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New England

HASSE Research Week 2019



At the University of New England,
Armidale

Building E11, Room A3

18th -22nd November 2019

Most sessions will be available to watch live using Zoom. Simply follow the link:

<https://une-au.zoom.us/j/800303080>

Acknowledgements

Organiser: Gina Butler

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Designed by Megan Daniels

Monday 18th November, 9:30-11:00am

It is not just water: what drives the integrity of river ecosystems?

Professor Martin Thoms

Professor-Geography and Planning

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Abstract

Flow is assumed the ultimate driver of the structure and function river ecosystems. However, other non-flow related drivers also influence the integrity of river ecosystems. Riverine landscapes are a product of the interactive effect of hydrology and geomorphology – hydrogeomorphology – defining the spatial heterogeneity and temporal variance of ecosystems within these landscapes. Food chain length (FCL) is an integrator of community and ecosystem dynamics in river systems. Studies investigating the interactive effects of multiple drivers on FCL are limited for rivers. A data set of 75 rivers from different continents and climatic regions was used to investigate the interactive effect of hydrology and geomorphology on FCL. We hypothesised that FCL will increase with physical heterogeneity and increasing hydrological variance will have an additive influence on FCL. A significant curvilinear relationship between physical heterogeneity and FCL was found, with hydrological variance having a regulating influence. Ecosystem size had no effect on FCL. Environmental variability, in time and space, is a key interactive driver of ecosystem dynamics including FCL.

Biography

Martin Thoms is Professor and Chair of Geography and Planning. He is an interdisciplinary river scientists that researchers rivers as complex Social – Ecological Systems. He has collaborative research programmes in throughout Australia as well as in Chile, Europe, South Africa and the USA. He has been the regional editor of the international Journal River Research and Applications for last 15 years and the Past President of the International Society for River Science. Currently he holds Senior Visiting Scientist positions with the US Geological Survey and the US EPA.

Water and Distributive Justice

Professor Adrian Walsh

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Abstract

In this talk I shall provide an overview of my project on water and distributive justice. This project primarily focuses on the question of what makes a system of allocating water, amongst competing users and competing uses, fair or just. I shall consider four issues. Firstly, I shall explain why we should regard the question of the just allocation of water as being fundamentally a problem of political philosophy and not of hydrology or economics. Secondly, I shall consider what implications different theories of justice will have, in a practical way, for our systems for allocating water. Thirdly, I shall consider how environmental questions regarding the consequences of human water use might be integrated into traditional human-centred theories of distributive justice. Finally, I shall touch on some methodological questions concerning how the essentially *a prioristic* methods of political philosophy can best engage with empirical material about water systems. The ultimate aim of the project is to develop a Theory of Just Water.

Biography

Adrian Walsh works predominantly in political philosophy, the philosophy of economics and applied ethics, although he also has a keen interest in questions of philosophical methodology and in political questions concerning the proper boundaries between scientific disciplines. He has published widely in these areas.

Walsh has been at UNE since 1997 and in that time he has taught on a diverse range of topics including, bioethics, critical reasoning, social and political philosophy, game theory, the metaphysics of personhood and philosophical method. He has held research fellowships at the University of St Andrews and the University of Helsinki and is currently an Associate Editor of the *Journal of Applied Philosophy*. At the present time he is working on a book on *Water and Distributive Justice*. His most recent publication is the co-edited book *The Ethical Underpinnings of Climate Economics* (Routledge 2016).

Adrian Walsh's research interests are concentrated in Political Philosophy and Applied Ethics. In political philosophy he has worked on questions of distributive justice, the normative underpinnings of economic theory, the concept of meaningful work and the ethical status of markets and of commercialisation. In applied ethics he is interested in questions surrounding the commercialisation of many ordinary social practice such as sport, the allocation of water and organ donation. He also has been deeply involved in recent debates about the extent to which the importation of methods from one discipline to another might be regarded as unwarrantedly imperialistic. He is currently working on a book on the just distribution of water.

Creative methods in environmental literary and cultural studies: CoWS Reflective Process Diary

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Abstract

Just as research questions are changing in response to planetary emergency, so too are research methods. The Community Weathering Station (CoWS) endeavours to respond to this shift. CoWS has two related but distinct research goals. It is a creative experiment in operationalising a theoretical concept and a community-oriented response to an environmental crisis. “Weathering” as a conceptual tool seeks to link the big and the small—planetary climate shift meet everyday habit in the question “how is climate change me?” (Neimanis and Loewen Walker, 2014). This seemingly the strange question is the crux of the concept. CoWS thus seeks to turn “weathering” from theoretical proposition into knowledge to understand what embodied experience and community planning would look like if governed by this concept rather than the more familiar terms sustainability or resilience, for example.

At the same time, CoWS is a practice-based and community-oriented research project co-creating a response to drought in Armidale but also guided by the idea of weathering. In this, the question “how is climate change me?” becomes “how is climate changed experienced differently by different people?”. CoWS thus seeks to open up ways into questions of difference, equity and justice in, through and as a response to the crisis of the current water shortage. This paper will reflect on the first few performative events held by CoWS in Bingara and Armidale, in order to take stock of the process of turning these events into recognisable research data and outputs for a variety of different audiences.

For information on CoWS go to: www.communityweatheringstation.net

Biography

Jennifer Hamilton is feminist environmental humanities researcher and a lecturer in English literary studies. Her most recent writing is “On Bucketing Water – and a response to Jonathan Franzen” (<https://overland.org.au/2019/09/on-bucketing-water-and-a-response-to-jonathan-franzen/>) and “Desk Work” <https://sydneyreviewofbooks.com/novel-idea-fiona-mcgregor/>

Monday 18th November, 11:30-1:00pm

Inventing a new musical language

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Abstract

The 1950s and 1960s were a period of great musical experiment as composers and performers tried to expand the expressive possibilities of instruments through extended techniques. Many of these experiments were comparative failures with compositions that were little more than catalogues of funny sounds. Composers have therefore had to not only discover new sounds but also discover how to forge them into a coherent language. This illustrated presentation looks at some of the ways that I as a composer have tried to create coherent experimental and avant-garde works by focusing on particular extended techniques at a time and thereby creating new musical languages with internal consistency, but at the same time maintaining links to historical techniques and structures.

Biography

Benjamin Thorn has a wide background in the creative arts. As a composer his music is published and performed around the world, including in major international events like the World Music Days. He composes both for virtuosic professionals and for educational contexts, and has also prepared performing editions of baroque and renaissance works

Permafrost: A Case Study for Collaborative Models in Composer-Performer Collaboration

Dr Alana Blackburn & Dr Donna Hewitt

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Abstract

This paper provides an in-depth study of the collaborative process used in the creation of a new work, *Permafrost*, for live recorders and fixed electroacoustic media. The work resulted from a collaboration between two musicians, recorder player Alana Blackburn and electroacoustic music composer Donna Hewitt and the outcome comprises two versions of the work, one in stereo and one for 5.1 surround sound. The collaborative process merges the different knowledge backgrounds and musical practices of the artists, bringing contemporary classical musical approaches together with recording and production approaches typically encountered in the popular music studio production contexts. The approach taken to this work aligns with Robert Davidson's notion of 'stylistic pluralism' (2014) that is becoming so prevalent in contemporary music making, merging not only stylistic sound worlds but importantly stylistic processes. We also draw on Sawyer and DeZutter's (2009) *Distributed Creativity* model and we examine their concept of *collaborative emergence* in the context of the creation of this work. As a result of this *stylistic pluralism* and *collaborative emergence*, we see an interesting shift in the roles of improvisation, recording and notation in this new work. The process discussed in this paper highlights the collapsing traditional composer/performer, creator/disseminator hierarchies of the 19th Century and maps the decision-making process and input of the artists, demonstrating the iterative nature of the collaborative creative process.

Finally, the paper looks at the successful nature of this collaboration and what elements are important for a smooth and conflict free collaboration.

Biography

Dr Blackburn is a highly regarded recorder player performing as a soloist and ensemble musician throughout Australia, New Zealand and Europe; Alana has performed with a number of ensembles including The Royal Wind Music, The New Dutch Academy, Salut! Baroque, The Bell Shakespeare Company, Pinchgut Opera, The Sydney Consort, The Tall Poppeas and The Sydneian Bach Choir.

Dr. Hewitt is a performer, vocalist, electronic music composer and instrument designer. Her primary interest in recent years has been exploring gesture in mediatized performance environments and new ways of interfacing the voice with electronic media. She is the inventor of the eMic, a sensor enhanced microphone stand for electronic music performance which she has been developing and performing works with both locally and internationally for the past 11 years. She is the co-founder (with Julian Knowles) of the audio-visual performance group Macrophonics.

References: Davidson, Robert. (2014) Collaborating Across Musical Style and Boundary (Chapter 5, p65) in Barrett, Margaret, S (Ed.) Collaborative Creative Thought and Practice in Music. Ashgate;

Sawyer, R. K. and DeZutter, S., (2009) Distributed creativity: How collective creations emerge from collaboration. *Psychology of Aesthetics, Creativity and the Arts*. 3(2) 81-92.

Phytopoetics: Writing About Plants

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Abstract

For many, writing poetry about plants might seem tiresome or redundant. Surely, there are other subjects to write about? For instance, animals, politics, *political animals*, love, apocalypse, *apocalyptic love*? And what can be written about plants that hasn't been written before? The beauty of flowers (Wordsworth)? The rapture of ancient forests (Bryant)? Nonetheless, if we think of the profound diversity of plant life across the globe, then the subject matter is inexhaustible—it becomes the phytophilic preoccupation of one's work, in this life and the next. This presentation will elaborate the idea of phytopoetics from two perspectives: (a) as plant-like poetry that takes the botanical domain as its focal point and (b) as a broader disposition that reflects the other-than-human modes of being that are specific to vegetal life.

I will theorise phytopoetics vis-à-vis the photosynthetic inhabitants of several regions: the New England Tableland of northern New South Wales, the Southwest of Western Australia, Southeast Asia (Northern Thailand and Central Java, Indonesia) and the Northeast of the United States (New Jersey and Massachusetts). Examples from my phytopoetics in these places will allow me to elaborate some of the techniques I have used to write about—and with—plants as creative agents. For me, phytopoetics marks a shift from the representational (in which language depicts a natural object in the world and thus reinforces human-nature binarisms) to the intermediational (in which language proffers the medium for dialogical interaction between intelligent beings).

