

### **Understanding the difference between the Worldviews, the Cultural Interface space: It's time for our Allies researchers to do the research before involving us in their research.**

*Kathryn Coff*

Many of you already know we are one of the most researched people in the world. Too often, First Nations ways of seeing and being in the world are not included, or are seen as an add on to the western, Non Indigenous Education system. We are still often invisible or seen as the ones that need to change and adapt. This is a workshop on understanding that many First Nations people feel like they are living in two worlds. I will discuss the differences in the worldviews, and I will facilitate an activity that will hopefully give people an understanding of how they could start seeing and being in the world differently. And most importantly, involving First Nations people from the start.

**To involve us in research, you yourself must do the work first. There are many of us writing in this space. Like all inquiry, we research first. Ask yourself, why do you want to involve us in your research?**

Different world views don't mean one is better than the other – it just means they're different. This isn't just about content or knowledge, many First Nations people believe you cannot own knowledge, knowledge comes from Country. So, ways forward may include research with equal partnerships, research in areas that will create changes in the classroom. Hear and actively listen to the voices of all First Nations people and let them guide your work. Research needs to change the way it sees knowledge. If we want to make meaningful sustainable change for all, then all of us need to be able to be in 'a place of learning' in this Cultural interface space.

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### **Getting Published During and After your Higher Degree by Research**

*A/Prof Nicole Mockler, University of Sydney*

*Editor in Chief, The Australian Educational Researcher*

The what, where and how of getting your work published relies to some extent on insider knowledge that isn't always immediately accessible to new researchers. This workshop will seek to demystify the process, focusing on strategies for getting your work published both during and after HDR candidature. We will explore key considerations in pitching your work to journals and publishers, and consider the benefits and potential drawbacks of publishing via different routes. The workshop will aim to give participants insight into the processes of publishing, particularly in the case of journals, from the perspective of both editor and author. It will additionally point to some useful resources to support postgraduate and early career researchers in seeking publication, and provide opportunities for participants to ask questions about getting their work 'out there'.

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## **Researching from the margins: Reframing normativity in education research (with reference to rural education)**

*A/Prof Philip Roberts, University of Canberra*

The establishment of the Australian Education Research Organisation, aka the National Education Evidence institute, has put the issue of ‘evidence’ squarely on the agenda for education researchers. Whenever we talk about the hallmarks of ‘evidence-based practice’, validity and objectivity, we inherently make assumptions about the standard of evidence and the absence of context and subjectivity in describing phenomena. In this seminar we explore how such assumptions assume a child, a teacher and a school that does not exist in reality. Using the concept of marginality, both physically and metaphorically, we examine how to include perspectives from outside the mythical centre/norm in research. In this seminar I will use the example of the rural as my primary organising principle to illustrative the dominance of metro-normativity and geographic narcissism in (Australian) educational research. However, I will also focus upon the explicit implications for the spatial organisation of cities and towns, and how more place-conscious approaches can enhance educational research more broadly, and ensure more inclusive research outcomes.

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## **The role and place of theory in scholarship: is it just about positioning yourself as an academic?**

*Dr lisahunter, Monash University*

Beings inherit and learn how to construct and interpret their world through the many experiences of living, within C/cultures of meaning making. Humans draw on ‘common sense’ approaches, attitudes and ideas to navigate life, sometimes referring to ‘theory’ to capture a system of ideas to explain something or justify a course of action. Sometimes people separate theory from practice, suggesting theory is the ‘thinking’ and mind-based part of life but this myth fails to understand the role and place of theory that we all engage with daily. Recognizing what theories we are using and then employing particular theories deliberately allow us entry into new worlds. But what has this to do with academic work? In this session, I will discuss the role and place of theory in doing academic work, in being an academic, in knowing...and why ‘theory’ is utilized as part of research and scholarship. Using illustrations from research and several theories, I explore my engagement with theory and invite you to pursue, situate your own, and play with theory.

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## **Research as activism?**

*Dr Eve Mayes, Deakin University*

This address will think with historical and contemporary debates about the role of the researcher in relation to activism. Thinking with the ongoing transnational School Strike for Climate movement, led in Australia by Seed Indigenous Youth Climate Network, Pacific Climate Warriors, School Strike for Climate (SS4C) and the Australian Youth Climate Coalition (AYCC), this address will explore some of the political, ethical and methodological possibilities and perplexities surrounding the relationship between “research” and “activism”.

Questions to be considered include: What is the role of the educational researcher in relation to present activism(s) and unknown futures, in the wake of violent histories that persist in the present that researchers are inescapably complicit and entangled with? What are the problematics of engaging in research *about/ on* activism/ activists? How could educational research be enacted *with/ amidst* activism, and what are the political and ethical tensions that accompany this methodological stance? What is activism – as an ontological question? What are the response-abilities of those institutionally positioned as researchers in relation to the trouble of research-activism? What does research (as) activism do – what difference does/ could it make?

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## **Educational research in diverse contexts: Got ethics?**

*A/Prof Liz Mackinlay, University of Queensland*

In episode eleven, season two of the popular TV show *The Good Place* (2018), Professor of Ethics Chidi Anagonye, reminds fellow residents Michael and Eleanor that, “Principles aren’t principles when you pick and choose when you’re gonna follow them”. The same might well be said in relation to research ethics and in Australia, researchers are required to follow the principles of ethical research as laid out by the National Health and Medical Research Council in the *National Statement on Ethical Conduct in Human Research 2007* (2018) in planning and performing research with human participants. This document begins with the following premise, “All human interaction, including the interaction involved in human research, has ethical dimensions. However, ‘ethical conduct’ is more than simply doing the right thing. It involves acting in the right spirit, out of an abiding respect and concern for one’s fellow creatures”. Drawing on my experience as Chair of Central and Local Ethical Review Committees, in this workshop we will explore what it means to be able to answer affirmatively when asked in relation to your research project, "Got ethics?" We will engage in a historical and contemporary reading of the National Statement to better understand why we have the current ethical approval processes we are all obliged to undertake. Through the lens of both institutional and relational ethics, we will consider the four principles of the National Statement (research merit and integrity, respect, justice and beneficence); the definition of high and low/negligible risk research; and come to a deep understanding of the meaning of informed consent, privacy and anonymity in educational research practice.

### **References**

National Health and Medical Research Council. (2018). *National Statement on Ethical Conduct in Human Research 2007*. [https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018#toc\\_15](https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018#toc_15)

The Good Place. (2018, 18 January). *Rhonda, Diana, Jake, and Trent* (Episode 11, Season 2). Television Series. NBC.

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## **AMA Session: Career building**

*Dr Troy Heffernan, La Trobe University*

This session is an open, interactive conversation about the experiences of completing a PhD and becoming an Early Career Researcher. Discussions will be prompted and guided by research about doctoral studies, precarious employment, and what might be expected when securing an academic appointment. The session explores the changing expectations for academics over time, and how ECRs and aspiring academics might prepare for a relatively uncertain future. We will also explore the advice ECRs are often offered. While advice is almost always well intentioned, ECRs need to be able to decipher whether this information is the best advice for them, in their area, with their experiences, and if it supports them to work towards the futures they want.