

# DISRUPTING HIGHER EDUCATION DIALOGUES



**DEAKIN**  
UNIVERSITY

**23-25 NOVEMBER 2016**

Deakin University Burwood Corporate Centre,  
Level 2, Building BC, 221 Burwood Highway, Burwood

# TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>Welcome</b>  | <b>2</b>  |
| <b>Program</b>  |           |
| Wednesday 23 November<br>Free Public Symposium:<br>What Future for the 21st Century University? | <b>3</b>  |
| Thursday 24 November<br>Conference Day 1  | <b>4</b>  |
| Friday 25 November<br>Conference Day 2  | <b>5</b>  |
| <b>Abstracts and Speaker Biographies</b>  |           |
| Jill Blackmore  | <b>6</b>  |
| Rebecca Boden   | <b>7</b>  |
| Trevor Gale   | <b>8</b>  |
| Andrea Gallant  | <b>8</b>  |
| Radhika Gorur   | <b>9</b>  |
| Liam Grealy   | <b>10</b> |
| Nicolas Lewis   | <b>10</b> |
| Rebecca Lund  | <b>11</b> |
| Louise Morley   | <b>12</b> |
| Hiroshi Ota   | <b>13</b> |
| Shaun Rawolle   | <b>14</b> |
| Fazal Rizvi   | <b>14</b> |
| Emma Rowe & Andrew Skourdumbis  | <b>15</b> |
| Julie Rowlands  | <b>16</b> |
| Terrie Seddon   | <b>16</b> |
| Neil Selwyn   | <b>17</b> |
| Pat Thomson   | <b>17</b> |
| Ly Tran   | <b>18</b> |
| <b>Our Venue - How to Get to Here</b>   | <b>19</b> |

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The event hashtag is #dhed16

35 17

23 Nov 2016

# WELCOME

**Higher education is undergoing rapid and radical transformation globally. It is timely for a critical analysis of the drivers, trends and debates characterising this transformation.**

This conference seeks to explore key issues such as higher education policy, research funding, university governance, internationalisation and global ranking, the future of academic work and freedom, intergenerational renewal, equity and diversity, and the role of the university with regard to the public good. Such issues are of significance for both the current and the next generation of academics, for students who as graduates will be entering the precarious workplaces of digital economies, for employers and NGOs across all sectors facing globalised markets and flows of people, for those who research, teach and manage in the field of higher education and policymakers as well as for community members in regional economies for which Australian universities are increasingly central.

This conference offers theoretical and future oriented provocations on a wide range of relevant issues through a dialogue among leading international and Australian scholars over two days. Attending this conference is a must for academics, postgraduate researchers, managers and policymakers, community members and others interested in current challenges to and the future of the 21st Century university.

The researchers involved in the Education Governance and Policy Program in REDI welcome you to the conference and anticipate that it will contribute to the debates about the future of higher education.



Jill Blackmore

Alfred Deakin Professor

23 November 2016

# FREE PUBLIC SYMPOSIUM

WEDNESDAY 23 NOVEMBER

## What Future for the 21st Century University?

4.00 pm–4.30 pm

Registration

Level 2, Burwood Corporate Centre,  
Building BC, 221 Burwood Highway, Burwood

4.30 pm–5.45 pm

Plenary: What Future for the 21st Century University?

Chair: Professor Jill Blackmore, Deakin University

Panel: Professor Rebecca Boden, The University of Roehampton

Professor Trevor Gale, The University of Glasgow

Associate Professor Nicolas Lewis, The University of Auckland

Professor Louise Morley, The University of Sussex

Professor Hiroshi Ota, Hitsobashi University

Professor Pat Thomson, The University of Nottingham

5.45 pm–6.30 pm

Q&A

Your opportunity to ask our panel of experts for their thoughts on current issues affecting the higher education landscape.

6.30 pm–7.30 pm

Refreshments

Please join us for drinks and canapés.

# DAY 1

## THURSDAY 24 NOVEMBER

Join us as leading academics discuss their latest research, theories and future-oriented provocations relating to the higher education landscape

### 8.30 am–9.00 am

#### Registration

Level 2, Burwood Corporate Centre,  
Building BC, 221 Burwood Highway, Burwood

On Australian Research Collaborations in Asia.  
Fazal Rizvi, The University of Melbourne.

Ubuntu, Pedagogy and Professional Learning in  
International Education.  
Ly Tran, Deakin University.

### 9.00 am–10.45 am

#### Policy and Politics

The Wild West University?  
Rebecca Boden, The University of Roehampton.

Critiquing 'Policy by Numbers': The Affordances and  
Limitations of a Sociology of Measurement.  
Radhika Gorur, Deakin University.

What Happens After the Knowledge Economy:  
Challenging and Refashioning the Social Contract for  
Higher Education.  
Shaun Rawolle, Deakin University.

### 1.00 pm–2.00 pm

Lunch

### 2.00 pm–3.45 pm

Being Governed

Reworking the Academic Habitus: In Theory and  
Practice.  
Trevor Gale, The University of Glasgow.

Responsive Regulation: Between Privatisation and the  
Human Right to Education.  
Terri Seddon, Australian Catholic University.

On the Silencing of Practising Academics Within  
Decision-Making Around Teaching and Research.  
Julie Rowlands, Deakin University.

### 10.45 am–11.15 am

Morning tea

### 11.15 am–1.00 pm

Re-imagining Internationalisation

Recent Policies and Changes in Internationalisation in  
Japan.  
Hiroshi Ota, Hitotsubashi University.

### 4.30 pm–5.30 pm

Plenary: What Needs Disrupting?

Rebecca Boden, Trevor Gale, Hiroshi Ota and Fazal  
Rizvi.

# DAY 2

## FRIDAY 25 NOVEMBER

### 8.30 am–9.00 am

#### Registration

Level 2, Burwood Corporate Centre,  
Building BC, 221 Burwood Highway, Burwood

### 9.00 am–10.45 am

#### Equity and Gender

Troubling Intra-actions: Gender, Neoliberalism and  
Research in the Global Knowledge Economy.  
Louise Morley, The University of Sussex.

The Continuing Balancing Act of Gender Equity: a  
Norwegian Case Study.  
Rebecca Lund, Aarhus University.

