

- ***Taming Foucault: Operationalising power/knowledge in empirical research – Professor Jenny Gore, The University of Newcastle***

Relations of power and constructions of knowledge are central to educational policy, practice and experience. This workshop explores ways in which key concepts from the work of Michel Foucault can be translated into methodological approaches to conducting empirical research in education. In particular, we will explore ‘regimes of truth’, ‘techniques of power’ and ‘technologies of the self’ for their potential in addressing educational research questions. Examples will be provided, relating to pedagogical discourse, classroom management, teacher induction, and the subjectification of students in healthy lifestyle initiatives in schools. Participants will have opportunities to analyse data using the strategies outlined and to consider implications for their own projects and interests.

Professor **Jenny Gore** is currently Director of the Teachers and Teaching Research Program at the University of Newcastle and on the Editorial Boards of *Teaching and Teacher Education*, the *Australian Journal of Education*, and *Sport, Education and Society*. She recently completed six years as Dean of Education and Head of School at the University of Newcastle. Jenny has won more than \$4.1 million in external research funding, including six grants from the Australian Research Council. Jenny is widely published, including her influential book *The struggle for pedagogies: Critical and feminist discourses as regimes of truth* (Routledge, 1993), and has been cited more than 6000 times. She has supervised 14 research higher degrees to completion and is working with 12 current candidates. With a background in physical education teaching in Adelaide, a Masters degree from the University of British Columbia (1983), and a PhD from the University of Wisconsin-Madison (1990), Jenny’s research interests have included teacher socialisation, alternative pedagogy, power relations in teaching, teacher education reform, pedagogical reform, equity, and teacher development. Her research on Quality Teaching and professional learning has had significant impact on government, catholic and independent schools, especially in NSW and the ACT.

- ***Finding the line: Balancing theory and narrative – Dr Kathryn Gilbey, Batchelor Institute***

This workshop will look at the relationship between theory and narrative when writing about race, racism and education within a settler colonial context. What is the right combination of theory and narrative for effective communication that moves past incommensurability and those stuck places we get in when discussing race in Australia? An argument will be mounted detailing how, when writing about Indigenous studies, a combination of theory, narrative and ‘culture’ is needed. I will share stories and then use neo colonial theories to explore a deeper understanding of them. I will do this as a first person narrative so that reader/ participant feels like they are involved, can identify with the story, and can see themselves there. This is the way that narrative works; it makes it personal. Whilst theory can be abstracted, narrative asks you, the reader, to be present. This workshop will argue that narrative is important but is it enough? Have you ever sat in a meeting/discussion/workshop that can’t get past the personal? Sometimes people need to know that it’s not all about them. This is where theory comes in; theory can be abstracted; theory can be depersonalized; it allows us to get past the personal and go to a deeper level of discussion, to find a deeper level of understanding. This workshop will explore the line that balances both theory and narrative, to explore the immediacy of identification with narrative and the deeper analysis of theory. By using theory and narrative, we concrete our thinking in our lived realities and experiences. I will also explore the otherside of universality (Andrea Smith) and ask what is it to sit outside of universal

truths. The theories of Judith Butler, Homi Bhabha, Aileen Moreton-Robinson and Veronica Arbon will be explored.

Kathryn Gilbey has worked in the field of Education for the past 13 years in the Northern Territory. In an earlier life she was the Artistic Director of an Aboriginal Youth Theatre Company in Adelaide, and freelance Writer and Director. In the past six years at Batchelor Institute Kathryn combined her passions for teaching, education, performance and First Nations perspectives and history and taught the Institute's Common Units, Public Communication and Telling Histories; a job she describes as one of the best in the world. Her interests include: Inclusive First Nations Education; Northern Territory Policy: The NTER and NT liquor Act 2007; Critical Race and Whiteness Studies; Australia's assimilative intentions and possessive investment in ignorance; and celebrating and strengthening First Nations knowledge and worldviews through 'education.' She submitted her PhD in February 2014 and thoroughly enjoyed the process of applying theory to everyday occurrences. Kathryn is an early career researcher and is beginning the journey of documenting and reflecting on her teaching practice, life experiences and little pieces of knowledge picked up along the way.

- ***Developing a rhizomatic methodology – Dr Eileen Honan, The University of Queensland***

In this workshop, participants will engage with the work of Gilles Deleuze to think about how a shift in ontology requires a shift in understanding some of the key concepts in research methodology. Disrupting the 'commonsense' ideas about data collection methods, tools, and analytic approaches will be encouraged. Pulling apart the language of the academy and thinking about resignifying what counts as research writing will take the place of formulaic or recipe approaches to advice about representing data. One model of 'rhizotextual analysis' will be demonstrated to illustrate what happens when institutional and disciplinary reins are broken, and permission to write differently opens up a space of semiotic possibilities.

Dr **Eileen Honan** is Senior Lecturer in the School of Education at The University of Queensland. Her research interests include: the connections between teachers' practices and curriculum guidelines; the interactions between home and school literacy practices particularly in relation to digital literacies; the development of vernacular literacy practices in Papua New Guinea and other nations in the Pacific Island region; the development of new rhizomatic methodologies in educational research.

