

Welcome

Professor Erica Smith, RAVE Acting Convenor

Welcome to RAVE News issue 2, the first sent under our new university name Federation University Australia. We now encompass the Gippsland campus which was formerly part of Monash University. We look forward to closer ties with the two TAFE Institutes in Gippsland and with other training providers in the Gippsland area.

Since our last newsletter Steven Hodge has left us, moving to a new position at Griffith University, still in the VET area. We wish Steven well in his new position. We have two new members this year and you can find out more about them below.

We would like to thank the School of Education and Arts for a modest amount of funding which helped to support our 2013 activities; and the new Faculty of Education and Arts will continue to do so this year.

This edition contains some news about the achievements of our Developing Researchers and higher degrees students, as well as news of our grants and publications. These items will give you an idea about the breadth of our research. Do not hesitate to email RAVE for more details about any items: rave.research@federation.edu.au

Upcoming events

RAVE is hosting a Research Forum on 'Learning between the generations', with international research guests, Wed 23 April 1.00pm- 4.30pm in Room C004, Old Law Courts Lecture Theatre, Federation University Arts Academy, Camp Street, Ballarat. All are welcome: the event is free and open to the public: Please RSVP to joanne.davis@federation.edu.au by Friday April 18th, 2014.

The forum will start with welcome light refreshments in the Arts Academy foyer, with official welcome by Professor John McDonald, Dean Faculty of Education & Arts. Confirmed presenters are summarised below:

- Age friendly universities: Engaging with older learners, Dr Rob Mark, Centre for Lifelong Learning, University of Strathclyde, Glasgow.

- Men and boys' learning: Issues and opportunities in Australia: Dr Annette Foley, Fed Uni.
- Infant and maternal mental health: A community and intergenerational concern, Prof Aline-Wendy Dunlop, Vice President, Scottish Educational Research Association, University of Strathclyde, Glasgow
- Learning across the generations through play and playgrounds: Dr Jenene Burke, Fed Uni.
- 'Intergenerational learning: New Perspectives from recent UK research, Prof Barry Golding, Fed Uni

At 5pm in the Post Office Gallery (nearby) is the launch of the book 'Men learning through life' edited by two RAVE members and Rob Mark (see page 2 for more details of the book), by the Hon Steve Bracks, ex Premier of Victoria. If you plan on attending, please RSVP separately to Joanne Davis as above.

Welcome new RAVE staff members!

Liz Atkins

Liz originally trained as a psychiatric nurse, moving into education in 1992. Since then she worked in England in schools, further education (FE) colleges, universities and as an advisory teacher for a Local Authority. Liz's doctoral research was about inequalities in the education of young people on low-level vocational programs, informing government policy as well as stimulating debate about the nature and quality of VET in England at the lowest levels. Liz worked at Nottingham Trent University and at the University of Huddersfield, which, in partnership with a large network of FE colleges, is the largest provider of teacher education for the FE sector in the UK.

Liz has been involved in a number of VET research projects, and was principal investigator for a UK based study which formed part of an international project exploring young people's perceptions of the VET programs they were enrolled on. Liz writes extensively on vocational education; in addition to research publications, she has also produced a number of text books for practitioners. Her latest books include *Qualitative Research in Education* (Sage, 2012), co-authored with Susan Wallace, and *Teaching Higher Education Courses in Further Education Colleges* (Learning Matters, 2013) co-

authored with Jonathan Tummons and Kevin Orr. Liz moved to Fed Uni in January 2014.

Carolyn Johnstone

Carolyn has over 25 years of experience as an education & training specialist with the British Army, which is one of the largest providers of apprenticeships in the UK, achieving over 10,000 completions annually in the technical, e-skills and general administration sectors. Carolyn originally qualified to teach Maths in secondary schools but her personal teaching experience has been in military classrooms and the workplace. When Carolyn was responsible for the Army's educational provision across Scotland and the North of England, she co-ordinated a mixture of in-house teaching, contracted lecturers and partnerships with Further Education colleges to deliver the vocational education required. Carolyn's MEd from Sheffield University is in Adult Continuing Education and her recently-completed PhD focused on adult education as a stabilising response to conflict. This drew on interests in both international relations and education.

Carolyn was privileged to serve as a member of the independent Commission on Adult Vocational Teaching and Learning (CAVTL) which considered excellence in VET in the UK; CAVTL's final report '*It's About Work ... excellent adult vocational teaching and learning*' was published in 2013 and is at: <http://www.excellencegateway.org.uk/node/26611> Like Liz, Carolyn moved to Fed Uni in January 2014 and is teaching on the Associate Degree in Training and Education.