Groundhog Day in Higher Education: Diversity, Equity  
and Social Innovation.  
Jill Blackmore, Deakin University.

### 10.45 am–11.15 am

#### Morning tea

### 11.15 am–1.00 pm

#### Academic Work and Impact

Mission Creep and Academic Work: A New Zealand  
Perspective.  
Nicolas Lewis, the University of Auckland.

Academic Work in the Digital Age.  
Neil Selwyn, Monash University.

Disrupting Limited Definitions of Teacher Quality: A  
Review of the Teacher Education Ministerial Advisory  
Group Report (TEMAG).  
Emma Rowe & Andrew Skourdombis, Deakin  
University.

### 1.00 pm–2.00 pm

#### Lunch

### 2.00 pm–3.45 pm

#### HDR and Generational Change

The Uberisation of Academic Advice, Support and  
Services.  
Pat Thomson, the University of Nottingham.

Generationalising HDR Change: Implications for  
Supervision.  
Liam Grealy, The University of Sydney.

Orchestrating Generational Change in the HDR Field.  
Andrea Gallant, Deakin University.

### 3.45 pm–4.45 pm

#### Closing Plenary

How Do We Disrupt, Speak Back and Resist?

Nicolas Lewis, Louise Morley, Neil Selwyn and Pat  
Thomson.

# ABSTRACTS AND SPEAKER BIOGRAPHIES

Our speakers hail from all corners of the globe and are leaders in their respective fields. Read their conference abstracts, and learn what makes them tick.

## Jill Blackmore

Groundhog Day in Higher Education: Diversity, Equity and Social Innovation

Recent print and social media interest in gender politics would suggest something new is happening. But after 40 years of gender equity policy in Australia, this is like Groundhog Day for feminist policymakers, practitioners, researchers and advocates; but with a difference. Whereas feminist backlash was previously more subdued, it is now blatantly part of everyday political discourse (Trump) and extremist. The overtone is without civility. As the evidence of everyday sexism, racism and even violence in the workplace, home and society endured by many women and girls increases, there is sudden recognition in government and corporate circles that economic and social inequality is divisively undermining social cohesion in a democratic society.

The paradox in higher education, where women are numerically dominant and student populations culturally diverse, racial, ethnic and gender diversity in leadership is not evident. The 'problem' is being defined in economic terms and policy by numbers: more women in STEM, more girls in science and maths, more women in leadership. These strategies echo gender equity reforms of the 1980s and 1990s, which largely benefitted white middle class women and girls. The irony is that equity reform was being promoted in the context of globalisation and dominant policy responses of structural (neoliberal market driven reforms of HE) and cultural backlash (rising social conservatism and middle class anxiety). The corporatisation of the university has seen equity policy domesticated. Hypercapitalism has produced hypermasculinist expectations with regard to academic and leadership performance, disengaging many, while promoting limited notions of what constitutes innovation and entrepreneurialism, thus countering the discourse about how diversity is economically and socially beneficial for all. This paper considers and alternative conceptualisation that puts the social and relational as central and which considers equity as critical to social innovation.



## Biography

Jill Blackmore is Alfred Deakin Professor of Education in the Faculty of Arts and Education, Deakin University, former Director of the Centre for Research in Educational Futures and Innovation and Fellow of the Academy of Social Sciences Australia. Her research interests include, from a feminist perspective, globalisation, education policy and governance; international and intercultural education; educational restructuring, leadership and organisational change; spatial redesign and innovative pedagogies; teachers' and academics' work with a focus on equity. Recent publications include 'Critical Perspectives on Educational Leadership: Nancy Fraser'. (Blackmore, J., 2016, Routledge), 'Globalised Re/gendering of the Academy and Leadership' (Blackmore, J. Sanchez, M. and Sawers, N., 2016, Routledge) 'Mobile Teachers and Curriculum in International Schooling' (Arber, R., Blackmore, J and Vongalis-Macrow, A., 2014, Sense) and 'Repositioning the University: Changing Governance and Academic Work' (Blackmore, J., Brennan. M and Zipin, L., 2010, Sense).



## Rebecca Boden

### The Wild West University?

In the UK, and increasingly the rest of Europe, public policy for higher education has promoted and proclaimed the virtues of competition, marketisation and privatisation. This paper maps the dynamics of how UK universities have shifted from being institutions grounded (not always successfully) in social economy practices of public good, democracy and societal advancement to quasi or pseudo-commercial hierarchical organisations marked by the contractualism and financialisation of the market economy.

Higher education, I argue, is rapidly developing as the new 'Wild West Frontier' to which corporate interests are flocking in search of gold. Once there, as in the 19th century USA, they entice the resident locals to abandon traditional ways of life and join in the gold rush.

The principal vectors of this change, mapped in this paper, are transitions from: stakeholder to customer ideologies; Polanyi's concept of the 'Republic of Science' to 'Science as Paid-for Service'; individual rewards as prestige and regard to remuneration and corporate-style career progression, and; from the production of public good to private gain. The technologies by which these transitions have been effected are metrics and other accounting devices, free-market economics and, management approaches such as human resource management.

In quest of new imaginaries for universities, this paper explores how the liberalised, deregulated environment in which higher education operates also opens up the possibility for universities which are part of the social rather than the market economy. Such organisations might include cooperatives and other member-benefit organisations. The possible benefits in terms of knowledge production and student outcome are explored.



### Biography

Rebecca Boden is Professor of Critical Management at the University of Roehampton, London. An accountant, the principal focus of Rebecca's research is on how regimes of accounting and financial control affect the nature and functioning of universities. Rebecca is a principal partner in Universities in the Knowledge Economy (UNIKE) - a major EU-funded collaborative research project investigating the dynamic relationships between universities and knowledge economies in Europe and in the Asia-Pacific Rim.

## Trevor Gale

Reworking the Academic Habitus: in Theory and in Practice

In this paper I consider the impact on academic practice of academic workload management – particularly the use of publication output targets – under the influence of UK and Australian higher education research assessment exercises. My understandings of such influence is at first theoretical and then practical. They are grounded in Bourdieu's theory of practice and in his account of primary and secondary 'pedagogic work' that forms and reforms the habitus. I am particularly interested in how an academic's own practices, which might initially conform to evolving performative regimes and be rationalised as simply 'playing the game', then act on the academic habitus to reform it in the likeness of the prevailing higher education field. That is, I reason that the habitus is not simply the subject of the pedagogic work of others. Research performativity requirements become embodied within academics at their own hands, and from which performative practices ensue. But I am also interested in the extent to which Bourdieu's concepts of doxa and illusio allow us to imagine an alternative response, one in which the collective academic habitus of the future is shaped through reflexive and disruptive individual research practices in the present.



