Conference Themes

Framing Practice

Research

Practice Led Research

Research Discourses across Practice

Industry, Innovation and Research

Project Practices

Self-Curation/Reflection on Practice

Practice-Based Supervision

Judging Research in Practice
On behalf of the Office of the Pro-Vice Chancellor: Research and Innovation at RMIT I would like to take this opportunity welcome you to our second research on research conference. The conference focuses on Practice-Based Research: Recognition, Relevance, Rigour. The program is indeed a full one and promises to fuel much debate and interest. I hope that the conference affords you opportunities to network with others interested in practitioner based research, explore issues related to what counts in terms of research, and consider notions of rigour within a range of practices across disciplines. We warmly welcome those from overseas and from other universities within Australia, as well as our own RMIT colleagues. Our keynote speakers include Professor Ranulph Glanville and Professor Leon van Schaik, and special welcome to Professor Jacqueline Rowarth. Please enjoy the pre-conference drinks as an extension of our welcome where our Vice-Chancellor Prof. Ruth Dunkin will join us to open the conference.

Special thanks must go to Helen Lennox (Research & Innovation) for organising this conference with much attention to detail. Thanks must also go to those who assisted with the conference program: Associate Prof. Carlene Boucher (Business), Dr. Robyn Barnacle (Research & Innovation), and Lisa Grocott (Art, Design and Communication). Thank you to all participants for your contribution to the conference, and to those who will submit papers for external review for consideration in a research monograph on practice based research (edited by Assoc. Prof. Carlene Boucher).

Welcome to the second RMIT Research on Research conference.

Dr Pam Green (R & I) Conference Convenor

Conference Convenors

Dr Pam Green
Helen Lennox
Information for Presenters

Information for Presenters of Papers

Presenters are asked to keep to time, and to chair their own sessions.

Please familiarise yourself with the location, and facilities of your room prior to your presentation.

In order to make your session interactive, please allow time for questions and discussion.

Submission of papers for Consideration for Publication

Details about publishing options are provided in the conference folder.
Keynote Speakers

Professor Ranulph Glanville

Ranulph Glanville was educated as an architect at the Architectural Association School in London, and gained his first PhD in Cybernetics, his second in Human Learning. Having held a number of full time posts in the academic world in the UK, he decided to become a freelance academic in order that he could spend more time on his research, involving himself less with the burgeoning academic bureaucracy and more with thinking and teaching.

Living in the UK, he is nevertheless an adjunct Professor at the RMIT University, Australia (where he helps develop the postgraduate research programmes) to which he travels twice a year. He is also a course director and lecturer at University College London, and is working with the Faculty of Architecture, Landscape and Visual Arts at UWA, Perth and (with the European Union funding) St Lucas University in Belgium to design new programs. He lectures worldwide on a wide variety of topics. He also runs workshops in educational experiences for the Education Department of New South Wales.

He consults, to the Priory Hospital Group in the UK; to a major Swedish Bank.

He is on the editorial board of several learned journals and the conference programme committee of a number of conferences. He is a fellow of the Cybernetics Society and of the Royal Society for the Arts, and he is on the board of several international societies.

He runs a small publishing house, BKS+.

Ranulph Glanville’s main research interests lie, however, in questioning how we can apparently all understand the world in our own (different) ways, yet believe we understand the same things—and what these things might be. As a consequence, he considers design to capture the essence of the basic human way of thinking, and circularity to be inherent in all human activity.

Professor Leon Van Schaik

Leon van Schaik Ph.D is Innovation Professor of Architecture at RMIT, where he has promoted local and international architectural culture through university patronage and the 'by invitation' postgraduate program for practitioners. Writings include monographs compiled on Edmond and Corrigan, Ushida Findlay, Guilford Bell and Tom Kovac, an Edition of AD on Poetics in Architecture and a book on theory and practice around Ken Yeang’s Guthrie Pavilion.
Invited overseas guest - panel member

Professor Jacqueline Rowarth

Director, Research and Dean of the Graduate School at UNITEC, Auckland

Jacqueline Rowarth is on the Council of the Royal Society, chair of the Primary Resources Committee for the Royal Society, Immediate Past President of the New Zealand Institute of Agricultural Science, the Royal Society of New Zealand representative on the UNESCO Science Sub-Commission, and a member of the Bright Future Scholarships Committee. She is also a Director of Crop and Food Research.