RAVE Doctoral student news

Some good news relating to two of RAVE's PhD students. Well done to both! You can see the full list of our PhD students on the RAVE web site.

Azusa Umemoto has been awarded competitive post-graduate student funding from NCVET to develop a paper from her studies. Transition and career decision making processes among early school leavers.

Barry Wright, a RAVE PhD student and a member of the VET PhD Masterclass (and also a Fed Uni staff member) recently passed his confirmation of candidature panel to become a confirmed student. Barry's topic is fully on-the-job learning in construction apprenticeships.

'Men learning through life' book launch

This recently published book, edited by RAVE's Barry Golding and Annette Foley, together with Dr Rob Mark (University of Strathclyde, Scotland) has national chapters from eleven other researchers across seven nations. The book has had, and continues to have, multiple launches around the world, including three in the UK in February! More are planned for Australia, New Zealand, Greece and Portugal and London in collaboration with Chapter authors. For more information contact b.golding@federation.edu.au

'Men learning through life' book outline

There are national chapters from Ireland (Lucia Carragher & John Evoy), UK (Rob Mark & Jim Soulsby), Portugal (António

Fragoso, João Filipe Marques & Milene Lança), Greece (George K. Zarifis), China (Tingyan Zhao, Dr Aijing Jin, Liang Hua & Barry Golding), Australia (Barry Golding) and New Zealand (Brian Findsen). Part 1, comprising the first half of the book introduces and critically analyses international research evidence surrounding men's learning. Part 2 includes chapters, each focused on aspects of men's learning across seven nations located in three continents: in Europe (UK, Ireland, Portugal, Greece), Australasia (Australia and New Zealand) and Asia (China). Each chapter, contributed or led by researchers based in those nations, is framed around recent research evidence that points towards practical initiatives and policies to increase men's level of engagement in learning. Given our book's theme, Men learning through life, Part 2 seeks to identify new, practical and creative ways of working and engaging men of all ages. Several of these Chapters point to new ways of involving men in communities of practice as active participants in shaping their own learning. The book's three editors contributed the final Chapter which seeks to identify and summarise what can be said about policy, practice and research into men's learning in the international context. It also identifies examples of good policies or practices in men's learning that can be shared in the international arena.

RAVE Developing Researchers' projects

Casual teacher perceptions of VET work

Katrina Kavanagh (Fed Uni), Paul Street (Fed Uni), with Anne Motti (Fed Uni), and Steven Hodge (Griffith University).

The VET sector has seen a steady increase in staff casualisation driven by policy developments including marketisation of the sector. The project investigated, and reports on, how casual VET staff perceive their work in this new context; in particular what their work involves, the pressures they face, their vulnerabilities, their goals, aspirations and fears. Using a qualitative approach, semi-structured interviews were conducted with 12 casual VET teachers from a variety of Registered Training Organisations (RTOs), both public and private. Common themes emerged including: staff commitment to quality teaching and enthusiasm for their vocational area. However, increased compliance obligations and greater administrative responsibilities lessen the time they have to prepare and deliver quality training programs. Their preference is for secure employment and they identify the need for further professional development and administrative support. These findings highlight the need for increased consideration and support of VET sessional staff in order to meet the demands of the sector and to maintain a quality VET system. The project was funded by a 2013 School of Education and Arts Small Research Grant, and a paper is being presented at the 2014 conference of the Australian VET Research Association (AVETRA) in April.

NCVER Research Scholarship, Community of Practice

Katrina Kavanagh

In 2013 I was granted an NCVER Research Scholarship. The purpose of this program is to build the capacity for research in

the Vocational Education and Training sector through a community of practice. The Scholarship provided the opportunity to work alongside other recipients from around Australia and each developing researcher is assigned an experienced VET researcher to provide guidance throughout the project. The research undertaken investigates the delivery of learning via video conferencing. The project explores student perceptions of a higher education program delivered by using video medium technology by asking:

1. What are the participant views on the usefulness of this technology?
2. To what extent did this technology enhance the quality of the learning?
3. Does this technology promote teacher to learner, learner to learner and learner to content engagement?