## Biography

Trevor Gale is Professor of Education Policy and Social Justice, and Head of the School of Education at The University of Glasgow. Trevor is a critical policy sociologist researching issues of social justice in contexts of influence and of practice in schooling and higher education.

## Andrea Gallant

Orchestrating Generational Change in the HDR Field

The new public management (NPM) discourse is a major force in the Higher Degree Research (HDR) field. The next generation of PhD graduates will have had a vastly different type of exposure to the HDR field. The presence of the NPM discourse commences with the competitive PhD entry, based on performance indicators, which are even more onerous for those who are applying for scholarships, and especially for those seeking equivalence to the traditional Honours pathway. Economic efficiencies are now an element of candidature, such as achieving a timely completion (before the allowed maximum submission date). Technical solutions are controlling the HDR field with a focus on inputs and outputs, such as accountability measures around supervision in order to achieve timely completions. The NPM discourse is likely to change the nature of who gets accepted in a PhD, supervision, the PhD thesis and the HDR graduate and in doing so orchestrating generational change.



## Biography

Andrea Gallant is the Higher Degrees by Research Coordinator for the Faculty of Arts and Education at Deakin University. Andrea's research focuses on how power is legitimised consciously and unconsciously. Andrea investigates how organisational justice is enacted in workplaces and particularly how the public management discourses had become legitimised in workplace cultures and its impact on individuals' careers and attrition rates in Education. Within schools, Andrea conducts a participatory inquiry mentoring program for early and mid-career teachers.

## Radhika Gorur

Critiquing 'Policy by Numbers': The Affordances and Limitations of a Sociology of Measurement

The rise of new accountability and audit practices in higher education has been widely recognised and critiqued. A desire for calculating yield of investment has led to an intense focus on measuring and quantifying 'output' – publication statistics and other 'impact' measures; student satisfaction surveys; and a range of ranking schemes that now determine the worth of the work of academics, the worth of the research they produce and the worth of the universities in which they work. Some critics have pointed out that such measures are narrow and even inaccurate.

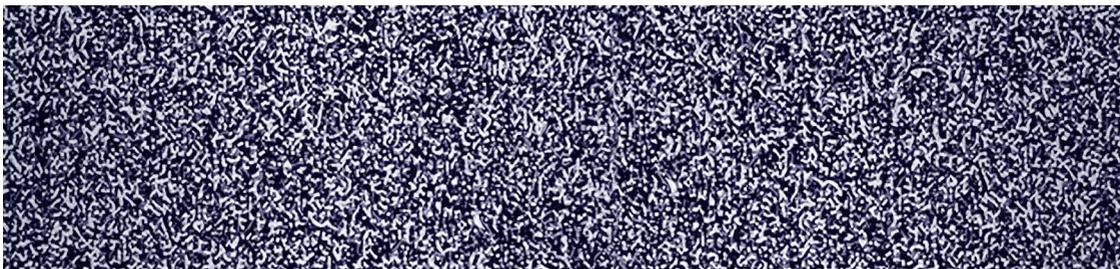
Others have argued that their use in governing higher education institutions is skewing the work of academics and the nature of what is valued in ways that are detrimental to academia both in the short run and in the longer term. At the same time, the performativity of such numbers is making it all but impossible for even sensible university governors to ignore such measurement. Views around the value and role of quantification in education are becoming increasingly polarised. Moreover, it has become difficult now to speak back against such numbers without sounding subversive, obstructionist or irrational, because 'trust in numbers' (Porter, 1995) and 'governing by numbers' (Rose, 1991) are global phenomena, pervasive in every field of endeavour. This paper explores the possibilities afforded by 'sociology of measurement' in productively critiquing such accountability measures, highlight some emerging work in this area.

It examines how, using concepts from Science and Technology Studies (STS) and focusing on practices, sociology of measurement provides accounts of numbers-in-the-making and the participation of such measurements and audit practices in mediating life and work within universities. It suggests that such a sociology can make a useful contribution to the work of speaking back to contemporary regimes of accountability in higher education.



## Biography

Radhika Gorur is a Senior Lecturer at Deakin University, and a Director of the Laboratory for International Assessment Studies. Radhika's research seeks to understand how some policy ideas cohere, stabilise, gain momentum and make their way in the world. Exploring contemporary practices of quantification and 'evidence-based policy' has been central to her research agenda. Using material-semiotic approaches and concepts from Science and Technology Studies (STS), she has been developing and contributing to a 'sociology of measurement and numbers' that makes explicit the instrumental and constitutive work of quantification, calculation and comparison in policy. Based on a series of empirical studies, mainly relating to large-scale comparative assessments such as PISA, Radhika has been elaborating how the 'character of calculability' is imposed in specific policy settings and what consequences such impositions entail. Radhika is currently studying initiatives in assessment and accountability in low-income nations and exploring the possibilities for inclusive, collective and sustainable accountability practices.



## Liam Grealy

### Generationalising HDR Change: Implications for Supervision

This paper examines higher degree research (HDR) supervision through the concept of generation. It considers the ways that a broad range of recent historical changes in the higher education system that can be characterised as massification, internationalisation, and marketisation have effected notions of the PhD and of best-practice supervision. In doing so, it reflects on the stories we tell about changing universities and the demands we make of supervision practices, including the utility of 'generation' to explain historical differences.



## Biography

Liam Grealy is a Research Associate in the Department of Gender and Cultural Studies at the University of Sydney. Liam's current research projects are focused on media classification systems, higher degree research supervision, and preventive detention.

