as the language for learning, specific issues need to be discussed and addressed by both students and lecturers. Linguistic and cross-cultural implications for both researchers and lecturers are considered.</p>
<p>2:15 – 2:45 Nombasa Wilkinson</p>	<p>A review of the literature – UNHCR early interventions, best-practice, and refugees parenting practice Very little is known about refugees and CALD parenting practices (e.g. discipline, parent-child communication, etc.) and parent perceptions of child protection laws during the resettlement process. There is a need for policy-makers, resettlement service providers, and practitioners globally to understand how refugees and CALD parents view and define parenting, the role and location of the child within the family, and their understandings of child protection laws. This paper is based on participation in the University of Oxford Refugee Studies Centre Summer School in Forced Migration, research & review of Oxford literature investigating refugee parenting practices in pre-resettlement contexts (e.g. discipline)¹, cross-cultural interpretations of child maltreatment, perceptions of child protection laws, and UNHCR early intervention models and practice.</p>

H1-03	THEME 7: RESEARCHING THE 'OTHER' (cont)
<p data-bbox="103 269 331 325">2:45 – 3:15 Mariana Yusoff</p>	<p data-bbox="495 269 2063 325">Fear Factors of Oral Presentations in Undergraduate Engineers during their Industrial Training Program: Preliminary Finding</p> <p data-bbox="495 333 2172 847">The importance of communication skills in graduating engineers is constantly being highlighted by industry. In the engineering profession, graduates are expected to be able to communicate effectively, both verbally and in writing. Though these skills are desirable in the construction of an engineer, oral communication is given emphasis. This is because engineers spend more time giving information through presentations in meetings, conferences and seminars. Presenting findings and conveying ideas must be articulated clearly in order to accomplish the tasks at hand. However, previous studies have shown that they face problems in giving presentations. They are said to be ineffective communicators and not comfortable engaging themselves in giving presentations. Hence, this study explores some of the factors that hinder successful presentations. Students and supervisors from four different faculties of two local universities, and industrial supervisors from various companies located in four states in Malaysia participated in this study. The research employs ethnographic approach in gathering data. Data were collected through observations, participation and interviews. The preliminary findings indicate that language barriers, acquisition of communication skills and workplace communication environment seemed to surface as the hindering factors in giving presentations. The ongoing research intend to shed light not only on the aspects of pedagogical implications, but also on components in the engineering field such as engineering education, engineering communication and engineering students, including the industry and community at large. These aspects need to be taken seriously as the demand for competent engineering graduates with both technical and non-technical skills is globally increasing.</p>
<p data-bbox="103 890 338 946">3:15 – 3:45 Sherko Kirmanj</p>	<p data-bbox="495 890 1491 914">The Clash of Identities in Iraq; A Historical Perspective 1920-1968</p> <p data-bbox="495 922 2172 1303">Many scholars suggest that the ethnic and sectarian strife in Iraq is a direct result of America's invasion. At the same time, there are scholars who blame the British for failing in the process of state-building in Iraq in the early 1900s. Furthermore, others claim that it was the Ba`th regime (since 1968) which shattered Iraq's national identity. Some even go further to argue that "Iraq has long been a secular country, where a majority of citizens identify with their national identity, rather than their ethnic or religious identity." They state that "Iraq does not naturally, historically, ethnically, religiously divide into three separate parts... Iraq has a national identity that cannot be dismissed." However, there are observers who believe that Iraq is not composed of just one people, instead asserting that it is a conceptual flaw to assume that Iraq's three main communities, the Shi`as, the Sunnis and the Kurds, share a common sense of being a nation. Although Britain and the USA are to some extent responsible for Iraq's current predicament, nevertheless the roots of the ongoing clash extend much further back into history and have been entrenched in the long-standing conflict between the Sunnis, the Shi`as and the Kurds. This conflict is represented by three nationalisms, Pan-Arab nationalism, all-Iraqi nationalism and Kurdish nationalism, each of which has been fighting to assert its version of identity on Iraq.</p>

H1-03A	THEME 8: THEORIES OF PRACTICE