The presentation will include short readings from poems and discussion of the writing processes I have developed at various sites.

Biography

John Charles Ryan is Postdoctoral Research Fellow in the School of Humanities, Arts and Social Sciences. His interests include critical plant studies, Australian poetry and Southeast Asian ecocriticism. He is the co-editor of *The Language of Plants: Science, Philosophy, Literature* (2017, University of Minnesota Press) and *Australian Wetland Cultures: Swamps and the Environmental Crisis* (2019, Lexington Books). His monograph *Plants in Contemporary Poetry: Ecocriticism and the Botanical Imagination* (2018, Routledge) examines the crucial place of the botanical world in the work of Les Murray, Mary Oliver, Joy Harjo and other major poets.

The Playwright as Eco-Interventionist: Re-Shaping Realism in *The Tiniest Thing*

Dr Richard Jordan

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Abstract

A playwright, according to Stephen Jeffreys, “is an artist who plans four-dimensional events” (2019, p. 4). Within the dramatic theatre tradition, a play begins in a playwright’s mind, before being interpreted on the page by other theatre artists, brought to life in performance, and finally perceived by individual audience members. Although much can change along this communicative journey, the cause-and-effect structuring of dramatic events – what Aristotle referred to as *desis* –arguably remains the most stable playwriting element to survive through to production, framing the parameters of an audience’s experience. Working within this tradition, this paper articulates the process of incorporating nonhuman dramatic agents into my new play-in-progress *The Tiniest Thing*. Thematically concerned with climate change, the play features interventions by the nonhuman world at several key moments in the plot, as Nature functions as a “character” both metaphorically and dramaturgically. This integration of nonhuman dramatic elements follows my recent move to New England from Brisbane, and the embodied experience of writing in a regional setting plagued by drought. Though still unfinished, I view my experiments with *The Tiniest Thing* as belonging to a broader tradition of “Gods, Ghosts, and Gaia” in western playwriting, whereby nonhuman dramatic agents affect the unfolding *desis*: a tradition which is revealed in an urgent new light in the current context of climate change. Just as Gaia exerts agency on the world in which we live, so too might dramatic structure reflect this reality to a viewing audience, as humans and nonhumans interact in a cause-and-effect sequence of escalating events.

Biography

Richard joined UNE in 2018 after working for many years as a playwright and theatre producer, both in Australia and overseas. His plays have garnered several awards and honours, including the Queensland Premier’s Drama Award (*25 Down*, 2009), the Lord Mayor’s Award for Best New Australian Work (*Machina*, 2015), three Matilda awards (2009; 2015), a writer’s residency at Marrickville Council, Sydney (2011), a Creative Fellowship at the MacDowell Colony, New Hampshire (2013), and a public reading at the Royal Court Theatre, London (2008). Both *25 Down* and *Machina* are published by Playlab Press. In 2016 he established the “Incubator” New Writing Program in conjunction with Playlab in Brisbane, where he mentored 12 emerging playwrights. His PhD (UQ, 2015) identified a new genre of theatre called Posthuman Drama: plays that explore the innate tensions between the physical and digital worlds.

Non-Traditional Research Exhibition

Dr Paul Smith

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A series of five animations were developed over two years of collaboration in which I, as a composer, experimented with different ways musical scoring could be practiced for animations intended for art gallery exhibitions. While traditional approaches to using music to score visuals employ an accepted language of narrative based musical devices, I was afforded the opportunity to reconsider how my composing practice could become part of the artwork itself rather than operate as an ‘accompaniment’. Much film music literature addresses the political dynamic in which visual and aural cues are received in narrative form and these animations form part of an artistic project which investigates this question. The videos will be played on a loop in the foyer and in the Mac Lab.

Icarus on the Hill (2017), *Billy’s Swan* (2017), *with whom I was united by every tie* (2018), *My brother calls this place God’s country* (2018), *To see the ocean for the first time* (2018), Hand drawn animation, Todd Fuller; Music composition, Paul Smith.

Biography

Paul is a composer based in Sydney who specialises in writing opera and music for theatre. In 2016, his second chamber opera, *The Spider and the Runaway Plum Blossom*, was premiered in Singapore by the group Chamber Sounds. During 2018, Paul will workshop a new opera called *Chop Chef*, written in collaboration with writer Julie Koh, which satirises reality tv food competitions. Paul is coartistic director of Sydney-based Blush Opera and an associate artist represented by the Australian Music Centre.

Tuesday 19th November, 9:30-11:00am

The Landscapes of Production and Punishment project – Citizen Science data collection and digital platforms for offering information back to the public

Professor Martin Gibbs and Associate Professor David Roberts

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Abstract

As a means of collecting research data, the Landscapes of Production and Punishment project has engaged student volunteers and the public to help in the task of transcribing thousands of 19th century convict offence records, particularly for men at the Port Arthur penal station (1830-69). This presentation briefly summarises the processes in the Citizen Science process employed and considers some of the successes and difficulties. However, it also considers the social contract of returning data to the public domain. It demonstrates a new web-based interface that makes much of the *Landscapes* project's data available to people interested in learning more about Port Arthur, or for use while visiting the site.

Landscapes of Production and Punishment

Convict Australia has been variously depicted as a place of brutality, repression and exploitation, or else a relatively free society where exiles enjoyed higher living standards and better life opportunities than the British and Irish labouring poor. This dichotomy is largely due to inadequate understandings of the landscapes of convict labour extraction.

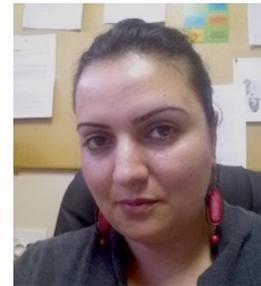
A University-mediated, classroom-based Professional Learning model for in-service primary teachers of Science, Technology, Engineering and Mathematics (STEM)

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Abstract

Primary teachers in rural Australian schools experience a range of challenges that limit their access to high quality Professional Learning (PL) in STEM. Travel distances, related costs and unavailability of relief staff make effective PL inaccessible for teachers. Other factors such as high teacher attrition and staff turnover, lack of experience, shortage of resources and equipment, and low levels of confidence in relation to STEM disciplines further highlight the need for effective PL opportunities tailored to deal with these peculiar rural complexities.

In this study, the researchers developed, implemented and assessed a novel model of PL to support primary STEM teaching. This model addresses the aforementioned challenges as it can be delivered online via videoconferencing, and during normal class time. The model also aligns with the AITSL criteria for effective PL: it provides tailored activities that meet specific teachers' needs, enables exchange of professional classroom teaching capital in schools, and establishes collegial networks among teachers and schools.

The model features two PL components. University educators and teachers co-design tailored STEM activities that respond to teachers' identified needs (e.g. a challenging science idea). This constitutes the first component of the teachers' PL. These activities are then delivered by one teacher in their own classroom and broadcast live via videoconferencing to another classroom where (1) students actively participate in the lesson, completing the same activities and interacting via the screen and (2) the teacher acts as a learner/observer during the lesson. This constitutes the second component of their PL.

Participatory action research, PAR, framed the design of this research. Researchers collected data from both students and teachers to (1) investigate the effectiveness of this setup in enhancing teachers' professional learning, (2) examine the impacts on students' learning and (3) Identify barriers and enhancers to the effective implementation of this PL model in regional NSW, Australia. Instruments comprised semi-structured focus group interviews, questionnaires and surveys. Four schools participated in this study over the course of 18 months.

Findings suggest that both teachers and students involved believed this model offers an excellent opportunity for meaningful STEM Learning. While technological issues were identified as the main challenge to the success of this model, teachers and students alike pointed out the importance of "trust" as an essential precursor for success. The authors argue that future research must address ways to facilitate and foster sustainable networking and trust building between teachers.

Biography

Dr Nadya Rizk is a member of the Science Education team at UNE. While a secondary science teacher by training, her research interests are in the professional learning of primary teachers in science. Dr Rizk coordinates EDSE101–Selected school science topics and EDSE359 – Teaching primary science and technology, the latter being a dedicated primary education unit.

Australian studies of videoconference and video-assisted instrumental music teaching: What have we learned? (A brief overview of a journal article published earlier this year, Anderson & Northcote in the Australian Journal of Music Education - Vol 52(1)).

Dr Alan Anderson

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Abstract

Technological advances in digital video and videoconference technology around the early 2000s led a number of researchers to investigate the practicalities of using videoconferencing technology for instrumental music teaching in online and blended learning contexts. Technical and instructional strategies were developed and recommendations made concerning the use of desktop video and videoconferencing technology for instrumental music teaching. As a first step in examining the take up and refinement of such strategies and the extent to which research and practice in this field has advanced, this paper presents a review of music education literature in conjunction with education technology literature, with a particular focus on school and tertiary education settings in Australia. Past and present themes are compared in addressing the question: How are desktop video and videoconference-mediated instrumental music teaching strategies being integrated in school and tertiary education settings in Australia? Technological and pedagogical developments are identified along with remaining challenges. Recommendations are made for further research and development of new models for using videoconferencing and video technologies in conjunction with other learning technologies. These recommendations have implications for on-campus and online education in the context of schools and tertiary colleges.

Biography

Dr Alan Anderson is a lecturer in music. His teaching and research expertise spans performance, popular music, music technology and music education. Alan has supervised Higher Degree Research (HDR) students to completion on projects investigating the impact of music technology on popular music performance, composition and recording. In addition, he has worked with cross-institutional research teams on distance learning projects involving TAFE colleges, universities and the School of The Air in rural and remote areas of Australia.