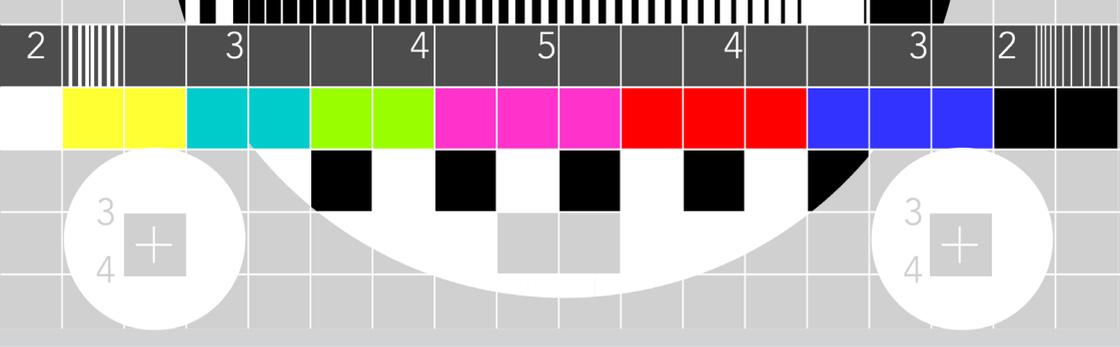
## Nicolas Lewis

### Mission Creep and Academic Work: Reclaiming our Commitments

In a remarkable 48 hours at the University of Auckland in late September 2016, the shifting shape of academic labour in universities took an alarming form. A day after meeting the Tertiary Education Union to discuss harassment in the workplace, the Director of Human Resources sent striking members an abrupt email suspending them from work and docking their pay. Union members replied with a largely polite barrage of scornful emails outlining just how many hours they had worked that week. The following day, the Vice Chancellor launched the 'For All Our Futures' fundraising campaign with gala pomp and ceremony. The campaign pledged to commit the university's research effort to answering 'the biggest questions facing modern New Zealand society', as identified by the Senior Management Team. Meanwhile, the New Zealand Herald trumpeted 'NZ unis ranked among greatest globally again'.

Beyond the interlaced ironies of this conjuncture, the case invites a renewed engagement with the depressingly familiar managerialisation of the university. In this paper, I explore three themes to examine how renewed managerial assaults are entangled in the university's mission creep: the working lives of academics; the rise of relational labour; and strategies to secure labour relations that will safeguard the critical and democratic roles of the university. The paper argues for the development of a political project in which critical commentators engage university managers in a field of struggle over the production, circulation and realisation of relational and reputational capital.





## Biography

Nicolas Lewis is Associate Professor in the School of Environment at the University of Auckland, where he also coordinates the School's contribution to the geography courses in the Postgraduate Diploma in Teaching run through the Faculty of Education. Nicolas' research interest include: geographies of neo-liberalism and the state; the post foundational geographies of Brand New Zealand; governance and the making of industries; geographies of education (particularly the internationalisation of education and emerging knowledge spaces); the New Zealand wine industry and the political economy of the small island Pacific. These various themes are integrated by a central interest in the production of subjects, the spaces of governance and the geographies of the core problems of the state associated with translating influence or control in micro settings.

## Rebecca Lund

The Continuing Balancing Act of Gender Equity: A Norwegian Case Study

The University of Agder aims to increase the number of female professors and research leaders, and is receiving funding from The Norwegian Research Council to do so, and has named this the 'Balance Project'. The Balance Project has both a practical and a research dimension that complement each other.

The practical dimension of the project is: (1) to integrate gender perspectives in leadership meetings and training; (2) create 'trial committees' and carry out mock evaluations of selected female associate professors (første emanuensis), with the purpose of providing them feedback and support to climb the career ladder and achieve a professorship; (3) establish 'search and find' committees, dedicated to finding female talents.

The research dimension of the project involves: (1) following and evaluating the implementation of the practical measures; and (2) study the gendered nature of academic work, work cultures and the institutional dimensions that reproduce inequality. Drawing on Institutional Ethnography (Smith 2005) we have started to explore the everyday work lives of female associate professors at the University, and will also unpack the social relations and institutional texts that shape their work life and engagement with meritorious and non-meritorious work. We will show the ways in which Norwegian policy in some ways contribute to strengthening the gender gap in academia, and furthermore also identify room for action if gender equality is the goal.



## Biography

Rebecca Lund is a Marie Curie Postdoctoral Fellow in the field of educational anthropology, working for the European initial training network (ITN) research project UNIKE (Universities in the Knowledge Economy). Rebecca holds an MA in Political Science, with a particular interest in feminist studies and political philosophy. Rebecca's PhD focused on the field of organisation studies, as part of an interdisciplinary critical higher education research project which drew upon and developed institutional ethnography and feminist theory to study the social effects of university reforms on academic work, culture and notions of excellence resulting from these.

Throughout her PhD studies she was affiliated with Institute for Gender studies at Tampere University. Rebecca has a solid foundation in the social sciences, and has not limited herself to one discipline which has been a tremendous strength. Through using and developing theory and methodology from sociology, feminist studies, anthropology, cultural studies and critical management/organisation studies, Rebecca has enabled herself to speak and collaborate with people from a wide range of disciplines and, as a result, she has taught and given lectures in fields such as gender studies, organisation studies, sociology and the arts.

Rebecca is involved as a Researcher and expert advisor on the Norwegian Balance project, working to increase the amount of women in the upper echelons of Norwegian academia.

## Louise Morley

Troubling Intra-actions: Gender, Neoliberalism and Research in the Global Academy

In this presentation, I will discuss the gendered implications of the neoliberal research economy. I will argue that neoliberalism has been installed via material, discursive and affective means including funding and employment regimes and the stimulation of a range of emotions including fear, shame, competitiveness, and pride.

A focus will be on how academic research is aligned with the political economy of neoliberalism. That is, how research is valued for its commercial, market, and financial benefits. When this is added to the on-going misrecognition and under-representation of women as research leaders, there are dangers of a highly gendered and exclusionary research economy. Exclusions raise questions about who is defining the field of social research, who are the standard makers, and what are the performance indicators? A related question is whether the exclusion of certain social groups, ideologies and methodologies produces epistemic exclusions, normative reproduction, and intellectual closures in a global economy?



## Biography

Louise Morley is a Professor of Education and Director of the Centre for Higher Education and Equity Research (CHEER) at the University of Sussex.

Louise's research and publication interests focus on international higher education policy, gender, equity, women and leadership, micropolitics, quality, and power.