<p>1:15 – 1:45 Steven Hodge</p>	<p>Transforming learning in the context of Vocational Education Training My research is on transformative learning in the context of vocational education and training (VET), and is inspired by my experiences of counselling VET students who appear to be undergoing transformative learning. Transformative learning theory is a flourishing area of research in adult education. It is concerned with changes in learner 'perspectives' or 'frames of reference' triggered by 'disorienting dilemmas'. Transformative learning theory describes and analyses these fundamental shifts and is also concerned with strategies for supporting learners through these potentially stressful changes. Australian VET is based on the principles of competency-based training. Learning in competency-based training consists in the acquisition of skills and knowledge to build vocational competence. However, this approach to learning does not readily account for the kind of change described in transformative learning theory, since a perspective change cannot be identified in a straightforward way with the acquisition of skills and knowledge. In this seminar I will outline transformative learning theory, explain why and where I think it is happening in VET, and look at some of the theoretical and practical issues that follow.</p>
<p>1:45 – 2:15 Grant Banfield</p>	<p>The Role of Theory in Qualitative Research: A Realist Consideration of the Denzin and Lincoln 'Bible' This paper argues that social research is theoretically informed practice. Even researchers who might downplay the importance of theory to their practice, still operate within – sometimes assumed – philosophical and theoretical parameters. By considering qualitative research in particular, the paper proposes that good social research requires taking theory seriously. These points will be explored by: (i) sketching the role of theory in the shaping of the history of ethnographic practice, (ii) outlining the currently under-explored role of critical realist philosophy in the development of emancipatory, anti-positivist, ethnography and (iii) presenting a brief critique of Denzin and Lincoln's ill-considered dismissal of critical realism in their <i>Handbook of Qualitative Research</i> – a publication which is often referred to in the field as 'The Bible'.</p>
<p>2:15 – 2:45 Jenni Carter</p>	<p>Reconfiguring VET: The Abolition of ANTA This paper will examine the abolition of the Australian National Training Authority as an example of the approach to the governance of education by the Howard Government during the Ministry of Brendan Nelson. It will argue that within neoliberal times the Commonwealth has reconfigured processes of governance to limit VET using axioms of unity and national interest. This approach to governance establishes a system of VET that is enforced by government practices that seek to establish central sovereignty; claims to know the will of the people; and the construction of inadequacy and blame. These new official policy discourses has recast Commonwealth-State relations within a national unified system. In turn these actions call for a new approach to policy analysis.</p>

H1-03A	THEME 8: THEORIES OF PRACTICE (cont)
<p>2:45 – 3:15 Kate Mirandilla, Dr Joy Chia, Dr Margaret Peters</p>	<p>Decision-Making in the Crisis Cycle: The need for research and better understanding Decision-making is critical and integral in effective organizational management. In pre-crisis or non-crisis modes, organizations already operate under intricate environments with reputations and relationships to sustain. Once a crisis occurs, the decision-makers are expected to initiate choices/actions amidst the limitations inherent during the onset of the crisis. This paper identifies actual research gaps in the field, summarizes key literature central to the study and considers the methodological constraints in conducting this research. In crisis management literature, we saw that one of the least explored areas of inquiry is on the actual decision-making process taking place <i>after</i> the occurrence of the crisis, but <i>before</i> the crisis response strategies are implemented or communicated; that brief duration of time from crisis trigger to initial crisis response. For instance, the themes tackled by the previous crisis studies emphasize more on the <i>outcomes</i> of decision-making and less on the <i>process</i> involved in creating such outcomes. Rather than engaging in a study on how decision-making <i>should be done</i>, our research aims to assess how the process <i>is (was)</i> done. Focusing on the communication dimension of managing a crisis, we will attempt to critically examine how decision-makers in their past crisis experiences developed strategies, mechanisms, and messages in the first 48 hours of the crisis. Our main goal is to gain a better understanding of what are either the effective decision-making strategies, <i>or</i> the conditions that may lead to such, at the onset of a crisis which may directly influence the over-all crisis management activities of the organization throughout the crisis cycle. Drawing from the qualitative research design, our study uses semi-structured interviews with the members of the executive team and communication managers who played critical decision-making roles during the following crises: 1) 1998 Sydney Water crisis, 2) 2005 NSW Mars/Snickers Chocolate Bars product recall, 3) 2001 DOH-SA Body Parts crisis, and 4) 2005 Conroy’s Smallgoods Pty Ltd product recall. In this paper, we aim to share the learning points and research implications in changing the context of the study from an initially-intended international setting to a local one in Australia.</p>