- ***Using surveys and working with survey data – Dr Sandy Muspratt, Independent researcher and Honorary Research Fellow, University of Queensland***

It is often the case that education researchers, even those who see themselves as qualitative researchers, want to or need to construct a survey. This workshop will provide an introduction to the construction of surveys, and present a discussion on one analytic technique. Most participants will already have some familiarity with the types and styles of questions that can be asked in a survey. It will show how to draw from theory and the literature of the field of study to design a survey. Also, I want to focus on one style of question - on a principled way to develop sets of Likert-scale items that are often used to assess people's attitudes, beliefs and opinions. As well, I want to show one method of analysing such data; an analysis method that is consistent with the method of constructing the set of items. The workshop will be useful for education researchers who work mostly with qualitative data but who at times need to work with quantitative data, and in particular with survey data. The workshop is about statistics but there will be no mathematics nor statistical theory presented during the workshop. The workshop will focus on developments and tools in a non-technical way.

Dr **Sandy Muspratt** is an independent researcher but is also an honorary Research Fellow in the School of Education at the University of Queensland. He has worked on a range of commissioned research and evaluation projects, including projects commissioned by Education Queensland, AusAID, and The Le@rning Federation. He has taught quantitative methods courses, and has conducted workshops and delivered lectures on a range of topics to staff and students.

- ***Ideas that add practical value to existing knowledge and action – Professor Michael Singh, University of Western Sydney***

Framing: There is a challenge in configuring the relationship between theory/practice. Is it possible to think through theory/problem in terms of ‘practical ideas’ or could a reversible concept like xingzhi (‘action-knowledge’)? How can non-Western ‘practical ideas’ – concepts, metaphors and images – be activated and mobilised in educational research?

Participant focus: We will begin with the workshop participants’ projects and what they are trying to do – and the concepts, metaphors and images they might work with – and see if we can use any of these practical ideas to test their legitimacy credibility and to advance them further. The workshops provide opportunities for beginning researchers to be immersed in theory, to consider how to apply theory to their work, and to engage in discussions with experienced researchers/experts in the field.

Practical ideas: Different practical ideas may work better at different levels of educational operations. For instance, Ranciere’s notion of the ‘verification of the presupposition of intellectual equality’ might add value to existing pedagogical and curriculum understandings and practices. While Boltanski and Chiapello’s notions about ‘the new spirit of capitalism’ might likewise add value to – to deepen and extend – existing organisational/structural knowledge and action. Practically, these ideas can be used to activate and mobilise non-Western ‘practical ideas’ – concepts, metaphors and images –in educational research.

Michael Singh’s research focuses on activating and mobilising non-Western ‘practical ideas’ – concepts, metaphors and images –in educational research. His current explorations of practical ideas – ideas that add practical value to existing knowledge and action – are available in the following books:
Reid, C., Collins, J., & Singh, M. (2014). *Global Teachers, Australian Perspectives: Goodbye Mr Chips, Hello Ms Banerjee*. Dordrecht: Springer
Singh, M., & Harrevel, R. (2014). *Deschooling L’earning: Young Adults and the New Spirit of Capitalism*. Basingstoke: Palgrave Macmillan
Singh, M., & Harrevel, R. (under contract, 2015). *New Geographies of Teaching: Deschooling, Learning and Earning*. Basingstoke: Palgrave Macmillan.
Singh, M., Lloyds, L., & Han, J. (under contract, 2015). *Pedagogies of International Education: Countering Western Centric Models*. New York: Palgrave Macmillan.

- ***How theoretical frameworks shape the design of intervention studies – Professor Timothy Skinner, Charles Darwin University***

When designing a study to test the effectiveness of an intervention the randomised trial, or derivatives of this, are often seen as the gold standard for testing the efficacy of an intervention. In this approach internal validity is the core goal of study design, in an attempt to ensure that the results seen are genuine effects of the intervention. In the real world achieving the internal consistency that randomised trialists advocate is often not possible, as ethics and logistics prevent blinding, provision of psychological equivalent placebos, matched control groups and the large sample sizes that are often

required. When using alternative designs it is necessary to more than just measure outcome variables to provide compelling evidence for the efficacy of the intervention. Two fundamental issues need to be addressed: first, the fidelity of intervention delivery; and second, demonstrating that the intervention worked as it was designed to, through measuring the hypothesised mediation effects based on the theory driving the intervention design. This workshop will focus on how to address these issues both as you develop your intervention and as you undertake formal tests of the intervention effectiveness, within the limited resources available

Timothy Skinner is Professor of Health Psychology and the Head of the School of Psychological and Clinical Sciences at Charles Darwin University. He trained as a Health Psychologist in the UK, at the University of Westminster and the University of Surrey. His research and clinical work is focused on the prevention and management of diabetes. He has published over 140 peer reviewed research papers, and is an Associate Editor of *Diabetic Medicine and of Rural and Remote Health*. As part of this work Prof Skinner led the development of a diabetes self-management program (known as DESMOND) for people with type 2 diabetes. This program is now developed across the UK, Netherlands, Ireland, Saudi Arabia, Australia and New Zealand, with over 180,000 individuals having received the program to date.