Louise has recently completed a research project on Widening Participation in Higher Education in Ghana and Tanzania, and is currently working on the knowledge transfer of this project. She directed a Department for International Development (DFID)/Carnegie funded research project on Gender Equity in Commonwealth Higher Education. In the UK, she has conducted policy research for Higher Education Funding Council for Education (HEFCE) on establishing the needs of employers for information about the quality and standards of higher education provision.

Louise's publications include *Gender Equity in Selected Commonwealth Universities Research Report No. 65*, DFID (2006); *Quality and Power in Higher Education* (2003) Open University Press; *Organising Feminisms: The Micropolitics of the Academy* (1999), Macmillan.

## Hiroshi Ota

### Recent Policies and Changes in Internationalisation in Japan

While internationalisation-related policies are a relatively new development in many national contexts in Asia, some countries have been active in this realm for many years. Japan is one such example, particularly in terms of policies to attract international students. My paper reviews the recent trends of Japan's governmental internationalisation initiatives, in order to illustrate how such policies and activities have evolved and shifted to respond to changing national circumstances and priorities. The recent competitive government projects for internationalisation typically have a fixed funding period, which makes it difficult for institutions to make a long-term commitment to the internationalisation after the funding period ends. The lack of stability in financial resources for those projects also created a situation where staff and faculty members who are specially hired for these projects operate under mostly fixed-term and nonrenewable contracts, with unstable working conditions.

The legitimacy of the top-down approach to internationalisation in Japan can be questioned, as the government continues creating policies at a quick pace. Indeed, problems of micro-management from the government, homogenisation among top universities, and the limitation of funding to a small number of leading universities have been highlighted. As internationalisation of Japanese higher education seems to have been led by central government policies from early on, one wonders about the role of institutions in the crafting of these policies and how committed they are to them, beyond the funding opportunities they offer. The dynamic between policymakers and policy implementers may be an important consideration for Japan moving forward, as in many other countries around the world.



### Biography

Hiroshi Ota is Professor of the Centre for Global Education at Hitotsubashi University, Tokyo, where he serves as Director of the Hitotsubashi University Global Education Program. Prior to his current position, he worked for the Office for the Promotion of International Relations at Hitotsubashi University, the School of Commerce and Management as International Student Advisor at Hitotsubashi University, the Office of International Education at the State University of New York at Buffalo, and Toyo University, Tokyo. His research primarily focuses on higher education policies and practices related to internationalisation and international student mobility in a comparative perspective. From the State University of New York at Buffalo, Hiroshi received his Ed.M. in 2001 and PhD in Social Foundations of Education (Comparative and Global Studies in Education) in 2008. He was awarded a Fulbright Scholarship to study international education administration in the U.S. in 1996.

## Shaun Rawolle

### What Happens After the Knowledge Economy: Challenging and Refashioning the Social Contract for Higher Education

In 1996 the OECD published the Knowledge Based Economy as a chapter in its ongoing series Science, Technology and Industry Outlook, which was subsequently adopted by member nations as a next phase of economic development. One of the key claims of the OECD's text was the emergence of a new economic phenomenon, and a call to explore its relationship to traditional economics in relation to higher education, research, science and technology. The neologisms promoted by the OECD were taken up in different nations in different ways, and were represented in different ways in these countries. In Australia, the knowledge economy was promoted as a new kind of social contract. Drawing on data related to the spread of the knowledge based economy in OECD nations, this paper examines the kinds of social contract that have been established in different nations, and argues that a new social contract is emerging.



## Biography

Shaun Rawolle is a Senior Lecturer in Education at Deakin University. Shaun's recently published book 'Improving Schools: Productive Tensions Between the Local, the Systemic and the Global' explores school improvement policy - from its translation into national contexts and school networks to its implementation in leader and teacher practices in individual schools and classrooms within this network of schools and its impact on students' learning.

## Fazal Rizvi

### On Australian Research Collaborations in Asia

Based on a recent report by the Australian Council of Learned Academy (ACOLA) on 'Smart Engagement with Asia' (2014), this paper provides an analysis of recent attempts by Australian researchers to collaborate with the nations of Asia, encouraged greatly by the Australian government and universities, in their effort to promote the goals of internationalisation of Australian higher education. The paper will map current interactions and concentrations of research activity, in an attempt to provide an account of the incentives for collaboration and identify some of the challenges that the Australian researchers and universities face. I want to argue that while transnational research collaborations have considerable potential for driving research productivity, Australian researchers need to be cautious about the dilemmas of working in a transnational space and also of reproducing the legacies of instrumentalist and orientalist assumptions that have for more than a century defined Asia-Australia relations.



## Biography

Fazal Rizvi is a Professor of Global Studies in Education at the University of Melbourne Australia, as well as an Emeritus Professor at the University of Illinois at Urbana-Champaign in the United States. He has written extensively on issues of identity and culture in transnational contexts, globalisation and education policy and Australia-Asia relations. A collection of his essays is published in: Encountering Education in the Global: Selected Writings of Fazal Rizvi (Routledge 2014). Professor Rizvi is a Fellow of the Australian Academy of the Social Sciences and a past Editor of the journal, Discourse: Studies in Cultural Politics of Education, and past President of the Australian Association of Research in Education (AARE).

## Emma Rowe and Andrew Skourdoumbis

Disrupting Limited Definitions of Teacher Quality: A Review of the Teacher Education Ministerial Advisory Group Report (TEMAG)

This paper is a case study of the Teacher Education Ministerial Advisory Group (TEMAG) report, Action Now: Classroom Ready Teachers (Action Now hereafter).

The TEMAG was established by the Australian government in 2014 and tasked with inquiring into the quality of initial teacher education across the nation. It maintains a strong emphasis on evidence-based approaches for determining teacher quality, and also for the delivery and provision of initial teacher education courses. In this presentation, we aim to disrupt but also progress the dialogue around teacher education and teacher quality. In keeping with the contemporary school education policy focus that equates student outcomes with teacher quality, the Action Now report of the TEMAG reproduces and consolidates the accountability and market logic of teacher education. We draw on the concept of reification, or 'objectification' arguing that the Action Now report reconditions our conception(s) of teacher quality and education.