Please note, this presentation will not be available via Zoom

Rethinking Tertiary Online Learning Unit Design: Proactive Planning for Students with Disability

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Abstract

Since the advent of Inclusive Education in Australia, there has been a concerted push for the differentiation of pedagogical teaching approaches by educators. Such approaches have been shown to meet a diverse range of learner needs in today's classrooms. While progress is evident at the primary and secondary levels of education, significant barriers to the implementation of effective differentiation persist in tertiary education settings. A lack of differentiation has led to students with disability at the tertiary level experiencing unintended barriers including inaccessibility to curriculum elements due to limited representations of learning materials and restrictive assessment modalities. These barriers have resulted in disproportionate attrition rates for students with a range of disability. Utilising the principles of Universal Design for Learning (UDL) in an online pre-service teacher training unit, multiple means of representation of the learning content and multiple means of engagement were explicitly incorporated in the online unit design. This approach aimed to provide explicit modelling of UDL in practice for pre-service educators, as well as proactively supporting the engagement of students with disability. The UDL approach resulted in lower rates of student attrition overall and higher-grade attainment. This presentation will provide an in-depth look at the unit design, supporting tools utilised in the creation of the online content, the impact on student learning and a discussion of how such an approach can work as a useful template for broader application in tertiary online study.

Biography

Traci-Ann is in the final stages of her doctoral degree focusing on teachers' decision-making processes in the adoption and cessation of evidence-based practices when working with students with autism. Having studied at the University of Tasmania, Traci-Ann brings a wealth of on-campus and on-line teaching expertise with her. Having taught a broad range of subjects including Inclusive Education, Motor Development Across the Lifespan and Adapted Physical Activity. Traci-Ann has joined the Inclusive Education team here at UNE and is currently teaching in a range of units in her area of specialisation. These include Educating Students in Inclusive Environments, Autism: Psychological Theories and Educational Approaches, Functional Behaviour Assessment, Transitions: School to Community, Positive Behaviour Support (Special Education) and Classroom Management.

Tuesday 19th November, 11:30-1:00pm

The rise and spread of Canadian Aboriginal Syllabics: Perspectives for minority-language writing systems

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Abstract

The Indigenous alphabet or writing system of Canada – known as ‘Syllabics’ – is unique in that it was learnt by and disseminated among previously nonliterate Indigenous peoples with extreme rapidity. There exist well-documented first-hand reports of Indigenous people having learnt Syllabics within one or two weeks and, in turn, teaching it to their friends and family in an informal and non-institutional setting (Poser, 2003), to the extent that, by the late 1800s, certain Indigenous Canadian groups likely had the highest literacy rates in the world at the time (Rogers, 2005).

Today, the use of Syllabics among Indigenous Canadian peoples has declined somewhat due to past governmental assimilationist policies and forced English-language schooling. Nevertheless, the writing system continues to remain not just culturally significant, but also linguistically and pedagogically intriguing. Particularly interesting is the question of what it is about Syllabics that made it so easily ‘learnable’, in terms of both its structural as well as cultural features.

This talk will provide an overview of the structure of Canadian Aboriginal Syllabics, delve into the process of its rapid spread, and examine the properties of the writing system that likely encouraged its spread. Further research into these aspects holds promise for the teaching and learning of minority-language writing systems, including those of Indigenous Australian languages.

Biography

Arvind’s research interests lie in the domains of writing systems and literacy, sociolinguistics, phonetics and phonology, and language and dialect description. Much of his work has been on the Sindhi language of South Asia in terms of its scripts, phonology and sociolinguistics. In 2019, he was Visiting Scholar at the Department of Linguistics, University of Toronto, in conjunction with being the recipient of a HASSE Early Career Researcher Support Scheme award, for his ongoing project on the historical development and spread of Indigenous Canadian writing systems (<http://utlinguistics.blogspot.com/2019/09/visiting-scholar-arvind-iyengar.html>).

The Study of Migration as an Inroad to Interdisciplinarity and Pluralism in the Humanities

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Abstract

Questions of diversity and pluralism are increasingly appearing on the agendas of governments and universities alike. This paper examines emerging interests in the study of migration and transnationalism in the ancient Mediterranean world as a way to frame debates on pluralism and diversity both within and beyond the humanities.

Approaches to ancient Mediterranean history have changed drastically over the past three decades, with moves towards exploring themes of globalization, interconnectivity, and hybridity replacing previous views of the ancient world as “crisply bounded cellular entities” (Horden and Purcell 2000: 74; Morris 2003). These shifts have come about from multiple avenues, including (1) intellectual movements such as post-colonialism; (2) new methodologies in data manipulation such as Social Network Analysis; and (3) our modern-day experiences with globalization. At the same time, Classics as a field is facing new challenges stemming from its colonialist roots, as well as from more recent co-options of the past for ideologies of cultural superiority coupled with the continued marginalization of certain groups, past and present (Bernal 1987; more recently Bond 2017; Padilla Peralta 2017; Rankine 2019).

In this paper I explore both the pitfalls and potentials of moves towards transnational and globalized Mediterranean histories and how they might intersect with the modern-day challenges in the humanities. In particular, I bring the study of migration to the forefront in light of recent scientific advances in aDNA, isotope, and data analyses, advances that amount to what Kristian Kristiansen has called the “Third Science Revolution” in archaeology. These scientific advances, coupled with new models of Mediterranean history, have much to offer in terms of devising truer and finer-grained models of what a “globalized ancient Mediterranean” actually looked like. Moreover, integrating the study of migration into Classics and Mediterranean history can challenge, through both teaching and research, modern-day attitudes towards human movement rooted in cultural purity and exclusion.

Biography

Megan Daniels is lecturer in Classics and Ancient History at UNE. She hails from Canada, and studied in both Canada and the USA before coming to Australia. Her research interests, broadly, include religion and ideology in the eastern Mediterranean over the late Bronze and Iron Ages and, most recently, the study of migration and mobility in human history. She is working on several book projects - a monograph on the language of kingship in the Bronze and Iron Age eastern Mediterranean, an edited volume on data science, social science, and ancient religion, and another edited volume on interdisciplinary approaches to migration in European and Mediterranean history. She will present on the last of these three today - approaches to migration and mobility in human history.

'Wicked problems' in the healthcare app co-design process

Professor Michael Wilmore

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Abstract

Until relatively recently, processes of health application (app) design have been understudied and this has resulted in a lack of critical reflection on app creation, including curtailing opportunities to share insights and possible pitfalls that could inform best practice in the field. In response, this paper contributes to a growing body of literature that addresses this lacuna by exploring the experiences of the research and design team that developed a health app for pregnant women attending a large tertiary hospital in South Australia. Our analysis pays particular attention to the designer-researcher-user nexus exhibited in the 'co-design' process and in doing so, draws on Rittel's notion of 'wicked problems'. Ultimately, we show that app design is a problem-solving process that is reflective of a high degree of sociality, fluidity, accommodations and compromises.

Biography

Professor Mike Wilmore is a social anthropologist by training and brings the particular insights and research traditions of that discipline into his ongoing studies of global media. Professor Wilmore's research has focused on the development of media in Nepal and South Asia more generally. His interests include the uses of media by indigenous and other minority groups in post-colonial contexts. Professor Wilmore's research also looks in particular at aspects of community media development, including cable television and radio, as well as how people are using various Internet and mobile media technologies in South Asia.

Using art to explore issues of mental health in rural and regional Australia

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The captivating beauty and glamour of Australia's vast landscape has been captured by many writers. Some of these writers include Tim Winton and Judith Wright. While most of the Australian population is to be found in urban areas, the rural and regional areas too have their share of land owners most of who depend on farming and the keeping livestock. In rural and regional parts of the country, that vast landscape becomes a land of opportunity when the weather permits. When drought strikes the farmers can neither feed their stock nor till the hard, barren land. The farmers that do not commit suicide suffer from serious mental ailments. However, not much is known or documented about this state of affairs. This paper will examine Raimond Gaita's representation of mental illness in rural and remote Australia specifically at the time of early settlement. In his text *Romulus My Father* looks at this glamorous landscape and the challenges confronting the early settlers particularly at the family level.

Book Launch: *Still Loitering: Australian Essays in Honour of Ross Chambers*

Dr Valentina Gosetti and Dr Sophie Patrick



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In late October 2017, the profoundly sad news of Ross Chambers's passing reached Australia. Friends and colleagues scattered around the globe mourned the loss of a person of great 'humanity and humility', one of the most brilliant minds of his generation. This book is a tribute to Chambers's life and work and to his legacy among scholars in the global French studies, comparative literature and cultural studies communities. It is also rooted in that Australian context that he left behind, but never really left, a context that he indelibly marked, and in which he still lives on. *Loiterature*, perhaps Chambers's most famous book, prescribes slow and careful reading practices but also quick-witted analysis. This collection draws together tributes, essays and critical responses to his wide-ranging work from Romanticism to the present, all demonstrating, through practice, the generative value of 'loitering'. While melancholy and nostalgia are inescapable themes in this collection, loitering is also about imminent departures. And his work encourages us to explore that unexpected turn, possibly leading us in unforeseeable directions. This book suggests a few ways in which he will travel with us into the future.

Valentina Gosetti (DPhil, MSt Oxon, Laurea Bologna) teaches French at the University of New England (Australia), following her years as the Kathleen Bourne Junior Research Fellow in French and Comparative Literature at St Anne's College, in the University of Oxford. She is the author of *Aloysius Bertrand's 'Gaspard de la Nuit': Beyond the Prose Poem* (2016) and has edited and translated, with Adriano Marchetti and Andrea Bedeschi, the volume *Donne: Poeti di Francia e oltre dal Romanticismo ad oggi* (2017), a bilingual anthology of French-speaking women poets from Romanticism to the present day. She is also interested in poetry translation into minority languages. Her articles on Bertrand, provincialism, autoexotocist provincial practices, the provincial press, prose poetry appear in *PMLA*, *The Australian Journal of French Studies*, *French Studies Bulletin*, *Romantisme* (with Antonio Viselli), *La Giroflée Bulletin Bertrand*, and *Dix-Neuf*.

Dr Sophie Patrick was raised in New Zealand, Sophie completed a BA (Hons) and an MA in French at the University of Auckland, going on to pursue a PhD in French at the University of Western Australia. Prior to working at UNE, Sophie taught English at Université Jean Moulin Lyon III in Lyon, France, and then French language at UWA.

Her research interests include dystopian literature, social issues in literature, and French author Michel Houellebecq; these are reflected in her doctoral thesis which focused on declinism and dystopia in Houellebecq's novels. She also has an interest in medieval French literature.