<p>3:15 – 3:45 Andrew Bills</p>	<p>This presentation will provide a summary of work in progress on an insider practitioner account of teacher work over a six year period in pursuing socially just educational innovation for students who are marginalised (outside of) our educational institutions.</p> <p>I will consider how teacher work is political work, how practitioner learning communities and how strategic partnerships can offer a focussed impetus for teachers to struggle together for better educational options for marginalised young people.</p> <p>The study also proposes a new senior secondary school design/model.</p> <p>Presenting an argument that all young people have a democratic right to a rigorous and enriching education to maximise their life choices, this presentation considers some of the current injustices inherent in our secondary school structures, cultures and pedagogical approaches within the context of an increasingly neoliberal political system and a competitive globalised economy. It provides an account of teacher efforts to manipulate the competitive funding systems (DEST) to advantage those young people who are generally disadvantaged by that very system.</p> <p>Finally, this presentation asks us to consider whether it is madness for teachers to pursue socially just schooling innovation in our current politically unfriendly times. It then offers some hope and insight into how teachers in this story worked to secure funding for our marginalised young people and how they then effected socially just schooling change against considerable opposition.</p>

H1-04	THEME 9: HONOURS STUDENTS
<p>1:15 – 1:45 Peter Willis</p>	<p>Mentorship, transformation and compassion: Adult education approaches to postgraduate research supervision</p> <p>Humanistic Adult Education theory has tended to highlight the autonomy of the adult learner and the reciprocal relationships embedded in adult education pedagogy. Postgraduate research supervision, although patently a relationship between adults, has tended largely to focus on ways of expediting and deepening the knowledge work of the thesis project and possibly to a lesser extent, on ways of fostering the skills, confidence and maturity of the research student. What has not had the same exploration is the nature of the learning relationship between the researcher and the supervisor. This seminar looks at some ways in which adult education theory can illumine some of the learning exchanges in postgraduate supervision.</p>
<p>1:45 – 2:15 Serena Kromwyk</p>	<p>Six-year-old children's identification of 'good' and 'bad' manners at meal-times, and their relationship to experience of family dining.</p> <p>Manners are agreed-upon norms of social behaviour, are cultural and context specific, arbitrary and subject to individual judgment. Manners affect how people behave towards one another, and are essential if people are to develop and maintain positive relationships with others. Research indicates children learn norms of social behaviour through discourse during social interactions with more knowledgeable others, by observing and imitating behaviour, and through rewards for desirable behaviour. Meal-times with parents would provide children with opportunities to observe, imitate and repeat parental behaviours, and be rewarded for such actions, and for discourse with parents about desirable meal-time behaviour. The study aims to discover what 6 year-old children identify as 'good' and 'bad' manners at the dinner table, and if children who frequently eat meals with their family at the dinner table have a greater repertoire of meal-time manners than children who seldom or never do this. A semi-structured interview including category and open questions will be used to collect data from 30 six-year-old children about their meal-time routines and knowledge of manners at the dinner table. Qualitative data will be categorized post hoc and the frequencies for each category calculated. Quantitative data will be entered onto a SPSS spreadsheet to allow for inferential analysis.</p>
<p>2:15 – 2:45 Rena Hayward</p>	<p>Well-being in volunteer fire-fighters: moving beyond critical incidents to examine the role of emotional demands and resources, in particular camaraderie</p> <p>Perceptions and experiences of emotional demands (having to control and suppress emotions to be effective), camaraderie, and informal support within the team environment may all play a significant role in volunteer fire-fighter well-being. Research with emergency services personnel has tended to focus on the frequency and severity of exposure to acute stressors (critical incidents), and the subsequent heightened risk of developing traumatic stress symptoms. This study of 547 South Australian volunteer fire-fighters examined the role of exposure to critical incidents, chronic emotional demands, and emotional resources in predicting traumatic stress symptoms and well-being. Through path analysis, main and interaction effects of critical incidents, and more importantly emotional demands and resources, were found to be significant predictors of psychological strain, burnout, physical health, and traumatic stress symptoms. This study has identified the importance of factors inherent within the job (emotional demands), and the job environment (camaraderie), that influence employee well-being; factors that can be addressed through job design and culture development at organisational and team levels.</p>

H1-04	THEME 9: HONOURS STUDENTS (cont)