The TEMAG report demonstrates a contraction in scope for a progressive teacher education, further reflecting the de-professionalization of teachers and the academics that work with them. While the agenda in teacher education has shifted towards a system constructed reckoning, the struggle to articulate the instabilities of dominant market induced objectives into teacher education is heightened. Part of the challenge for current teacher education academics is to renew their responsibility in opposing aggressive neo-capitalist forays of audit and accountability, and question existing political and institutional demands on not only teacher education but also school education.

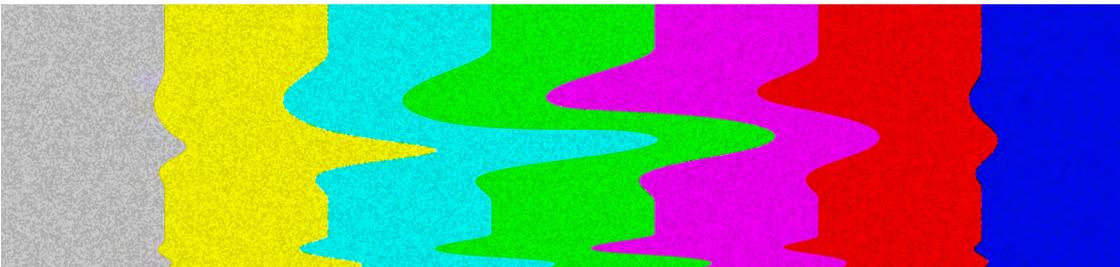


### Biographies

Emma Rowe is an early career researcher and Lecturer in Education at Deakin University. Her research utilises mixed-methods to examine globalised educational reform and policy, and how this interacts with the consumption and marketing of education. Emma's forthcoming book, 'Middle-class School Choice in Urban Spaces: the Economics of Public Schooling and Globalised Education Reform' will soon be published by Routledge (2016).



Andrew Skourdoumbis is a Senior Lecturer in Education at Deakin University. His research interests include curriculum theory, policy analysis, teacher practice and educational performance. Andrew investigates global reform efforts in education that impact teacher practice and the way that exacting methods of research govern teacher performance.



## Julie Rowlands

### The Silencing of Practising Academics Within Academic Governance

This paper presents comparative empirical data from England, the US and Australia on academic boards (also known as faculty senates or academic senates) to highlight ways in which changes within contemporary academic governance effect a diminution of academic voice within decision making about and that affects teaching and research. Drawing on Bourdieu's notions of academic and intellectual capital it highlights the limited capacity of analyses of university power relations that are predicated upon managerial and collegial governance as being at opposite ends of a spectrum to account for the multiple academics who have taken up line management or executive-level roles, and the many practising academics who undertake quite substantial administrative roles alongside their teaching and research. The paper concludes by arguing that a more nuanced reading of Bourdieu's academic and intellectual capital, combined with his concept of the divided habitus, offers significant potential for a deeper understanding of the complex ways in which the asymmetries of power within universities are developed and maintained. In turn, this potentially opens the way to transformational academic governance practices that could potentially reassert academic voice within decision making about academic matters.



## Biography

Julie Rowlands is a Senior Lecturer in Education at Deakin University. Julie's research uses university governance, in all its forms and at all levels, as a lens through which to consider the changing role and function of universities and of higher education systems. Within Julie's research there is a particular focus on asymmetries of power in decision-making and she draws primarily on the theories of Pierre Bourdieu to consider and explain these power relations. Julie's book on academic governance in Anglophone nations is being published by Springer in November 2016 and she has recently co-edited and contributed to a volume on practice theory in education, with colleagues Dr Julianne Lynch, Professor Trevor Gale and Dr Andrew Skourdombis, to be published by Routledge in January 2017.

## Terri Seddon

### Responsive Regulation: Between Privatisation and the Human Right to Education

Terence Francis 'Terry' Moran AO AC was Secretary of the Department of Prime Minister between March 2008 and September 2011. He was appointed by Kevin Rudd and also served Julia Gillard, but he has been best known in education since 1987 for his advocacy of privatisation, human capital development and public sector reform. In recent commentaries, Moran has indicated some disquiet with this reform trajectory, which raises questions about imaginable directions for education reform. Reflecting on the 'space of orientation' that has steered Australian education reform since the late 1980's, I draw out Moran's epistemology of reform and juxtapose it to two cases of educational renewal: one in Melbourne and the other in South Africa. I argue that the limits of privatisation relate to 'flat world' thinking which fails to see how responsive regulation rests on more than meeting perceived customer needs and finding the right people to execute the strategy.



## Biography

Terri Seddon is Professor of Education and Leadership Studies at the Australian Catholic University. She brings 40 years of expertise to the adult education and lifelong learning sector. Terri is recognised as Fellow by the Australian College of Educators and Australian Academy of Social Sciences.

Terri's current research addresses the meaning of education and the nature of educational work given global-national transformations in governance and the effects of educational privatisation. This research informs innovative initiatives, such as the Intercontinental Masters in Adult Learning and Global change: a networked teaching program between Universities in Canada, South Africa, Sweden and Australia.

Terri is a member of Women in Adult and Vocational Education (WAVE) and the Australian National Council of Women, and is also series editor of the Routledge World Yearbook of Education (since 2006) and sits on Editorial Boards, including the European Education Research Journal.

## Neil Selwyn

### Academic Work in the Digital Age

Digital technology is utterly integral to academic work in 2016 ... but not in wholly beneficial and/or desirable ways. In this presentation, Neil Selwyn argues for the need to change the conversations that we have around the digital labour of higher education. Above all, he makes a plea for thinking otherwise about technology and academic work ... exploring alternative ways that technology might be used. This is not a case of being 'for' or 'against' the presence of digital technology in academic work. But this is a case of rigorously questioning, challenging and critiquing how digital technology has taken a stranglehold over our work as academics in the contemporary university.



## Biography

Neil Selwyn is Professor of Education at Monash University. His research and teaching focuses on the place of digital media in everyday life, and the sociology of technology (non)use in educational settings.

Neil has written extensively on a number of issues, including digital exclusion, education technology policymaking and the student experience of technology-based learning. Neil has carried out funded research on digital technology, society and education for the Australian Research Council, the Economic and Social Research Council (ESRC), the British Academy, the British Broadcasting Corporation (BBC), the Nuffield Foundation, the Spencer Foundation, the Gates Foundation, Microsoft Partners in Learning, Becta, the Australian Government Office of Learning and Teaching, the Australian Communications Consumer Action Network, the Centre for Distance Education, the Welsh Office, the National Assembly of Wales and various local authorities in the UK.