Jacqueline obtained an Agricultural Science degree with honours in Agronomy, has a PhD in Soil Science from Massey University, worked in Plant Improvement with AgResearch for 6 years and then taught Plant Science at Lincoln University for 6 years. She is now Director, Research and Dean of the Graduate School at UNITEC. Throughout her career she has been an active scientist, with a strong commitment to technology transfer. She has also been dedicated to promoting awareness of science and the importance of research to schools, interest groups and society in general. For her work in all these areas, she received the Zonta Award for excellence in science in 1994, a New Zealand Science and Technology Medal in 1997 and in 2001 was elected as a Companion of the Royal Society of NZ, recognising ‘pre-eminence in the promotion of science and technology’.

Her research over the past twenty years has focused on efficient use of fertiliser (product yield and quality with minimum environmental impact), and evaluation of new plant species and cultivars (seed yield, animal growth and wool growth). She was the scientist involved with the first Applefields Dairy Conversion research in the 1990s, investigating species and fertilisers.
# RESEARCH ON RESEARCH
Practice-Based Research: Recognition, Relevance, Rigour

## PROGRAM AT A GLANCE

### Monday 2\textsuperscript{nd} June 2003

<table>
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<th>Time</th>
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| 5.00 – 6.30pm | Conference Welcome: Professor Neil Furlong, Pro-Vice Chancellor (Research and Innovation)  
                Dr Pam Green (Assoc. Dean Research), Business |

**Keynotes:**

- Prof. Ranulpf Glanville (Adjunct Prof. RMIT)  
  (Part-time - Bartlett School of Architecture, University College, London)  
  "Rejoicing in Recursion"

- Prof. Leon Van Schaik  
  (Innovation Professor of Architecture, Faculty of Constructed Environment)  
  "The practice of practice: Research in the medium of design"

### Tuesday 3\textsuperscript{rd} June 2003

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<th>Time</th>
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<tr>
<td>8.30 am</td>
<td>Registration – Coffee</td>
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| 9.00 – 9.15am | Official Opening and Welcome: Professor Neil Furlong, Pro-Vice Chancellor (Research and Innovation)  
                 Dr Pam Green, (Assoc. Dean Research) Business |
### Tuesday 3rd June 2003

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<tr>
<th>Time</th>
<th>Collaboration (Brighton Room)</th>
<th>PBR and Teaching &amp; Learning (Hampton Room)</th>
<th>Practitioner/Researcher Interface (Williamstown Room - 1st Floor)</th>
<th>Self-Curation (Albert Park Room – 1st Floor)</th>
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<tr>
<td>9.15 – 9.45am</td>
<td>Coursework masters: An important context for practice-based research in Australia <em>Peter Horsfield</em></td>
<td>The impact of on-line teaching for business research methods <em>Liz Merlot, Jenny Diggle, Bronwyn Coate</em></td>
<td>Conceptualisations of practice: Implications for learning, teaching and practitioner research within a dual sector university <em>Mike Brown</em></td>
<td>The exploration of management and organizational practice through artistry and design-an interactive installation to explore Alternative forms of text in practice-based research <em>Nita Cherry, Natalie McDonagh, Daria Loi, Louise Mather</em></td>
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<td>9.45 – 10.15am</td>
<td>Research by project: Professional practice, multiple disciplines, common threads <em>Laurene Vaughan</em></td>
<td>Illuminating the words: Reforming/informing practice <em>Adele Flood</em></td>
<td>Real research and creativity <em>Stuart Gluth</em></td>
<td>An interactive installation to explore alternative forms of text in practice-based research – alternative session Participation time: 30 minutes</td>
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<tr>
<td>10.15 – 10.45am</td>
<td>Pedagogy of regional engagement <em>Amaya Alvarez, Judy Rogers</em></td>
<td>Supervision</td>
<td>Outside-in, inside-out: Case-study methodology, practice-based research and rigour <em>Kirk Forder</em></td>
<td>Installation – alternative session Participation time: 30 minutes</td>
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10.45 – 11.15am  **Morning tea -** *(Pre-function Area – Lower Ground Floor)*
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<th>Time</th>
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<th>Practitioner/Research Interface (Williamstown Room - 1st Floor)</th>
<th>Self-Curation (Albert Park Room – 1st Floor)</th>
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<tr>
<td>11.15 – 11.45am</td>
<td>The practice learning of research supervision <em>Peter Willis</em></td>
<td>Researching innovation in the knowledge economy: How a mixture of disciplines and methods might work Robert Brooks, Sandra Jones, Diana Maldonado Rey, Roslyn Russell</td>
<td>Writing listening <em>Marsha Berry</em></td>
<td>This 90 minute session will consist of: An introduction to self-curation Nita Cherry</td>
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<td>11.45 – 12.15pm</td>
<td>The nature of the research experience <em>Laura Brearley</em></td>
<td>Practitioner-led research and communities of scholarship Robyn Barnacle, Lisa Grocott</td>
<td>A way of researching practice Pam Green, John Bowden</td>
<td>An interactive session using one of the products of self-curation by Robyn Lines, Lisa Thompson-Gordon, and Ern Reeders (45 minutes)</td>
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<td>12.45 – 1.45pm</td>
<td>Lunch - St Moritz Restaurant, (Pre-function Area – Lower Ground Floor)</td>
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<td>1.45 – 2.45pm</td>
<td>Panel Questions of Rigour (Brighton Room – Lower Ground Floor)</td>
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<td>Prof. Jacqueline Rowarth, Assoc Prof. Carlene Boucher, Assoc. Prof. Ern Reeders, and Prof. Ranulph Glanville Chair: Prof. Leon Van Schaik</td>
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## Tuesday 3\textsuperscript{rd} June 2003

