

- ***Narrative/Aboriginal storying as a critical theoretical tool – Professor Tracey Bunda, University of Southern Queensland***

With memories of the PhD journey fresh in her mind, this workshop will address the value of narrative/Aboriginal storying as an effective critical theoretical tool for unpacking the complexities of the racialised space in the Australian context; how centring the Aboriginal/subjugated voice contributes to a deconstruction and re-inscription of institutional spaces and counters dominant power by situating the liberatory effects of working/writing in/to the justice ethic [as educators]. The workshop dialogue will also speak into the problematic of the convention of the Australian doctoral thesis particularly for those who are situated outside of the norm to embrace locations of difference. This difference is understood through lived experience and the practice of traditions inherent within Aboriginal knowledge systems as counters to continuing colonising contexts.

Tracey Bunda is the current Head of College for Indigenous Studies, Education and Research at the University of Southern Queensland. Tracey has exercised leadership within Aboriginal and Torres Strait Islander higher education for approximately three decades. Professor Bunda's current research activity contributes to understanding the place of Indigenous Elder Knowledge, as an international phenomenon, and through generational transference re-inscribes the power of cultural traditions and practices to strengthen Indigenous communities and build resilience .

- ***Sociological theory and/in educational research – Professor Michael Corbett, Faculty of Education, University of Tasmania***

Sociological theory has had an important influence on the development of educational scholarship in recent decades. The empirical legacy of the classic studies in the sociology of education provided the evidence base for a range of scholarship, policy, compensatory interventions, and even fields (or subfields) of study in education. The central preoccupation of these studies is that of social inequality and they have provided a remarkably consistent picture of structured social inequality. At the same time, the core findings of the sociology of education have “gone viral” and are routinely reported, simplified, consumed and analyzed in public discourse. Ironically perhaps, much of this work has been coopted into neoliberal discourse to justify educational policy and practice that tends to focus on decontextualized, individual parents, students and teachers as the key drivers of academic achievement and a more socially just education. In this workshop I invite participants to consider how clearer thinking about implicit and explicit social theory-in-use can support a critical reframing of sociological findings.

Michael Corbett is Professor of Rural and Remote Education at the University of Tasmania. Corbett's research interrogates contemporary and historical conceptions of the rural, and particularly the ways in which these conceptions have played into policy and discourse around education, teacher education, and literacies. This work has included studies of rural outmigration, educational decision-making, literacies in rural contexts, conceptions of space, place, and the viability of small rural schools.

- ***Subjectification, individuation and attitudinal alignment – Associate Professor Joy Hardy, University of New England***

This workshop will explore various philosophical positions concerning subjectification and individuation. A historical approach is presented, spanning key

thinkers from Descartes to Derrida. The workshop then embraces the ‘linguistic turn’, highlighting the constitutive role of language in the construction of subjectivities and individuation generally. This provides a segue into attitudinal alignment through the use of evaluative language. The Appraisal framework (Martin & White, 2005) will be introduced through activities involving analysis of evaluative language in texts. Attitudinal alignment through the use of evaluative language will be considered in relation to researchers, research subjects, research methods and the writing process. Specifically, the workshop will introduce participants to the application of the Appraisal framework to analyse literature and demonstrate the distinctive kinds of critical insights that can be gained. The workshop will also introduce participants to the potential of Appraisal analysis to critically evaluate data collection instruments, e.g., interview protocols, and the data collected in terms of how the instruments and data may position researchers and research subjects. Relevance to participants’ research interests will be explicitly drawn out. Identification, articulation and critical analysis of the effects of attitudinal alignment through evaluative language in the research process have relevance across philosophical divides. No prior knowledge of textual analysis or linguistics is assumed.

Joy Hardy is currently Principal Research Manager: Policy Frameworks at the SiMERR National Research Centre, University of New England. She is currently involved in two large research projects: ‘Establishment of an Applied Research and Development Partnership between Philippine Normal University and University of New England in the area of Teacher Education Curriculum, Assessment and Accreditation’ and ‘Evaluation of the Impact of Selected Reforms: Improving Teacher Quality National Partnership’. Her broader research interests include teacher quality, teacher accreditation, environmental education, applied linguistics in education, philosophy of education, theories of truth, epistemology, poststructural perspectives in education, and poststructural critiques of language and cultural production.