Neil is co-editor of the journal 'Learning, Media and Technology', and a regular keynote speaker at international conferences. Neil is a core member of the 'Learning with New Media' research group within Monash University. Recent books include: 'Is Technology Good for Education?' (2016, Polity), and 'Digital Technology and the Contemporary University' (2014, Routledge).

## Pat Thomson

### The Uberisation of Academic Advice, Support and Services

University students, from undergraduates to doctoral researchers, can now easily access a wide range of web-based resources and services, ranging from completed essays and theses to coaching and self-help advice. These services and resources are of variable quality and have very different provenance; some are blatantly commercial and ill informed, while others are theoretically grounded and offered in the spirit of open access and public discussion. I will discuss this emerging landscape and consider the implications for supervisors, institutions and those, like myself, engaged in online support practices.



## Biography

Pat Thomson is Professor of Education at the University of Nottingham, where she is Convenor of the Centre for Research in Arts, Creativity and Literacy (CRACL), and Director of the Centre for Advanced Studies, which serves the faculties of Arts and Social Sciences.

Pat is known for her interdisciplinary engagement with questions of creative and socially just learning and change. Much of this work has been in collaboration with Professor Christine Hall. Pat has a long term research partnership with Professor Barbara Kamler with whom she writes about academic writing. Her academic writing and research education blog 'patter' is archived by the British Library and posts are frequently republished elsewhere.

Pat currently sits on the Editorial Boards of the Journal of Educational Administration and History, Teaching Education, Education Review, the Journal of Education Policy, International Journal of Leadership in Education, International Journal of Research and Methods in Education, the Australian Educational Researcher, Ethnography and Education, Improving Schools and the Journal of Educational Administration and Foundations. She reviews regularly for the Australian Research Council and other research funding bodies.

## Ly Tran

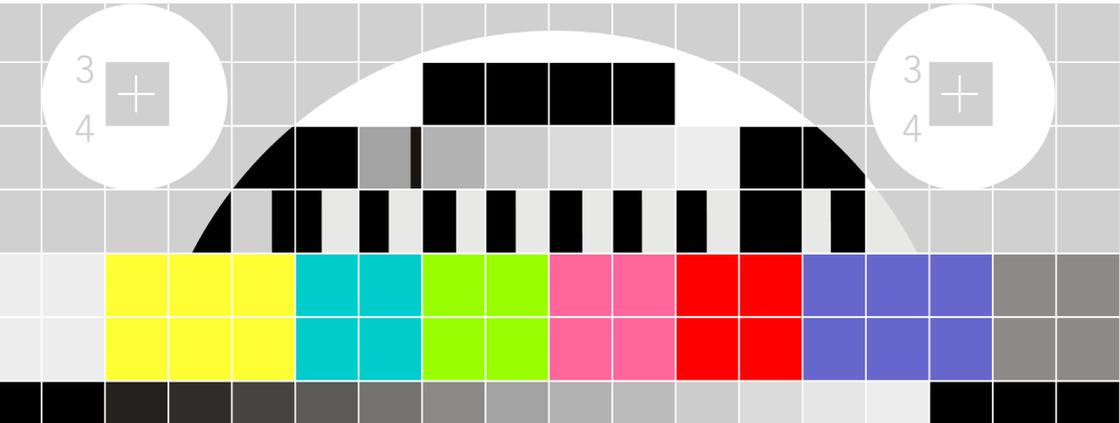
### Ubuntu, Pedagogy and Professional Learning in International Education

This presentation uses the construct of Ubuntu, an African philosophy, as a conceptual lens to examine the key tenets of pedagogy in international classrooms and draws implications for teachers' professional learning. It addresses three main ways that the Ubuntu perspective can manifest in facilitating teaching and learning with international students and internationalising the learning experience for all: humanness, connectedness, and situatedness. The paper offers new insights into how an under-researched, non-western human wisdom – Ubuntu – can be used to interpret internationalisation practices and teachers' professional learning in international education. In particular, Ubuntu is used in the paper as a critical framework to challenge the conventional ways of viewing international students as the 'other' in 'our' educational system and international education as a commodity. In doing so, the paper highlights a critical need to promote reciprocity and collectivism in professional learning in international education. The paper thus contributes to both theory building and provokes consideration of an alternative pedagogical lens particularly suited to international education.



### Biography

Ly Tran is a Senior Lecturer in the School of Education at Deakin University and an Australian Research Council DECRA – Discovery Early Career Researcher Award – fellow. Her research and publications focus on student mobility, staff professional learning, pedagogy and curriculum in international education and Vietnamese higher education. Ly has been awarded three grants on international education by the Australian Research Council. Her book, 'Teaching international students in vocational education: New pedagogical approaches', won the 2014 International Education Association of Australia Excellence Award for Best Practice/Innovation in International Education.



# OUR VENUE

## BUILDING BC

### Getting here

From Melbourne CBD it takes about 1 hour to get to Deakin's Burwood Campus using combinations of train, tram and bus.

### By tram

The most direct journey is by tram: Take the 75 tram from Stop 4 (Flinders Street) to Stop 63 (Deakin University/ Burwood Highway).

### By train

Take a Belgrave or Lilydale line train to Box Hill Station, take the escalators up to the bus interchange and take the 201 Deakin shuttle to Deakin University.