<p data-bbox="103 371 349 427">2:45 – 3:15 Dianne De Bellis</p>	<p data-bbox="492 371 2136 427">Landing at Gallipoli: A critical discourse analysis of the resurgence in the late 20th Century of commemorative visits by Australians to Gallipoli on Anzac Day</p> <p data-bbox="492 435 2168 818">In 1965 a group of World War 1 veterans re-visited Gallipoli on April 25, Anzac Day. The only other Australians were four backpackers. In 2007 about 8,000 Australians were at the Dawn Service at Gallipoli. Australia’s contemporary participation in overseas conflicts, wars or peace-keeping is often contested at home. Attitudes to sending troops overseas are frequently divergent and loaded with emotion and strong opinion. The history and memory of participation is also complex, emotive and contested. During the 1960s and 1970s the number of people attending Anzac Day marches fell as Australians questioned the relevance of Anzac Day. However, in the 1980s there was a resurgence of interest in Anzac Day, with attendances, particularly by young people, increasing across Australia and with many thousands making the pilgrimage to the Gallipoli Peninsula to attend the Dawn Service (Department of Veterans’ Affairs 2007). Using examples of crucial discourse in the period 1970-80 from the media (TV, Press, radio, documentaries); Government policy, speeches and publications; personal memoirs; history texts; statues and memorials; and descriptions of commemoration ceremonies and celebrations, my research critically analyses the discourse of and about the changing social practice of Australians attending Anzac commemorative services at Gallipoli and in Australia in the late 20th Century.</p>
<p data-bbox="103 861 349 917">3:15 – 3:45 Vivian Bachelier</p>	<p data-bbox="492 861 1832 885">Human Factors issues and procedural compliance within Australian Aviation Maintenance</p> <p data-bbox="492 893 2157 1308">Maintenance errors have been attributed to between 3.4% and 18% of accidents and incidents within aviation (NTSB, 1989 ; AAIB, 1992 ; Hobbs, 2000). By increasing procedural compliance (through consultation and compliance with maintenance manuals), the chance of error is reduced (Ockerman & Pritchett, 2000). The field of Human Factors concerns itself with the psychological factors influencing individual behaviour (Hawkins, 1993), including human error and procedural compliance. Data was collected from an Australian Maintenance Organisation, by way of a questionnaire and structured interviews. The aims were to determine the frequency of consultation and compliance with maintenance manuals, and to identify the human factors issues influencing consultation and compliance. Results indicated 51.1% of questionnaire respondents reported consulting the maintenance manual and 77.8% reported compliance with its instructions. Reasons for failure to consult and comply included time constraints, and unavailability of the resources required to access the maintenance manual. Thematic coding of the structured interviews revealed factors including time pressure, fatigue, and equipment unavailability. The results of this research indicate, not only that maintenance issues have an important influence on the safety of aviation, but also that there are logical and feasible solutions to minimise the chances of error within aviation maintenance.</p>

H1-07	THEME 10: THE GLOBAL AND THE LOCAL: CULTURAL TRANSFORMATIONS
<p>1:15 – 1:45 Tran Phi Phuong</p>	<p>“Transnational Families” among professional, dual-career couples in Ho Chi Minh City in the market economy</p> <p>This paper presented the data collected from the field trip 2004 and 2005. The researcher conducted in- depth interviews with 25 professional women in dual career families in Ho Chi Minh City with the questions focusing on how they can balance work and family roles in the context of economic transition. In 1986 Vietnamese government launched the Doi Moi (Renovation) program and Mo Cua (Open Policy) to move away from a centrally planned economy to a market oriented one which has resulted in dramatic changes in Vietnamese society at micro and macro levels. Data revealed that majority of the interviewees have experienced the “transnational families” in a certain period of time as an alternative lifestyle for their career commitments, their husbands’ occupations or their children’s education. These families involve the maintenance of two separate residences (one in the home country another in overseas) for period of time ranging from one year to many years, in different countries at different parts of the world. The existence of marriages in which spouses separate in the service of different career demands raises the question relating to the relationship between production and reproduction. Until recently there was no systematic research in Vietnam on “transnational families” as a system with its own structure, norms, processes of conflict management and boundary maintenance in spite of their growing number. This paper focused on the model of “transnational families” among professional dual career couples (how do these families work in the face of physical separation, are they a new contemporary family form within the mainstream of society or still to be only an alternative lifestyle during the life cycle) with primary emphasis on the interaction between production and reproduction relationships</p>