Wednesday 20th November, 9:30-11:00am

Stay-in!

Carol Corless

Principal Supervisor: A/Prof Nathan Wise

Co-Supervisor: Dr Erin Ihde

Abstract

In 1937-1938 there were a series of strikes in Australia that began using an unusual form of direct action. These strikes were termed stay-in strikes in the newspapers at the time. A stay-in strike is where the first action after negotiations break down is for the employees to occupy the employer's premises. Australian strikes were not unique as this type of action had begun in 1933 in Poland, moved to France in 1936, onto America in 1936-1937 and then onto Australia. The strikes moved like a wave around the world and returned to France in 1938. The strikes of this type were a way for the workers to assert their demands while stopping the employers from putting other workers in their place. The industries affected in Australia were mining, gas production, railway sorting yard, an abattoir, a brewery and a lone lion tamer.

Biography

Carol Corless is a labour historian whose past research has focused on individual industrial disputes in Queensland. Carol is a Master of Philosophy candidate whose project is exploring a particular type of industrial action, the stay in strike. In the 1930s there was a wave of strikes that began in Poland in 1933, moved onto France in 1936, then onto America and Australia in 1937. The title of the MPhil project is 1930s Stay-in Strikes in Australia and this builds upon previous research that was conducted on a dispute at the Castlemaine Brewery in Brisbane in 1937. Carol has published an article on the dispute at the Castlemaine Brewery in the Queensland Journal of Labour History.

The Binh Chau Anchors: A 7th-8th CE Composite Conundrum

Ian McCann

Principal Supervisor: Dr Martin Gibbs

Co Supervisor: A/Prof Peter Grave

Abstract

Central Vietnam grew to become part of a complex system of ancient maritime trading routes between the West and East and had ports that served the long-distance sailing ships that voyaged across the Indian Ocean and Asian waters around the 8-9th centuries. In 2014, local fishermen recovered two composite anchors from the waters off Quang Ngai province in Central Vietnam. Having been stored in a local compound, these anchors are rapidly deteriorating. Due to their distinctive design and similar to the Indian Ocean type anchor, the anchors have the potential to answer questions regarding the form, function and evolution of anchor technology around this time period. This paper will outline the ongoing study on the anchors of utilizing experimental archaeology, archeometallurgical analysis, and isotopic investigations

Biography

Ian McCann's main focus of research is maritime archaeology in Vietnam, Japan and Western Australia. As an associate of the Vietnam Maritime Archaeology Project (VMAP) since 2013, he has been involved with teams searching for the battle sites of Bach Dang and Van Don, where the armies and naval forces of Kublai Khan (1260–1294) were defeated. Other research efforts have been into identifying trading ports in central Vietnam and terrestrial sites on Quan Lan Island. These date from modern times to 5000 BP. Ian has been involved with several Japan Maritime Archaeology Projects (JMAP), including their ongoing search for the Spanish galleon, the San Francisco, which sank off the Chiba coast in 1609. As are most maritime archaeologists, Ian is an eternal optimist

Moving Toward an *Equitable Opportunity* Approach in Gifted Education

Vanessa Bartley-Heterick

Principal Supervisor: A/Prof Huy Phan

Co-Supervisor: Dr Bing Ngu

Co-Supervisor: Dr Vegnes Maniam

Abstract

An examination of the theoretical literature in Gifted Education reveals the emergence of a new Gifted Education paradigm. This emerging paradigm focusses on equitable opportunity for students to engage with research supported Gifted Education practices (Dai & Chen, 2013), and is considered as responsive to identified equity issues in contemporary gifted education (Borland, 2018). Identified issues include the bifurcation of students as either 'gifted or 'not-gifted' (Borland, 2018), the assessment of students as 'gifted' outside of the educational context (e.g., psychometric assessments), and limited access to empirically supported educational practices (Colangelo, Assouline, & Gross, 2004). Current educational adjustments for students are considered as responsive to identification processes aimed toward the development of potential in students through engagement with a wide variety of provisions (e.g., Davis, Rimm, & Siegle, 2011). In contrast, the emerging gifted education paradigm focusses on providing flexible opportunity for all students to engage with learning as reflective of the transient expression of capabilities within the educational context (Matthews & Foster, 2009). Removing notions of 'giftedness' by responding to demonstrated capabilities of students through inclusive differentiation practices can be observed as addressing many of the equity issues constraining the implementation of gifted education within its current context.

Biography

Vanessa Bartley-Heterick has been a teacher in schools for more than 25 years. After completing a master's degree in Gifted and Talented Education, Vanessa has applied herself to investigating the position of Gifted Education in Australia. Her current Doctor of Philosophy studies focus on analysing the theoretical perspectives of Gifted Education, examining implementation issues in the current context of Gifted Education Policy, and conducting original research into understanding the position of Australian educators as pertaining to Gifted Education. This major research project looks to provide recommendations for Gifted Education policy and framework renewal in the Australian educational context. This is targeted toward improving student access to empirically supported Gifted Education practices.

Borland, J. H. (2018). Problematizing gifted education: Thinking radically about our beliefs and practice. In C. M. Callahan & H. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (2nd ed., pp. 71-82). New York, NY: Routledge.

Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). *A nation deceived: How schools hold back America's brightest students: Volume 1*. Retrieved from http://www.accelerationinstitute.org/nation_deceived/

Dai, D. Y., & Chen, F. (2013). Three paradigms of gifted education: In search of conceptual clarity in research and practice. *Gifted Child Quarterly*, 57(3), 151-168. doi:10.1177/0016986213490020

Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of the gifted and talented*. Upper Saddle River, NJ: Pearson.

Matthews, D. J., & Foster, J. F. (2009). *Being smart about gifted education: A guidebook for educators and parents* (2nd ed.). Scottsdale, AZ: Great Potential Press, Inc.

The Final Quarter

Michael Brogan

Principal Supervisor: Prof Dugald Williamson

Co-Supervisor: Dr Lewis Fitz-Gerald

Co-Supervisor: Dr Brian Denman

Abstract

In July 2019 the Final Quarter (TFQ) went to air on Channel 10 shortly after it premiered at the 67th Sydney Film Festival to a standing ovation. Who was the standing ovation for I wonder was it the filmmaker Ian Darling, the AFL player Adam Goods or ourselves Australian spectators!! On and off the field does this mean we have fessed up to the appalling behaviour that is Australian racism. Like the National Apology Australia is beholden to itself as if we're nation that didn't already know by its own history what Australia has become in are lifetime since that fretful day over decade ago.

The Final Quarter is an unscripted compilation of media stories and news items across all television and media platforms over the incident where 13-year-old girl calls Adam Goodes an "ape" during the AFL Indigenous round in 2013. The contradictions that are a feature of documentary films it is not surprising when considering social and cultural composition of contemporary Australian film audiences such as ours since the national referendum, multi-culturalism and affirmative action. Contemporary Australian audiences across all forms of entertainment besides sport permits us to recognise as spectators we're not all seeing TFQ the same way as everybody else!

Biography

Amongst Michaels many talents, Michael Brogan is a prominent art practitioner and arts educator, who is currently undertaking his PhD at the University of New England. Through his art, Brogan deals with the broader issues of alienation, personal narrative and social history, and explores many diverse and relevant avenues of contemporary visual dialogue.

Wednesday 20th November, 11.00am – 12.15pm

New ways of leading for girls

Debra Kelliher

Principal Supervisor: A/Prof Joy Hardy

Co-Supervisor: Dr Arron Sigauke

Abstract

The title of my project is *A participatory action research project identifying factors which enhance Prefect leadership capacity in female high school students in two independent girls' school*. I conducted the research using *participatory action research* (PAR) as the methodology, within a case study design. The case studies were a small, regional girls' independent school and a large, urban girls' independent school. Participants intervened in the annual calendar of school events to use the PAR process of planning, acting and observing, revising plans and reflecting. Data was gathered using synergetic focus groups and online surveys as methods. Codes of Identity, Power and Leadership were applied to code the data. Data was analysed using discourse analysis. Preliminary findings suggest that when social practice of leadership in schools is altered to give students autonomy, new knowledge emerges about leadership. This knowledge shifts prefects' behaviour and knowledge from a discourse of authoritarian, rigid, rule bound, positional leadership ("just wearing the badge") to leadership which is collaborative, inclusive and relational. Student leadership literature rarely writes from a student perspective. This research adds to a small body of work on girls (McNae, Haber-Curran, Archard) which critiques traditional leadership structures in schools. It focuses on leadership as a relational process and conceptualises both student identity and power as dynamic and shifting. Recommendations will be made for future research into girls' leadership, leadership in girls' schools, supporting girls' identity and student voice in schools. The findings will be of use to educators working with girls, principals and curriculum leaders of girls' schools and developers of girls' and young women's leadership programmes.

Biography

Debra Kelliher has had a career in education for over twenty-five years. She has a Master of Arts with First Class Honours from Auckland University and began her teaching career as an English teacher. In 2002 Debra was awarded a NSW Premier's Teacher Scholarship to study in the UK. She has been principal of two girls' schools in Australia, one regional and one urban. Debra has a keen interest in girls' education, leadership and student voice. The impetus for her Doctorate in Education came from observing girls in leadership roles in schools and a concern for the best ways to develop their leadership capacity. She is interested in women's leadership and principal wellbeing and is currently an Associate of the National Excellence in School Leadership Institute (NESLI) and will be facilitating programs in their Advanced leadership course in 2020.

Is education the magic bullet for reducing Indigenous inequality?

Bob Kirk

Principal Supervisor: Dr Kelvin McQueen

Co-Supervisor: Dr Rose Amazan

Co-Supervisor: A/Prof Bob Boughton

Abstract

This study seeks to clarify the relationship between educational outcomes and socioeconomic outcomes. Does improved educational results necessarily result in better economic conditions for Aboriginal and Torres Strait Islander (ATSI) people? When an Elder tells students “you gotta getta good education” they are assuming the common understanding that “A good education will lead to a good job”. Research indicates that this can be the case. Several studies demonstrate a strong positive correlation between education level and employment. For an individual at least, the path out of poverty is paved with education. So pervasive is this argument that it has been extended to the level of social policy and assumed to be a solution for many of the ATSI socioeconomic inequalities. Evidence from the Census and other data indicate this strategy may not be able to do the “heavy lifting” required by itself. Improvements in educational outcomes are not reflected by improvements in other socioeconomic indicators such as employment and income. It will examine educational and socioeconomic trends and the relationship between them. Further survey research will then examine the experience of ATSI workers in the workforce, private or public, racism, relevance of education and other aspects.