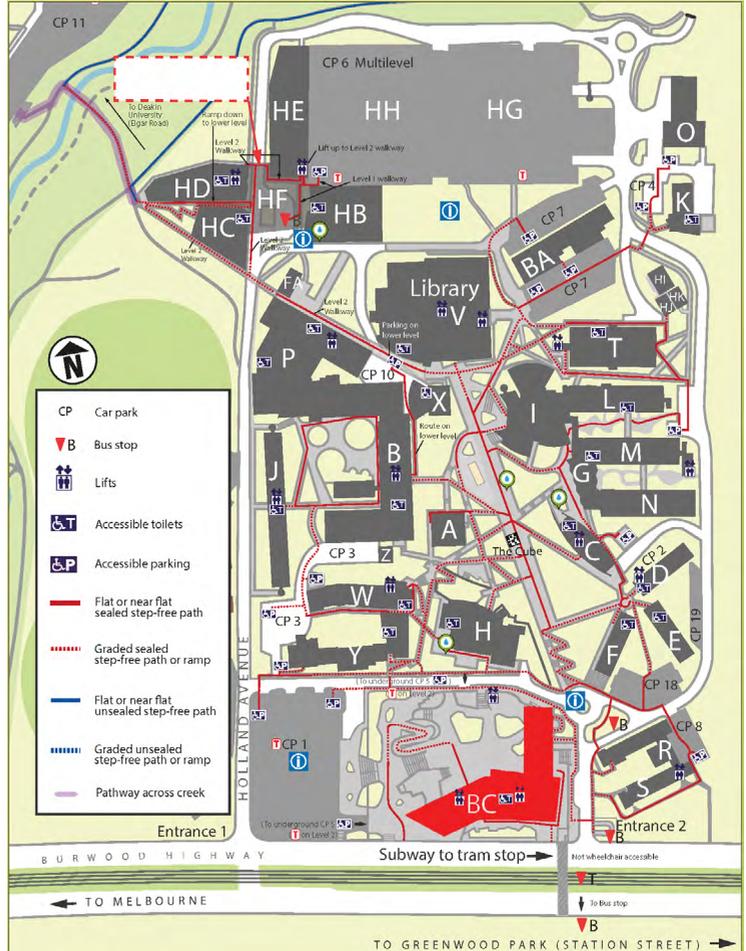
Plan your journey to Deakin by public transport:

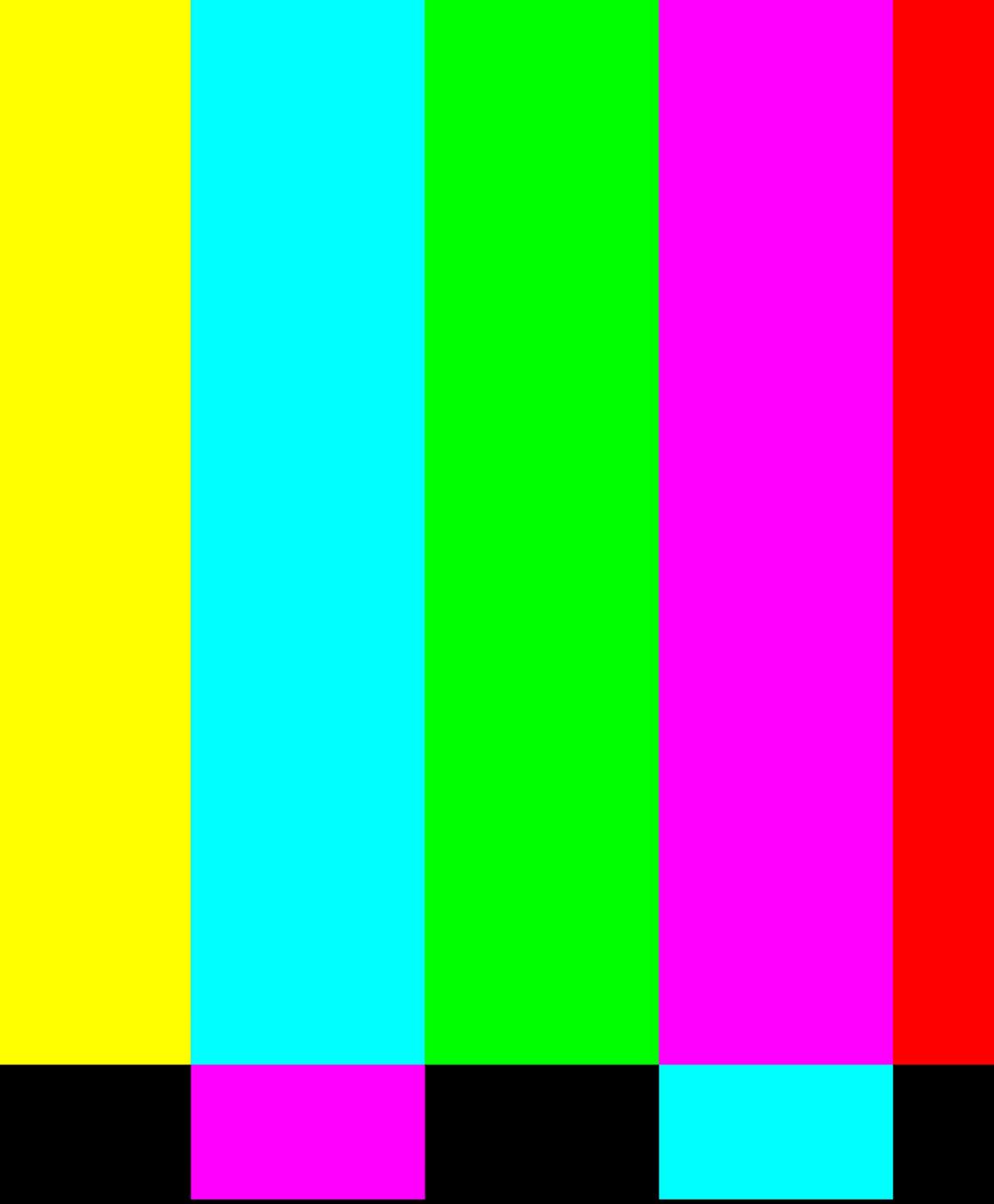
[www.ptv.vic.gov.au](http://www.ptv.vic.gov.au)

### By car

The Burwood Campus is a 25-minute drive from the Melbourne CBD, depending on traffic:

1. From the Melbourne CBD join the Monash Freeway (M1)
2. Take the Burke Road exit
3. Turn right at Toorak Road and follow it for about 10 minutes
4. Toorak Road becomes Burwood Highway and you'll see Deakin University on the left
5. Turn left into the second entrance (Gate 2), and turn left at the roundabout and follow signs for car parking.
6. Car parking at Deakin can be paid online via the Cellopark app. Download the app, set up an account, enter your car registration details and enter the Deakin University Burwood car park zone number 1040300.





## [deakin.edu.au/REDIconference2016](http://deakin.edu.au/REDIconference2016)

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