<p>1:45 – 2:15 Michelle Grobel</p>	<p>The Taming Of the Screw</p> <p>Popular assumptions, mainstream representations and the articulation of ‘appropriate’ sexual conduct within contemporary Western culture. In recent decades sexual theorising has become increasingly more sophisticated and complex, challenging many of the traditionally held ‘norms’ of human sexuality. Framed by questions of uneven texture and density, surrounding sexual practices, gender, subjectivity and identity, the study of sexuality has resulted not only in complexity, but in fierce ethical and political debate. With increasingly more sophisticated modes of theorising, the character of sexuality, as a category of analysis, has become ever more elusive. But are the complexities and contradictions of these theoretical insights reflected within popular mainstream representations of sexuality and sexual practices? How is sexuality ‘defined’ and represented within contemporary mainstream Western culture? What are the discourses, narratives and forms of representations available within the mainstream? Do these representations reflect the ‘truism’ of traditionally dominant assumptions about sexuality and sexual practices? While the scope of these questions are vast, this paper will focus on the ways in which traditionally dominant and popular assumptions, surrounding sexuality and sexual practices are articulated within contemporary mainstream representations of the sexual and erotic. In doing so, this paper will explicate the ways in which these traditionally dominant ‘common sense’ assumptions and representations are implicated in the articulation and instruction of ‘appropriate’ sexual conduct.</p>

H1-07	THEME 10: THE GLOBAL AND THE LOCAL: CULTURAL TRANSFORMATIONS (cont)
<p>2:15 – 2:45 Mark Galliford</p>	<p>Tourist Transformations: Indigenous tourism as investment in cultural transversality This research project is focused upon Western tourists experiencing Indigenous tourism. While there is a wide range of cultural tourism enterprises, I am specifically approaching tour ventures that combine camping with cultural tours. The research aims to interview up to 100 tourists to record their thoughts and feelings about their experiences. It is often said in the advertising and by some operators that this kind of tourism can be life changing for the participants, and my interviews hope to show in what ways this may be so. While this is the central theme to the research, there are a few others areas that lead into and then out of this analysis. Firstly, I deconstruct the tourist and view him/her as a person engaging intellectually with other cultures and environments, and as someone who needs to be open and willing to change previously held perceptions. Then, it is hoped that by experiencing something of other cultural viewpoints and life-ways, that this would then translate into an altered perception of themselves as Australians. The results so far show that most tourists are seeking, and enjoying, a degree of intimacy with their hosts, and that this form of tourism has enormous potential in furthering the process of Reconciliation in this country.</p>
<p>2:45 – 3:15 Zaiton Hassan</p>	<p>Social-cultural dimensions and work-life balance: Evidence from Malaysia Despite growing research on the work-life balance in the western countries, issues of work-life balance in eastern countries are understudied. As globalisation has made the world smaller, it is imperative to understand how employees from different cultures experience t work-life balance. Using sample of 506 employees from the public and private sector this study assesses the relationship of work-life balance [both conflict – work-family conflict (WFC) and family- work conflict (FWC), and enrichment – work-family enrichment (WFE) and family-work enrichment (FEW)] to socio-cultural dimensions (i) collectivism, (ii) gender role and (iii) time orientation (monochronic and polychronic) in Malaysia. It was found that enrichment and conflict were negatively correlated. Enrichment (both WFE and FEW) was positively correlated with collectivism and conflict (both WFC and FWC) with gender role. Only gender role ideology predicts conflict. Implications of the result in relation to different culture dimensions are discussed.</p>
<p>3:15 – 3:45 Naghmeh Nouri</p>	<p>Global Dolls in Local Cultures Most global dolls which are marketed worldwide have originated in America—for example dolls from Disney, Barbie and Bratz. These dolls are not just playthings, but with globalisation are transformed to American ambassadors. Such dolls are influenced by creolization—the process which a product passes in different countries far from its motherland with a different culture to achieve new concepts and usages—when they are sent to countries with different cultures. The effects of creolization, the global homogenisation of cultures, Americanization, and anti-American or anti-Western feelings, as well as many parents’ often negative ethical feedback to the sexualized appearance of many American dolls, will be considered in my attempt to clarify the role of designers in creating global dolls which may be more acceptable in local markets within the global economy.</p>

H1-08	THEME 11: RESEARCHING COMMUNITIES