One course from the Associate Degree of Training and Education was delivered in video conferencing mode. Predominantly the learners were staff employed by TAFE Institutes involved in the University of Ballarat's Dual Sector Partnership. Students were invited to attend several video conferencing sessions throughout the semester. Information regarding the effectiveness, the benefits and the challenges was sought from students, IT experts and representatives from participating Institutes. The research project is currently being completed. While the use of this equipment has potential, many challenges were encountered.

RAVE members' research achievements since May 2013

The following research achievements have been recorded since RAVE News Issue 1.

Grants

Review of the effects of funding approaches on Service Skills qualifications and delivery in Victoria (2014), funded by Service Skills Victoria. The project team consists of: Hugh Guthrie, Berwyn Clayton, Tom Karmel and **Erica Smith**.

Satisfaction of students in VET and adult education teacher-education courses, national survey (2013). University of Ballarat School of Education and Arts grant. **Erica Smith & Steven Hodge** with colleagues from four other universities.

Books

Golding, B., Mark, R., & **Foley, A.** (2014). *Men learning through life*. Leicester, UK: NIACE.

Tummons, J., Orr, K. and **Atkins, L.** (2013). *HE in FE: Teaching Higher Education Courses in the Lifelong Learning Sector*. SAGE/Learning Matters.

Book chapters

Smith, E. (2013). 'Qualifications for work and further learning': The Australian approach to hybrid qualifications, in T. Deissinger, J. Aff., A. Fuller & C. Jorgensen, (Eds.) *Hybrid qualifications: Structures and problems in the context of European VET policy*. Bern, Switz.: Peter Lang, pp 227-240.

Smith, E. (2013). Occupational identity in Australian traineeships: An initial exploration. In L. Deitmer, U. Hauschildt, F. Rauner and H. Zelloth (eds), *The architecture of innovative Apprenticeship*. Dordrecht: Springer, pp 131-141.

Smith, E., Comyn, P., Brennan Kemmis, R. & Smith, A. (2013). Australian employers' adoption of traineeships. In L. Unwin & A. Fuller (eds) . *Contemporary apprenticeship: International perspectives on an evolving model of learning*. London: Routledge, 127-139.

Peer-reviewed journal papers

Atkins, L. (2013). Marginal Learning, marginal employment: the impact of learning employability skills' *Power and Education*, 5(1) 28-37.

Atkins, L. (2013). Researching 'with', not 'on': engaging marginalised learners in the research process. *Research in Post Compulsory Education* 18(1-2), 143-158.

Angus, L. (2013). Consuming schools: commercialism and the end of politics. *Teaching Education*, (24)4, 448-451.

Angus, L., Golding, B. Foley, A., & Lavender, P. (2013). Promoting 'learner voice' in VET: developing democratic, transformative possibilities or further entrenching the status quo? *Jnl of Vocational Education & Training*, (65)4, 560-574.

Angus, L (2013). Teacher identity and the neoliberal condition: asserting a participative-professional, socially democratic teacher imaginary in technical-managerial times. *Journal of Educational and Social Research*, (3)7, 170-177.

Bennett, D., **Smith, E.**, Bennett, S., Bobis, J., Harrison, N. & Seddon, T. (2013) Who is conducting what types of educational research in Australia and how can their work be supported? *Australian Educational Researcher*. 40: 4, 473-492. DOI 10.1007/s13384-013-0106-z

Smith, E. & Brennan Kemmis, R (2013). Good practice principles in apprenticeship systems: An international study. *TVET@ASIA - The Online Journal for Technical and Vocational Education and Training in Asia*, 1:1. <http://www.tvet-online.asia/>

Dumbrell, T. & **Smith, E.** (2013) Pre-apprenticeships in Australia: Differing orientations and their policy implications. *Journal of Vocational Education & Training*, 65:2, 161-176.

Professional journal papers

Golding, B. (2013). Transformation and learning in the Australian context: Addressing perceived 'wicked problems' and inequities, *Asia South Pacific Association for Basic Adult Education Ed-Lines*,7,2-3, <http://www.aspbae.org/>

Golding, B. (2013). Transforming older men's learning, *Asia South Pacific Association for Basic Adult Education Ed-Lines*,7,3, <http://www.aspbae.org/>

Smith, E. (2013). Shine a light on quality. *Campus Review*, Issue 9, September, pp 36-37.

Refereed conference papers

Smith, E. & Brennan Kemmis, R. (2013). Learning to work in a globalised economy: How countries use apprenticeship systems to assist school leavers. *Global learning: VETnetwork and IVETA Association 2013 International Conference*, Melbourne 14-16 August.