- ***Ethnography: Researching and writing social worlds – Associate Professor Liz Mackinlay, The University of Queensland***

“Ethnography attempts to understand another life world using the self – as much of it as possible – as the instrument of knowing”, writes Ortner (1995, p. 173). With a variety of meanings and applications, ethnography continues to play a dynamic role in the ever-changing landscape of social science research. Ethnographers typically spend extended periods of time watching and participating in everyday contexts or ‘the field’, listening and talking, asking questions and interacting with others, and collecting artefacts in order to understand a particular kind of lived experience as performed and told by people themselves. In this workshop, we will discuss what it is that ethnographers actually do in terms of field methods and techniques, the kinds of data ethnographers usually collect and the types of analytic approaches adopted to make sense of lived social worlds. We will also explore ethnographic field methods and techniques and approaches to writing ethnography as well as the epistemological, political and ethical debates about them. Issues to be discussed will include: the politics of representation; power, ethics, and fieldwork; critical, feminist, anti/de/colonial and Indigenous methodological approaches to ethnography. Reference: Ortner, S. (1995). Resistance and the problem of ethnographic refusal. *Comparative Studies in Society and History*, 37(1), 173-193.

Elizabeth Mackinlay is an Associate Professor in the School of Education at the University of Queensland where she teaches Arts Education, Indigenous Education, and Gender Studies. Liz completed her PhD in Ethnomusicology in 1998 and continues her work with Aboriginal women at

Burrulula in the Northern Territory of Australia. She also completed a PhD in Education at the University of Queensland in 2003 and has a primary education degree from Charles Darwin University. Liz has been practicing ethnography for many years and has published many chapters and articles in the fields of ethnomusicology, Indigenous education, music and arts education, and feminist studies which draw upon this approach. Her most recent work explores decolonial options in ethnographic methods and takes an autoethnographic and creative approach to research and writing.

- ***Using Bourdieu in education research: Theory and methods – Dr Michael Mu, Queensland University of Technology***

This workshop will snapshot Bourdieu's sociology. In recognition of Bourdieu's work as a powerful theoretical instrument to speculate the reproduction of social orders and cultural values, the workshop will firstly discuss the core concepts of habitus, capital, and field – the foundational triad of Bourdieu's sociology. Although Bourdieu's original work was built on some quantitative studies, his sociology has been largely qualitatively used in education research. Different from the bulk of extant research, the workshop will secondly showcase some quantitative and mixed methods research that uses a Bourdieusian framework. Mindful of such a framework helping understand social practice at a macro level, the workshop will then make an attempt to think through the macro and the micro by weaving together Bourdieu's sociology with Garfinkel's ethnomethodology. The workshop will conclude with some reflections and communications in terms of how to better realise the full value of Bourdieu in education research.

Michael Mu is the Vice-Chancellor's Research Fellow at Queensland University of Technology, Australia. Before taking up this fellowship, Michael was a lecturer at Beijing Normal University, China and a Postdoctoral Scholar at the University of Calgary, Canada. Michael situates his scholarship in sociology of education, with a particular interest in diversity and inclusivity. Using Bourdieu's sociology, Michael has productively published his empirical work on identity, e.g., Chineseness in diaspora and rural dispositions of floating children. He has also published his large-scale quantitative work on teacher education in Chinese inclusive education. Michael is now the associate editor of the *International Journal of Disability, Development, and Education*. He also reviews a number of international journals.

- ***Working with concepts of place and space in educational research – Professor Simone White, Monash University***

This workshop focuses on what might be involved in researching *in, with and for* 'place(s)' and 'spaces(s)'. Appropriate to the particular location and context of this third series of theory workshops, many examples will be used highlighting studies of those who research in rural communities. Illustrations will be drawn from the recently published text, *Doing education research in rural settings: Methodological issues, international perspectives and practical solutions* (White & Corbett, 2014). Participants will have the opportunity for an interactive, critical discussion exploring what methodological issues (such as ethics, subjectivities, anonymity, standpoint) might need to be considered in their own education research.

Professor **Simone White** is Chair of Teacher Education in the Faculty of Education at Monash University, Melbourne. Simone's publications, research and teaching are focused on the key question of how to best prepare teachers for diverse communities. Her current research focus includes; rural teacher education; teacher education curriculum; professional experience; teacher professional learning; teacher educator career pathways and university-school-community partnerships.