Mapping English language genres in an Arabic speaking country

Jennifer Ball

Principal Supervisor: A/Prof Susan Feez

Co-Supervisor: A/Prof Elizabeth Ellis

Co-Supervisor: Dr Zuocheng Zhang

Abstract

In a perfect world all languages would be equally important. However, in our world the English language wields unrivalled power, and as a consequence, learning English is empowering. However, English is not a one size fits all commodity. It is a set of tools used to achieve different social purposes in different contexts. Proficient users of English select from these tools and use them in contextually specific ways. English is thus subverted by the context in which it is used to best suit the purposes for which it is needed. To be truly empowered by English, learners must gain control of the variety of English used and valued in their particular context. This creates a challenge for English language teachers working outside of their own countries, where they may not have a full understanding of the use of English in that context. This problem is exemplified in Oman, a small country on the Arabian Peninsula. Like most of the Gulf countries, Oman has a rapidly developing tertiary education system which is almost exclusively English medium although the school system is Arabic medium. To bridge this gap, students must pass an English Language Tertiary Preparation Program which is taught predominantly by foreigners. My research aims to examine and describe the linguistic demands of the first year of a communications degree in an Omani College of Applied Science in order to inform the English Language Preparation Program of the college. The study is framed within the World Englishes literature and uses the tools of Systemic Functional Linguistics and the Sydney Genre Analysis, to understand the influence that the unique context of an Omani tertiary institution has on the types of texts students are required to write in their degrees. The data consists of graded student writing, college documents and teacher interviews. To my knowledge it is the first study of its kind in Oman, and answers a need identified in the literature for more study of World Englishes in the MENA area.

What is the role of on-campus early childhood centre directors in facilitating and promoting university teaching and research?

Galia Urquhart

Principal Supervisor: Dr Sue Elliot

Co Supervisor: Dr Yukiyo Nishida

Co Supervisor: Dr Brenda Wolodko

Abstract

My study seeks to respond to the question: what is the role of on-campus early childhood centre directors in facilitating and promoting university teaching and research? Investigating the role of the centre director, their philosophy and leadership; the position of the centre within the university's organisational structure; and, the financial and management assistance the centre receives from the university will be addressed.

In this presentation I will focus on the intersections between this study and the tertiary education context and also share a literature review which has had implications for the framing of this study.

Firstly, in the tertiary education context on-campus Early Childhood Centres (ECCs) are commonplace in Australian universities. However, their positioning within each university varies considerably with regard to the support centres can offer for university teaching and research. The level of support depends on many factors, such as the position of the centre within the university's organisational structure, the designated role of the centre's director and the financial and management assistance received from the university. Further, my current role and long term experience as an on-campus centre director at UNE has led to this research study.

Secondly, an initial literature review has identified that studies into how on-campus ECCs support university teaching and research are significantly lacking, including centre policies and practices. Previous research on this topic was mainly conducted in the 1980s and 1990s in the United States of America. However, little research has been undertaken in Australia, and this establishes the need for more research on this topic. The literature reviewed has informed a social constructivist theoretical framework and interpretivist paradigm to guide the research and implementation of a case study methodology.

In this study, I will investigate the engagement of two on-campus ECCs in supporting their universities' teaching and research, employing case studies of the centre directors. I will explore how they perceive support occurs and what barriers the directors may face in order to reach their full potential for supporting teaching and research. This study is currently underway with data collection occurring.

Wednesday 20th November, 1.35 – 3.35pm

Thesis writing workshop

Presented by the Academic Skills Office

Wednesday 21st November, 9:30-11:00am

West Africa, Libya, Europe: Common Misunderstandings of the Relationship between Conflict and Migration

Professor Helen Ware

Professor- Peace Studies

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Abstract

European views and concerns have largely monopolised recent studies of African migration to Europe. African views are generally ignored. Yet, alongside the evident need to allow a voice to all participants, to understand questions such as why West Africans are found risking their lives in unseaworthy boats trying to cross the Mediterranean from Libya to Italy, it is necessary to examine the impact of conflict situations both in West Africa and in Libya. Based on the available statistics and individual accounts, this study finds that the very poorest and most disadvantaged often lack the resources to move, and thus it is those who are one or two steps up the economic ladder who continue to fund the people smugglers in pursuit of their dreams.

Biography

Professor Ware has been an historian, a sociologist (working on prostitution), a demographer, a human rights advocate, a femocrat, an aid bureaucrat, a diplomat (High Commissioner to Zambia and Malawi, Ambassador to Angola) and now is that rare creature: a Professor of Peace Studies. Given such a varied background, she is strongly sympathetic to students who are combining their studies with non-academic employment, the demands of a family and the need for some resting time. However, given the potential impact of peace studies on the real world where people are dying and fleeing as refugees, she is also strongly devoted to critical thinking. Before criticizing the biases of others, we should understand our own. Passionate defence of the rights of the disadvantaged is vital, but must be based on rational grounds and an in-depth understanding of the actual situation.

Contextualised, not neoliberalised professionalism in early childhood

Dr Marg Rogers

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Abstract

There is a standardised neoliberal notion of what professionalism entails for early childhood educators. These standards tend to infiltrate much of the literature, reporting and pre-service educator training, creating a notion that educators are never quite good enough at what they do. Less confident educators report being perplexed when they do something they think is valuable that is not on the list, or feel guilty when they are not ticking off the long list of documented expectations and outcomes each week. Although constant reflection and aiming for excellence are strongly held Western ideals, the effect on educator confidence and their ability to recognise their own strengths can be real. This paper seeks to challenge the idea that good quality early childhood practice can be identified and standardised, arguing the need for professional discretionary decision-making in order to adjust practice to context. The paper argues for a need to position professionalism as a contextualised concept, rather than a standardised list. Drawing on an example from an Australian service, where knowledge, care, partnership and support of potentially vulnerable families to support their children was highly valued by parents, it illustrates that such qualities can go unrecognised by the staff themselves. From this we can learn ways to support educators and pre-service educators to recognise and value their own strengths and those that they work with. This may foster and promote both educator confidence and the need to value contextual professionalism.

Biography

Marg is a Lecturer in the Early Childhood Education team within the School of Education.

In a previous role, she worked as an Educational Partnership Broker, creating partnerships through school, business and community that had a learning outcome for birth to 25 year olds. She also taught at the New England Conservatorium of Music running early childhood music and movement classes. Previously Marg ran a music tuition business 'Moree Music' for 7 years. This included council early intervention contracts, instrumental tuition, early childhood music, movement and language programs, infants and primary school bands with community involvement. Marg has taught in adult education colleges, preschools, childcare, infants, primary and high schools in NSW, Tasmania and the Northern Territory in the creative arts and literacy. Marg is passionate about the effects of movement, dance and music on early childhood development and the impact of wellbeing, family life, nutrition and exercise on children.

Organisational narratives versus the lived neoliberal reality: Tales from a regional university

Professor Margaret Sims, Sue Elliott, Jo Bird and Marg Rogers

Professor- Early Childhood Education

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Organisational narratives are foundational to inform the actions and directions of an organisation. Modern organisations often place great weight and invest significant time crafting their narratives that are communicated through mission statements, strategic plans, policies, directives and self-promotion. Sometimes these narratives align with the lived reality of the workers and those who deal with the organisation, but at other times there is a significant gap, or even chasm, between the portrayed ideal and the reality. This presentation situates such narratives, and the lived experiences within a critical organisational theory and a neoliberal framework. Utilising auto-ethnographic accounts of four academics within a higher education context, it highlights this gap and the need to voice concerns about this misalignment. The presentation raises awareness of both organisations and workers to the importance of being true to narratives and ensuring they are an accurate representation of what actually happens. It offers ideas for resisting the disjunction between narrative and reality and a way of challenging neoliberalism within higher education.

Yarning about Eurovision: Indigenous participation at the Eurovision Song Contest

Dr Lorina Barker and Dr Julie Collins

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Lecturer- Indigenous Studies (Collins)

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Abstract

The inclusion of Australia in the Eurovision Song Contest since 2015 is both novel and geographically controversial. Even more striking is the predominance of Indigenous performers, Jessica Mauboy and Isaiah Firebrace, among Australia's first representatives. The choice of performers by Australia's multicultural broadcaster, SBS, can be perceived as an attempt to present Australia as a modern, multicultural and post-colonial nation, that has achieved the European goal of 'unity through diversity', by choosing Indigenous performers along with those from other minority backgrounds, Guy Sebastian and Dami Im. However, a perception of Indigenous marginality from a predominantly non-Indigenous white mainstream Australian viewpoint may not be an accurate perception of how the European audience view an Indigenous identity. Indigenous musical performers articulate identities that confound the non-Indigenous binaries of traditional and contemporary culture, manifesting a cultural identity that is dynamic, both ancient and modern.

When Lorina and I were first asked to write a chapter on Indigenous representation at the Eurovision song contest, we were a little surprised, not being Eurovision experts per se, but after delving into the stories of the Indigenous performers who have represented Australia at the contest, not to mention those who almost have, in 2019 Electric Fields came second in the Australia Decides contest, we came to realise that the Eurovision Song contest was fertile ground for yarning about Indigenous cultural representation and Australian identity more generally.

This presentation is based on a recent publication by the authors:

Collins, J. L., & Barker, L. (2019). Indigenous Representation at the Eurovision Song Contest: A Quintessentially Australian Identity. In C. Hay and J. Carniel (eds) *Eurovision and Australia* (pp. 57-74). Palgrave Macmillan, Cham.

Biography

Julie Collins is a lecturer in Indigenous studies in the School of HASS and has also worked as a lecturer and researcher in Aboriginal studies at Charles Sturt University in Albury.