<p>1:15 – 1:45 Julie Douglas</p>	<p>Local Government and Local Development – A Collaborative Approach Local government in Australia has, for the most part, been by-passed in the reconfiguration of employment services that led to the development of the Job Network. This is despite a “new localism” in recent policy discourse, particularly within OECD countries, and associated arguments that local governments are well placed to use local level knowledge and contacts to facilitate and link economic, employment and social development. In Australia, operational arrangements and structures have often excluded local government, despite its potential to play a pivotal role in contextualising need and demand at the local level and its ability to act as a link between individuals, communities, industry, other spheres of government and non-government agencies. This paper theorises the relevance of international debates on localism to the Australian local government context and assesses strategies to enhance its role in economic, employment and social development.</p>
<p>1:45 – 2:15 Kathryn Bowd</p>	<p>A voice for the community: local newspaper as local campaigner The dominant Western paradigm of journalism suggests news media should cover events and issues in a way that is balanced and objective – the idea of the journalist as impartial observer and the news media as unbiased providers of information. This perspective on news reflects the growth of commercial media, particularly in English-speaking countries, since the mid 1800s. It is particularly evident in Australia’s metropolitan newspaper markets, where the need to attract and maintain as broad an audience as possible can result in an approach to news focused on offending neither readers nor advertisers. To a large extent, this approach flows through to Australian regional newspapers. However, some of these newspapers also position themselves as community campaigners. Many regional editors and journalists see campaigning on local issues as an essential part of their role, as a valuable means of maintaining and extending community spirit and as a service to their community of circulation. This paper examines views of community campaigning among journalists employed by several regional newspapers in South Australia and Victoria.</p>
<p>2:15 – 2:45 Leanne Glenny</p>	<p>Persuaders, participants or puppets? Public relations in the Australian public sector.</p> <p><i>It is not a PR campaign. It is designed to provide necessary information to the Australian public. No objective observer examining the campaign would see it as other than providing genuine information.</i> <i>Prime Minister John Howard, 21 May 2007.</i></p> <p>Within the context of government communication, some commentators view public relations in a negative light, casting it as an evil and manipulative tool used by politicians to hide the truth or mislead the public. John Howard’s statement in Parliament, claiming a government advertising campaign on industrial relations was not ‘a PR campaign’ was used in contrast to the provision of ‘necessary’ and ‘genuine’ information to the public. Yet public relations can be a mechanism for the dissemination of genuine information, typically involving much more than media relations. This paper argues that public relations can be used as a framework to provide a clearer understanding of government communication. This paper uses a thematic analysis of twenty in-depth interviews to uncover some perceptions about the roles of government communication and the public servant communicator in the Australian federal public sector. The views of public servants, political staffers, journalists and interest group representatives are compared with the public relations literature in order to gain a greater understanding of the purpose of public relations within government.</p>

H1-08	THEME 11: RESEARCHING COMMUNITIES (cont)
<p>2:45 – 3:15 Jodie George</p>	<p>Small town essentials: Constructing old world charm in "backwater" communities Influenced by the economic power of an increasing tourism industry, many governments now recognise the benefits of marketing small towns as the idyll destination: a romantic return to the charming backwaters of a bygone era. Thus, both promotional literature and naturalised nostalgic discourses are used to endorse the essentialist understanding of these communities as inherently 'quaint', 'friendly', and 'timeless'. Yet such calculated (and mythologised) positioning denies the very constructed nature of these images and the pre-designated identities they create for small town residents. This paper will critically question the 'inherent truths' underpinning tourist expectations, to understand how small town culture is appropriated, (re)constructed and reproduced, and how this may impact on the agency of those involved.</p>
<p>3:15 – 3:45 Glenna Lear</p>	<p>Researching my own Community: Interviews as Conversations My research into people's learning and community involvement as they make the transition into retirement and their Third Age uses heuristic narrative methodologies which provide useful techniques for the challenges of researching one's own community. Heuristic narrative inquiry is a process of self-inquiry and dialogue with co-researchers, using autobiography and descriptive narratives to express the underlying meanings of important human experiences. Data is collected in extended conversations in which we explore our mutual experiences of learning and living on the Lower Eyre Peninsula. Throughout the project the co-researchers are involved in the negotiation of heuristic depictions and narrative portrayals. This is particularly useful in managing many of the ethical issues which arise in researching small close-knit communities such as the LEP.</p>

H1-09	THEME 12: RESEARCHING CHILDREN: LEARNING PRACTICES