Golding, B. (2013). Men's learning in international settings, Pre-conference CIAE Paper to the Commission for International Adult Education. (*CIAE Conference*, Lexington, Kentucky, USA, 3-5 Nov.

Golding, B. & Foley, A. (2013). The men's shed movement: Some implications for men's informal learning, Paper to *ESREA Network on Gender and Adult Learning Conference*, University of Coimbra, Coimbra Portugal, 10-12 Oct.

Other conferences, public addresses etc

Atkins, L. (2013). An absence of policy: Vocational education and special educational needs. *Researching Vocational Education and Training: Journal of Vocational Education and Training 10th International Conference*. Worcester College, Oxford, 5-7 July.

Atkins, L. (2013). Symposia co-convenor with Kevin Orr: Further Education Teacher Training in Changing Times (two connected symposia) British Educational Research Association conference, University of Sussex, 3-5 Sept.

Foley, A. & Lavender, P. (2013). Learner Voice: A comparative analysis of learner needs in Australia and the UK. *Researching Vocational Education and Training: Journal of Vocational Education and Training 10th International Conference*. Worcester College, Oxford, 5-7 July.

Golding, B. (2013) 'Researching men's sheds: What do we know?' Presentation to *Australian Men's Sheds Association National Conference*, Ballarat 28 Oct 2013.

Golding, B. (2014) 'The men's shed movement: Some implications for older men's learning, health and wellbeing', Presentation to *Centre for Aging research*, Lancaster University, England, 20 Feb 2014.

Golding, B. (2014) 'Men learning through life', Presentation to Research Seminar on '*Men can learn too: Engaging men in non-formal learning*', *Centre for Lifelong Learning*, University of Strathclyde, Glasgow Scotland, 21 Feb.

Golding, B. (2014) 'Men's sheds: The big picture and the Scottish context', Presentation to Scottish Men's Shed Forum, *Centre for Lifelong Learning*, University of Strathclyde, Glasgow Scotland, 21 Feb.

Golding, B. (2014) How to work with men, including men's sheds. Keynote Presentation to '*Man Matters*' Conference, Crumlin Road Gaol, Belfast, Northern Ireland, 27 Feb.

Smith, E. (2013). Developing high quality teachers. *Delivering quality outcomes for VET: Going beyond compliance*, Criterion conferences, Mercure Hotel, Sydney, 26-27 Nov.

Smith, E., Walker, A. & Smith, A. (2013). Enterprise Registered Training Organisations: What are some benefits and challenges? *NCVER 22nd 'No Frills' conference*, Mooloolaba, Queensland, 10-12 July.

Smith, E. & Patton, W. (2013). University students and their working pathways. *Mobilities and transitions: Learning, institutions, global and social movements: SCUTREA Annual and CRLI Sixth Biennial Conference*, Glasgow Caledonian University, Scotland, 25-27 June 2013. Access via <http://scutreaconference2013.blogspot.com.au/2013/06/s.html>

Smith, E. (2013). VET and the reconstruction of the labour aristocracy. *Researching Vocational Education and Training: Journal of Vocational Education and Training 10th International Conference*. Worcester College, Oxford, 5-7 July.

Awards and other recognition

Liz Atkins, Elected member of national executive committee of the Australian VET Research Association, 2014-16.

Barry Golding, Inaugural Inductee to the Australian Men's Sheds Association (AMSA) Hall of Fame, October 2013.

Barry Golding, Winner of the 2013 Ted Donnelly Award for 'Outstanding contribution to the Shed Movement', AMSA

Barry Golding, Organiser of International Men's Shed Crawl (Tour) and Men's Learning and Wellbeing Research Forum, Ballarat and region, in collaboration with Adult Learning Australia, AMSA and VMSA, 30-31 Oct 2013.

Carolyn Johnstone, Completion of PhD thesis: Adult education as a stabilising response to conflict, 2014.

Erica Smith, Invited participant in expert workshop on governance and financing of apprenticeship to inform EU policy, CEDEFOP, Thessaloniki, Greece, May 2013

Erica Smith, Invited to become Board member of the Australian College of Educators, 2014.

Erica Smith, Appointed member of College of Reviewers for *Higher Education Research and Development*.

Erica Smith, Invited to provide submission to Irish Government review of apprenticeship system, 2013.

To be put on the RAVE mailing list, email rave.research@federation.edu.au or write to RAVE, School of Education and Arts, Federation University (Australia), P.O. Box 663 Ballarat VIC 3353

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