Outside of academia, Julie has worked with community arts and development organisations, working on Indigenous programs including: as a Youth support worker for the Yalari Foundation, a charity providing scholarships for Indigenous children from remote areas; and Beyond Empathy, a community arts organisation producing Arts and Performance projects involving Indigenous children and young people. Julie has also worked extensively as a teacher at TAFE, in the areas of Fitness, Live Production, Outdoor Recreation and Population Health. Julie has also been a Professional Actor in theatre and television (including a credit in Doctor Who!) and in recent years has worked with *Innerplay*, a theatre company using interactive techniques to resolve conflict. She is also a film-maker and Yoga teacher

From research based resources to a three year funded project

Dr Marg Rogers and Dr Jo Bird

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This presentation will outline the way we used the development of a research-based app, Rose's Story, along with other research-based resources to showcase our team's capabilities when applying for a Category 1 (C1) grant. The app and other resources were created in response to the gap identified in Marg Rogers' PhD research. Age and culturally appropriate resources and programs to support 2-5-year-old children from Australian Defence Force (ADF) families were found to be either scarce, or non-existent respectively. The app was developed in conjunction with technician, Raphael Roberts, and media designer, Trish Donald, from Learning and Teaching Transformation (LaTT). Marg has also published research-based books and eBooks, articles for educators and researchers, and a report for policy makers, educators and family workers. From this small suite of resources, we applied for a C1 grant to develop two programs for parents and educators of 2-5-year-olds from defence families. Receiving The Ian Potter Foundation grant means we will be able to develop, implement, evaluate and publish two programs which will contain a number of online learning modules, interactive, research-based, digital resources and practical tips. In this presentation, we share some of these plans, plus the partnerships (past, present and planned) which strengthened our grant application. We also discuss some of the lessons learned along the way when developing projects, grant applications and Non-Traditional Research Outputs (NTROs) which may be of interest to other researchers.

Bronze Age microlith technology at Saruq-al Hadid, Dubai

Associate Professor Mark Moore, Professor Lloyd Weeks and Dr Charlotte Cable

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Abstract

Recent excavations at Saruq al-Hadid, located on the northern edge of the Rub' al-Khali dune fields in Arabia, have revealed complex assemblages of archaeological materials spanning several millennia. Here we describe a large lithic assemblage recovered from a dense bone midden securely dated between ca. 1800-1300 BC, spanning the Wadi Suq period and Late Bronze Age. The core reduction technology was a 'least-effort' one that involved the hard-hammer reduction of small high-quality chert nodules or recycled artefacts from Neolithic sites. Core reduction provided flake blanks for the prolific on-site manufacture of backed microliths. Their association with the bone midden suggests that microliths were used as armatures in hunting weaponry, perhaps arrows. The assemblage is currently the earliest regional manifestation of a backed microlith tradition – also recorded at a contemporary coastal site in Dubai – and has no clear historical antecedents. The possible relationship between the Saruq al-Hadid assemblage and contemporary and later microlithic traditions from Arabia and wider Western Asia remains to be explored. Regardless, the Bronze Age microlith industry at Saruq al-Hadid is another demonstration of the complex technological connections that developed between stone and metal tools in the archaeology of Western Asia.

Biographies

Associate Professor Mark Moore's research specialization is reconstructing the methods and techniques used to flake stone into tools, using toolmaking skills I have learned over the last 30 years. Mark loves microliths, his research involves modelling the 'design space' of stone flaking and the implications of this for toolmaking behaviour in Australasia and beyond.

Lloyd Weeks is a Professor in Archaeology. He studies the late prehistoric societies of Iran and the Arabian Peninsula from the Neolithic to the Iron Age. His research involves multi-disciplinary, collaborative approaches incorporating field survey, excavation, archaeometry, and palaeo-environmental reconstructions to understand past human adaptation and resilience.

Dr Charlotte Cable is an Anthropological Archaeologist with a specialization in International Development and long-standing interest in the Greater Middle East, education (broadly and research-specific), capacity building, and site development. My research uses landscapes and monuments to understand social complexity in non-state societies, particularly in Arabia.

Law(s) and Legal Culture(s) in the Roman Empire

Dr Tristan Taylor

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Abstract

The discursive construction of the legitimacy of the Roman empire relied on a narrative that the empire brought with it a rational set of laws (Ando 2000). Nevertheless, it has been recognised since the 19th century that the coming of the Roman empire did not bring about instantly a unified system of law in the provinces (Mitteis 1891). Roman discussions of the application of law in the provinces tend to emphasise parallel 'systems' of law, where one body of Roman law applies to Roman citizens, but local law continues to be applied in other areas (eg, Cicero *In Verr* 2.2.30-34). Traditionally, in line with general views on the impact of the Roman empire, a teleological narrative existed of a top-down, or 'Romanisation', approach to legal change: the steady progression of Roman law driving out local law, reaching its apex in the *Constitutio Antoniniana* of 212 CE that applied Roman citizenship, and therefore Roman law, to (almost) all the empire's free inhabitants (eg, Mommsen 1885). Following recent trends challenging this 'Romanisation' model, studies on law in the provinces have emphasised more pluralistic approaches and a focus on ground-up responses to Roman law, which highlight the continuity of local legal cultures (eg, Czajkowski 2017). In keeping with this trend, this paper will examine two papyrus archives of provincials from the then newly-formed province of Arabia (the so-called Babatha and Salome Komaise archives), in addition to Egyptian legal papyri, to argue for the existence of dynamic legal cultures in the provinces. In this context, we find both the persistence of traditional legal forms, and attempts to utilise Roman forms (regardless of technical application) to appeal to the new decision-maker: the Roman governor. For example, female petitioners to the governor claim their transactions to have been authorised by a guardian or *tutor*, even though such was an extra imposition, and a feature of Roman law, which, as non-citizens, they were not obliged to follow (eg, *P. Yadin* 14). This both problematizes the notion of discrete legal systems, and suggests that rhetorical appeal, rather than technical precision, was more valued in this legally pluralistic environment.

Biography

Tristan came to UNE via circuitous route following completion of his law degree at the University of Tasmania in 2000, completing an Honors thesis on quota management in Australian fisheries. He subsequently completed an MA in Roman Law at the same institution and ultimately a PhD in Classics at Yale University in 2010. He has taught in both law, particularly Introduction to Law, Roman Law and Criminal Law, and Classics, including Latin, Greek and Ancient History. He was a Visiting Fellow in Genocide Studies in the Yale University Genocide Studies Program in 2013-14 and was awarded a UNE Partnerships Grant for his work on comparative genocide studies in the Roman world., In addition, he has worked professionally along the way in Fisheries Law, the Law of the Sea, Indigenous Law, Natural Resources Law and Environmental Law in consultancies and for the Commonwealth National Oceans Office. His main research interests are Roman Law and Society, Comparative Genocide Studies, and Roman imperial ideology

Surveillance and Reform in Theory and Practice: Jeremy Bentham vs New South Wales, 1788-1809

Dr Matthew Allen

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Abstract

The penal colony of New South Wales served as an important criminological experiment at the turn of the nineteenth century, not least in the public writings of Jeremy Bentham, who used the colony as evidence for his ideas about surveillance, liberty and reform. His three letters to the Home Secretary, Lord Pelham, written in 1802-3 and commonly published together as 'Panopticon versus New South Wales', were a sustained critique of transportation in general and the colony in particular. Bentham contrasted the perfect surveillance of his ideal prison with the flawed reformatory of the penal colony, arguing that effective surveillance was impossible in an open prison, dooming any attempt to reform the convicts. Bentham's arguments were both dogmatic and self-serving. As a prospective designer of penitentiaries he stood to profit if transportation ceased, and he came to his study of the colony with preconceived views about convict reform. To support his theoretical agenda, Bentham depended on a partial reading of David Collins' *Account of the English Colony in New South Wales* (1798-1802), which he ransacked for evidence of corruption, illegality and disorder. As a consequence, he failed to adequately recognize the considerable efforts that were made to subject the convicts to surveillance. The profusion of convict records documented their conduct and legal status in considerable detail, while regulations governed their movements and behaviour, necessitating an ever-expanding system of passes, tickets and other identity documents.

By contrasting Bentham's theoretical account with the practical challenges of governing a penal colony, this essay will seek to show how the desire to preserve public order and reform deviant populations increasingly depended on a professional bureaucracy and police, capable of efficient surveillance. As the early history of New South Wales illustrates, surveillance is much easier in theory than practice.

Biography

Dr Matthew Allen is a Historian and Criminologist whose diverse research is all focused on the eighteenth and nineteenth-century British world and particularly colonial New South Wales. He is currently writing a history of alcohol in the colony which will explore the political symbolism of both celebratory drinking rituals and the deviance of public drunkenness in the period 1788-1856. Another major project, supported by a University Research Support grant and a BCSS Seed Grant, examines the changing nature of deviance in New South Wales through a quantitative and qualitative study of magistrates and summary justice in the era of gubernatorial government, c.1810-1850. He is also researching secularisation and the role of religious faith, and especially protestant dissent, in the emerging colonial public sphere, c.1820-1840. All of these projects share an interest in understanding the unique and extraordinary transition of New South Wales from penal colony to responsible democracy, and the way that this process was shaped by the conflict between liberal ideals and authoritarian controls within the British world.

Thought Ritual: An Indigenous Data Analysis Method for Research

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Abstract

There is an absence in the literature on Indigenous research methodology of discrete Indigenous data analysis methods, although data analysis is occasionally incorporated as an aspect of indigenised research frameworks (Elder, 2013; Suaalii-Sauni & Fulu-Aiolupotea, 2014) or more often follows emic academic techniques mediated by etic values and paradigms (Hill et al., 2010; Gilles et al., 2014; Castleden et al., 2008; Wright et al., 2012). This paper proposes a standalone Indigenous data analysis tool that is a hybridisation of ancient oral culture practice and contemporary thought experiment, grounded in Aboriginal protocols of communal knowledge production that are aligned with principles of complexity theory. It represents a significant departure from western academic approaches while promoting high levels of intellectual rigour. It also offers the intriguing possibility of examining non-Indigenous data-sets using an Indigenous Knowledge process, potentially resolving the issue described by Walters (2005) of quantitative data being largely ignored to date in Indigenous research.