<p>1:15 – 1:45 Prof Marjory Ebbeck and Hoi Yin Bonnie Lim</p>	<p>Fostering positive relationships between infants, toddlers and their primary caregivers This paper will provide a synthesis of current theory and research in relation to attachment between infants/toddlers and their caregivers. Worldwide statistics show that there are a significant number of women working in the global labour market. Recent research also found that over 300,000 children aged 0-5 years are currently attending long day child care in Australia, and a child can spend up to 12,500 hours in child care before starting school (based on attendance of 50 hours per week for 5 years) (Taylor, 2004). In order to understand the importance of secure relationships that build on the first transition from home to child care centre, semi-structured interviews were conducted to collect views from parents and child care staff. Results showed that most participants in the sample were in favour of using a primary caregiver approach. Implications for the implementation of this approach will be discussed.</p>
<p>1:45 – 2:15 Lee, Lai Wan Maria</p>	<p>Pre-service and In-service child care and education students using story-telling as a teaching method to understand Confucian values in kindergarten-aged children in Hong Kong: A Study of Expressed Views (A Progress Report) Hong Kong emerged as a part of unified Chinese society. As a result of little reference to Confucian values being made during the earlier colonial period, there was a need for the people of Hong Kong to revisit those Confucian values and evaluate them in their own ways. The HKSAR government has proposed a series of educational reforms, and there is a call for educators to “revisit” the Confucian values and to study ways to enable young children in kindergartens to learn, understand and accept these values. Confucian and Kohlberg teachings believe that there is an objective moral value, which is absolute and universal, and one can acquire the knowledge only with the use of reason. It is further proposed that teachers should be concerned with “developing the organizational structures, by which one analyses, interprets and makes decisions about social problems.” Kohlberg suggested that the moral standard of the teacher should be at least one stage above the child’s moral maturity in order to stimulate and enable the student to make her own reasoned judgment. (Shin1989). Hong Kong celebrates numerous Chinese festivals, (Chinese New Year, Dragon Boat, Mid-Autumn and Chung Yeung Festival) and children often hear cultural stories and yet are never tired of them. Storytelling is an effective means of immersion and children may further understand these Confucian values through this medium. Experts in Hong Kong have expressed the view that Confucian values are appropriate moral values for children. Teachers have to teach these values by living it and being role models.</p>
<p>2:15 – 2:45 Sharon Russo and Donald Bramwell</p>	<p>Using picture books to explore children’s prior knowledge in science This study analysed children’s’ understandings of science concepts though the use of children’s storybooks. Three classes of 7 year old children discussed the concepts presented in fictional picture books about the stars and forces. Findings suggested that reading a story to children and asking questions related to the science concepts involved, allowed exploration of children’s prior knowledge. Although children could clearly differentiate between what was “pretend” and what was scientific fact, they also revealed the influence of recent experience and confused thinking about the concepts involved. Their answers provided information from which a learning cycle using constructivist methodology could be developed.</p>

H1-09	THEME 12: RESEARCHING CHILDREN: LEARNING PRACTICES (cont)
<p>2:45 – 3:15 Janet Whitten</p>	<p>How do young children acquire a sense of gender identity and what role do parents and teachers play in the process?</p> <p>I am in the early stages of developing a research proposal. The issue of gender identity interests me in a number of ways. It is a truism to acknowledge that girls and boys are born different, but it is less clear just how great that difference is, or to what extent it influences development and learning. It is now uncommon in Australia to find a parent or teacher who will openly espouse sexist views in relation to children’s education. Yet parents and teachers often accept or make stereotypical assumptions about boys and girls. Whenever they do so, they unnecessarily limit the experiences and opportunities available to the children in their care. In many ways, Australian society promotes and defends equality of opportunity, but we also know that gender affects outcomes in terms of education, employment and income. There is no simple formula to these outcomes and at different times both boys and girls may be shown to be at a disadvantage. However, it is interesting that, despite deliberate and hard-won policies to ensure equal opportunities for all children, gender stereotypes continue to be influential during the early years of education. My reading and reflection so far suggests that the perpetuation of gender stereotypes in early childhood settings is fed by (1) an uncritical acceptance of popular neuroscience (2) early identification of the sex of unborn children (3) the increasingly commodified nature of early childhood and (4) the embedded cultural and religious values held by those who care for young children.</p>