Friday 22nd November, 9:30-11:00am

New Knowledge: An Epistolary Case Study

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Abstract

At the Restoration in England the place of philosophy and new science in the print marketplace changed. This was signalled by the entry of new publishing forums such as the serialised journal, in particular *Philosophical Transactions*, but also by other multivocal forms that sought to capture social dialogue. This paper will focus in particular upon the use of letters in 1665, the first year of *Philosophical Transactions*, and will make comparisons with other philosophical work published in epistolary form around this time. This paper will seek to develop connections between the revolution in form and a shift in the practice of philosophy, specifically in relation to the establishment of the Royal Society; and a new conception of what philosophy was or should be.

Biography

Dr Barnes has a book *Epistolary Community in Print, 1580-1664* published with Ashgate in 2013. She has journal articles and book chapters on: how manuscript letter writing communities fostered C18th smallpox inoculation and women's engagement in C17th religious, intellectual and political life; letters as a fertile source for a history of emotional community; Brilliana Harley and Puritan ideals for marriage; Andrew Marvell's stoic response to civil war; love in Shakespeare's *Merry Wives of Windsor*; and the interregnum royalist 'closet' drama of Margaret Cavendish. Her research funding includes: a CI on a collaborative ARC Discovery Grant on the history of women's letters; an AI in the ARC Centre for the History of Emotions; a UQ Postdoctoral Fellowship; the University of Melbourne S. Ernest Sprott Fellowship; and the Yale University James M. Osborne Fellowship in English and History.



Photo from: <http://www.historyofemotions.org.au>

Phrygia in Canberra

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Abstract

A large, well-preserved funerary stele (inv. no. CM 1989.01), now held in the Classics Museum at the Australian National University in Canberra, is dated internally to AD 154/55, though hitherto on a basis that is not conclusive. A man memorialises his wife with some mostly standard terminology, following this with a curse to warn off desecrators. Features of the monument suggest Phrygia or nearby as its provenance. The gravestone has been referred to in several contexts, but never formally published hitherto. As part of the consideration of the date of the Canberra monument, a re-edited text of a related Greek epitaph from Phrygia is also provided.

Short bio.

Greg Horsley has taught Greek, Latin and Ancient History (and some Studies in Religion) variously at five universities in Australasia since 1975. He retired from the Chair of Classics and Ancient History at UNE in later 2018. His research interests range across anything Greek (literature, history, linguistics, etc.) from Homer to Julian, and includes the contextualising of early Christianity and hellenised Judaism within that range. This paper aligns with one particular interest, arising out of nearly 20 years of epigraphic fieldwork in Turkey.

Epistolary Sympathies in Early Modern Prose Romance

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Abstract

This paper analyses the representation of the Antisemitic Blood Libel in literature produced for children in Spain during the twentieth century, not just during the period of the dictatorship of Francisco Franco (1939-1975) but in the decades preceding and following it. Its focus will be on seven printed works relating the 'martyrdom' narratives of two Spanish popular 'saints': Dominguito ('little Dominic') de Val and the Holy Child of La Guardia, whose cults continue to endure in Spain although neither child has been officially canonized by the Catholic Church. These seven works were all destined for a juvenile readership and some of them are lavishly illustrated. This paper will argue that, although this might seem paradoxical to a modern reader, the objective of these twentieth-century blood libel narratives was not primarily to incite anti-Jewish hatred and violence but rather to inspire their young readers to feel compassion for the child saints and thereby to promote religious devotion. Hatred is used as a vehicle towards compassion.

Biography

After completing my PhD at the University of Cambridge in 2007, I was awarded a Leverhulme Trust Study Abroad Studentship that enabled me to conduct two years of postdoctoral research in the archives of the Inquisition in Spain and Portugal. In September 2008 I was appointed as a lecturer and then as an Associate Professor at the University of Southampton and between 2012 and 2015 I held an Australian Research Council Postdoctoral Fellowship at the Centre for the History of Emotions in the University of Adelaide. Since January 2018, I have been working as a Senior Lecturer in Early Modern History at the University of New England in Australia.

To Dress the Part: Compassion and Costume in Australian Press Reports of Political Leaders' Responses to Calamity.

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Abstract

Sudden events that cause widespread suffering foreground and test political leadership. Via the news media, political leaders engage in what Griffin-Padgett and Allison call “restorative rhetoric”, the perceived quality of which may in itself become newsworthy. Visiting a site associated with calamity, meeting with “victims” and displaying compassion constitute a highly performative component of restorative rhetoric that, in the case of Australian prime ministers, has become more established and ritualised over time. Earlier studies demonstrate the importance of authenticity, as manifest in displays of empathy, to both these visits and journalists’ mediation of them. This paper now draws attention to the role of costume. It takes as its starting point Australian journalists’ praise of New Zealand Prime Minister Jacinda Ardern’s wearing of a headscarf to meet with those affected by terrorist attacks on mosques in Christchurch in 2019, which contrasts with criticism of Australian Prime Minister Julia Gillard’s wearing of a suit when responding to those affected by flooding in Queensland in 2011. The attention given by Australian journalists to clothing in these two cases can be seen as gendered, but this paper argues that it also is significant when considered within the evolution of press reports of political leadership and compassion. In advancing this argument, the paper draws on Jeffrey Alexander’s theory of cultural pragmatics.

Biography

Rose Williamson teaches across a range of units in writing and rhetoric. In her research, Rose specialises in Australian magazines (history, genres, content) and political speeches and memoir. She is currently interested in the ways in which popular genres of writing and communication more generally both reflect and influence Australians’ relation to their natural environment, past and present. Rose’s publications reflect these specialisations as well as an ongoing commitment to best pedagogic practice in the writing classroom. Before completing her PhD and joining the academic staff of UNE, Rose worked in university governance and in the public service, where she gained extensive experience in professional writing and editing. She also published short stories (fiction and creative non-fiction).

Friday 22nd November, 11:30-1:00pm

*Early Developmental Environment and Olympic Success:
Historical Analysis of an Australian Sporting “Hotspot”*

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Abstract

Inspired by the ‘birthplace effect’ phenomenon (Côté et al., 2006), this study aimed to identify an Australian sporting “hotspot” and gain understanding of factors underpinning a proportionately high number of Australian summer Olympians experiencing their early developmental environment within the area.

A mixed-methods approach was utilised to identify the “hotspot” through collecting biographical data on all known (n=2160) Australian summer Olympians 1984-2012, followed by undertaking a case study analysis to examine the “hotspot” within the context of Bronfenbrenner’s (1979, 1994) ‘*Ecological Systems Theory*’ and ‘*Bioecological Model*’.

Alongside the archival collection of demographic and climate data, Olympians’ (n=11) and community stakeholders (n=31) views regarding the “hotspot’s” occurrence and its perceived influence on athletic development were triangulated through semi-structured interviews. Although not predominantly attributable to one variable, it was evident a confluence of planned and fortuitous factors had unintentionally created a “hotspot” of Australian summer Olympians in Perth, Western Australia.

Despite several demographic, geographic, historical, individual and environmental factors being unique to the “hotspot”, those pertaining to family, access to facilities, the junior sports environment and individual psychological characteristics are potentially transferable to other athlete development environments in Australia and overseas. Ultimately, Olympians’ considered these factors to most strongly influence their athletic development.

Biography

Kristy O’Neill is a member of the Health, Physical and Sport Studies Education (HPSS) team in the School of Education. She completed her PhD at The University of Sydney in 2018, with her research focusing on the relationship between early developmental environment and Olympic success, through conducting an analysis of an Australian sporting “hotspot”. Prior to arriving at UNE, Kristy’s background in tertiary education has spanned several teaching, research and professional roles across three other institutions including The University of Sydney, University of Wollongong and Charles Sturt University. Alongside a focus on teaching and research within HPSS, Kristy has an ongoing interest in social inclusion and student equity within higher education which grew from her time working on a range of HEPPP-funded schools outreach projects with Widening Participation and Outreach at The University of Sydney.

References

- Bronfenbrenner U. (1979). *The ecology of human development: experiments by nature and design.* Cambridge, MA: Harvard University Press.
- Bronfenbrenner U, Ceci SJ. (1994). Nature-nurture reconceptualized in developmental perspective: a bioecological model. *Psychological Review*, 101(4), 568-586. doi:10.1037/0033-295X.101.4.568
- Côté J, Macdonald DJ, Baker J, Abernethy B. (2006). When "where" is more important than "when": birthplace and birthdate effects on the achievement of sporting expertise. *Journal of Sports Sciences*, 24(10), 1065-1073. doi:10.1080/02640410500432490

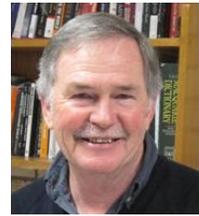
Matching the Sciences

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Over the last 1.5 years my research output has tripled to 3 + peer reviewed papers per year. Normally, on average, one peer reviewed publication a year.

Explanation:

Decision to follow the lead of Science and involve my HDR and Postdoc students in my research and vice versa.

Unlike Science, however, this does not mean simply adding my name to the publications of my PhD students. Rather it involves adding my students' names to joint publications.

Method: The basic requirement is to have a network of HDR students working in similar or related fields. The Supervisory network I am currently associated with includes 2 Post Doc Fellows, 5 PhDs as Principal Supervisor, 2/3 PhDs as Second Supervisor, and 1 former PhD student attached to NUST, Islamabad, Pakistan.

Collaborative Network Projects:

- * Violence and Religious Extremism in South Asia (2019)
- * The Constitutional Roots of Islamist agitation in Pakistan (2018)
- * Al Qaeda, Islamic State and Radicalisation in Bangladesh (2019-20)
- * Asian Populisms (2020)

Merits of this approach.

1. Mentors HDR students
2. Bolsters their research record
3. Practical strategic alternative in the absence of non-virtual Research Centres.
4. Life-long Networking potential.

In Defence of NTROs

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Abstract

This paper will discuss my recent outputs resulting from both emic, practice-led research in the area of nonviolent environmental activism, as well as creative practice for the communication of scholarly knowledge on that topic. The former includes an invited keynote speech to the 2019 Australian Association for Environmental Education conference, a presentation via Skype to the 2019 European Peace Research Association conference, co-editing a forthcoming (2020) book on wilderness with colleagues from UNE's Environmental Humanities Network, and writing a chapter for that book. The creative practice aspect includes a 2018 joint exhibition, a 2018 novel on nonviolence and environmentalism, with an illustrated e-book published in 2019, two conference presentations about the novel, and a forthcoming peer-reviewed chapter on it, which demonstrates that NTROs can lead to traditional publications as well as broad impact.

Biography

Dr Marty Branagan is a Lecturer in Peace Studies. He holds a PhD and a Graduate Diploma in Education from UNE, and a BA from Sydney University, where he was a member of the Student Representative Council. He also has a Diploma of Fine Art from the New England Institute of TAFE NSW. During his PhD studies he was awarded the New England Award for extra-curricular activities and contribution to the community.

Rows of desks have gone In Nauruan Infants Classrooms: Has the world gone mad?

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Abstract

Developing small island states, in the throws of climate change impact, view education as key to providing opportunities for growth and engagement at all levels, nationally and internationally. With equity in access and participation a driving motivation, the Nauruan Government, in partnership with Department of Foreign Affairs and Trade Australia and the University of New England, Armidale, Australia, developed an online two-year Associate Degree in Teaching (Pacific Focus) with the addition of full-time on-island face-to-face and dedicated online support. This enabled students to remain in their communities for the majority of their studies. It is difficult to ascertain the value of a program, to meet the educational needs of a community, without considering the subsequent in-service experience. Whilst the completion rate of the Associate Degree is high, the transition from teacher education student to being a full-time teacher tells an interesting story of challenges and personal reflection on what it means to put their newly developed pedagogical ideas into practice. This presentation targets the experiences of six early childhood education graduates, informed by interview data, to share their personal challenges in the early childhood teaching context in their first year of service. Themes will be explored that shed light on the impact of online teacher education programs as they make the pedagogical shift from predominantly teacher directed pedagogy, to contextualised play-based student centred learning approaches in the small remote Pacific Island. The early childhood teachers' challenges involve the dominance of perceived Western teaching strategies that do not lend themselves to exploring concepts through students' lived experiences and creating environments that are familiar and engaging for students to explore and communicate their ideas. Parental expectations, such as learning to read and write before commencing schools are apparent, alongside issues with language decoding to written English in a bilingual context where the Nauruan language is oral only. In addition, the presentation will provide time to raise future opportunities for HASSE in the Pacific Island region.

Biographies

A/Prof Penelope (Pep) has primary, secondary, and university sector experience where she brings to the profession an evidence-based approach that is grounded in extensive practical experience in the Pacific region. Pep's research interests include innovations in online learning, assessment for learning practices and student engagement in mathematics pedagogy and numeracy. Pep has led numerous development projects in Nauru and Tuvalu funded by DFAT Australia and New Zealand MFAT.

Dr Terence Sullivan's research interests lie in the personal and professional development of leaders and teachers in remote areas via the delivery of blended learning technologies. He has worked for many years professionally developing teachers and principals across the South Pacific and in South-East Asia.

Program Summary

Monday 18th November 2019

<p>9.30am – 11.00am</p> <p>Session 1</p> <p>HASSE and the Environment</p> <p>Chairs: Gina Butler and Huw Nolan</p>	<p style="text-align: center;">Welcome and official open</p> <ol style="list-style-type: none">1. Martin Thoms - It is not just water: what drives the integrity of river ecosystems?2. Adrian Walsh - Water and Distributive Justice3. Jennifer Hamilton - Creative methods in environmental literary and cultural studies: CoWS Reflective Process Diary
<p>11.00am: Morning Tea</p>	
<p>11.30am – 1.00pm</p> <p>Session 2</p> <p>Practice Led Research</p> <p>Chairs: Alana Blackburn and Richard Jordan</p>	<ol style="list-style-type: none">1. Benjamin Thorn - Inventing a new musical language2. Donna Hewitt and Alana Blackburn - Permafrost: A Case Study for Collaborative Models in Composer-Performer Collaboration3. John C. Ryan - Literary Studies and Creative Writing4. Richard Jordan - The Playwright as Eco-Interventionist: Re-Shaping Realism in <i>The Tiniest Thing</i>5. Paul Smith - Musical Score and Hand Drawn Animation Exhibition

Tuesday 19th November 2019

<p>9.30am – 11.00am</p> <p>Session 3</p> <p>Technology in Research and Education</p> <p>Chair: Jo Bird</p>	<ol style="list-style-type: none">1. Martin Gibbs and David Roberts - The <i>Landscapes of Production and Punishment</i> project – Citizen Science data collection and digital platforms for offering information back to the public2. Nadya Rizk - A University-mediated, classroom-based Professional Learning model for in-service primary teachers of Science, Technology, Engineering and Mathematics (STEM)3. Alan Anderson - Australian studies of videoconference and video-assisted instrumental music teaching: What have we learned? An overview of research underpinning a journal article by Anderson & Northcote in the Australian Journal of Music Education - Vol 52(1).4. Traci-Ann Garrad - Rethinking Tertiary Online Learning Unit Design: Proactive Planning for Students with Disability
<p>11.00am: Morning Tea</p>	
<p>11.30am – 1.20pm</p> <p>Session 4</p> <p>Interdisciplinarity and Pluralistic Perspectives in Teaching and Research</p> <p>Chairs: Nadya Rizk and Megan Daniels</p>	<ol style="list-style-type: none">1. Arvind Iyengar - The rise and spread of Canadian Aboriginal Syllabics: Perspectives for minority-language writing systems2. Megan Daniels - The Study of Migration as an Inroad to Interdisciplinarity and Pluralism in the Humanities3. Mike Wilmore - ‘Wicked problems’ in the healthcare app co-design process4. Mutuota Kigotho - Using art to explore issues of mental health in rural and regional Australia5. Valentina Gosetti and Sophie Patrick - Book Launch and Presentation: Still Loitering: Australian Essays in Honour of Ross Chambers

Wednesday 20th November 2019

<p>9.30am – 10.40am</p> <p>Session 5</p> <p>HDR Presentations</p> <p>Chair: Nikki Rumpca</p>	<ol style="list-style-type: none"> 1. Professor Jane Edwards - Welcome 2. Carol Corless - Stay-in! 3. Ian McCann - The Binh Chau Anchors: A 7th-8th CE Composite Conundrum. 4. Vanessa Bartley-Heterick - Moving Toward an <i>Equitable Opportunity</i> Approach in Gifted Education 5. Michael Brogan - The Final Quarter
<p>10.40am: Morning Tea</p>	
<p>11.00am – 12.15pm</p> <p>Session 6</p> <p>HDR Presentations</p> <p>Chair: Nikki Rumpca</p>	<ol style="list-style-type: none"> 1. Debra Kelliher - New ways of leading for girls 2. Bob Kirk - Is education the magic bullet for reducing Indigenous inequality? 3. Jennifer Ball - Mapping English language genres in an Arabic speaking country 4. Galia Urquhart - What is the role of on-campus early childhood centre directors in facilitating and promoting university teaching and research?
<p>12.15pm: Lunch</p>	
<p>12.50pm – 1.30pm</p> <p>Session 7</p> <p>UNE roles and HASSE representatives</p> <p>Chair: Nikki Rumpca</p>	<ol style="list-style-type: none"> 1. Julia Perryman – Overview of <i>Careers</i> at UNE 2. Kylie Constantine – The Faculty Research Advisory Committee (FRAC) 3. Angelika Heurich – UNE Research Committee 4. Danti Asianti – UNE Academic Board
<p>1.35pm – 3.35pm:</p> <p>Session 8</p>	<p style="text-align: center;">Presented by the Academic Skills Office</p> <p style="text-align: center;">Thesis writing workshop</p>

Thursday 21st November 2019

<p>930am – 11.00am</p> <p>Session 9</p> <p>Use and Effects of Narratives</p> <p>Chair: Marg Rogers</p>	<ol style="list-style-type: none">1. Helen Ware - West Africa, Libya, Europe: Common Misunderstandings of the Relationship between Conflict and Migration2. Marg Rogers - Contextualised, not neoliberalised professionalism in early childhood3. Margaret Sims, Sue Elliott, Jo Bird and Marg Rogers - Organisational narratives versus the lived neoliberal reality: Tales from a regional university4. Lorina Barker and Julie Collins - Yarning about Eurovision: Indigenous participation at the Eurovision Song Contest
<p>11.00am Morning Tea</p>	
<p>11.30am – 1.20pm</p> <p>Session 10</p> <p>Open Session</p> <p>Chairs Jo Bird and Huw Nolan</p>	<ol style="list-style-type: none">1. Jo Bird and Marg Rogers - From research based resources to a three year funded project2. Lloyd Weeks and Mark Moore - Bronze Age microlith technology at Saruq-al Hadid, Dubai3. Tristan Taylor - Law(s) and Legal Culture(s) in the Roman Empire4. Matt Allen - Surveillance and Reform in Theory and Practice: Jeremy Bentham vs New South Wales, 1788-18095. Donna Moodie - Thought Ritual: An Indigenous Data Analysis Method for Research

Friday 22nd November 2019

<p>9.30am – 11.00am</p> <p>Session 11</p> <p>Open Session</p> <p>Chairs: Gina Butler and Huw Nolan</p>	<ol style="list-style-type: none">1. Diana Barnes - New Knowledge: An Epistolary Case Study2. Greg Horsley - Phrygia in Canberra3. Francois Soyer - Compassion and Hate: Complimentary Emotions in Blood Libel Narratives and Comics Published in Twentieth-Century Spain4. Rose Williamson - To Dress the Part: Compassion and Costume in Australian Press Reports of Political Leaders' Responses to Calamity
<p>11.00am Morning Tea</p>	
<p>11.30am – 1.20pm</p> <p>Session 12</p> <p>Open Session</p> <p>Chairs: Gina Butler and Huw Nolan</p>	<ol style="list-style-type: none">1. Kristy O'Neill - Early Developmental Environment and Olympic Success: Historical Analysis of an Australian Sporting "Hotspot"2. Howard Brasted - Matching the Sciences3. Marty Branagan - In Defence of NTROs4. Pep Serow and Terry Sullivan - Rows of desks have gone In Nauruan Infants Classrooms: Has the world gone mad