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<td>2.45 – 3.15pm</td>
<td>Multiple partners in research relationships <em>Diane Barbeler, Bryan Kidd</em></td>
<td>Indigenous perspectives into practice <em>Kym Walker</em></td>
<td>Supervising practice-based research undertaken in workplaces: Reflections on our experiences <em>Carlene Boucher, Anne Smyth</em></td>
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<td>3.15 – 3.45pm</td>
<td>‘Living what you learn’: Linking theory and practice in postgraduate research <em>Ed Carson, Lorraine Kerr</em></td>
<td>The research/scholarship portfolio: An opportunity to promote research/scholarship within complementary medicine education <em>Lisa Caputo, Barbara Polus</em></td>
<td>Crossing the research rubicon <em>Jacqueline Rowarth</em></td>
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<td>3.45 – 4.15pm</td>
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<td>4.15 – 4.45pm</td>
<td>Jumping into the deep end: Doing research in regional and rural Australia <em>John Martin</em></td>
<td>Unfolding the practice of painting <em>Peter Smith</em></td>
<td>Workshop</td>
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<td>Issues in the analysis of quantitative practice-based research data <em>John Reece</em></td>
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<td>4.45 – 5.15pm</td>
<td>Globalisation and the everyday city <em>Craig Bellamy</em></td>
<td>Making research <em>Andrea Mina, Peter Downton</em></td>
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ABSTRACTS

Pedagogy of regional engagement
Amaya Alvarez, Judy Rogers – RMIT University

This paper argues that the experience of going out there - wherever there might be – requires a pedagogy that recognises the relationship between field based teaching and study and research opportunities and approaches.

Taking students off campus for learning experiences is not new – field trips, industry placements and design programs around real sites are offered across the university in a broad range of disciplines. What such learning often has in common is that the act of leaving the campus is to provide real-world examples; projects or experiences that feed directly back to student’s respective fields of study - to expand and enhance their existing learning and provide insight into the professional context of their study.

Our interest drawing on insights gathered from working with students in regional communities in Victoria and further afield, is to examine off-campus learning from within a framework of research based practice, to explore the following questions:

• What can be learned from working outside the university in communities and what kinds of research questions arise?
• How can such learning evolve into research for both students and staff?
• What is the place of the community in such research?

Through a series of case studies from the field we will explore the way in which teaching and learning in regional communities can enhance and extend into research, at the same time highlighting that such developments are unlikely to occur without equipping staff and students with skills, tools and support to take advantage of such opportunities.

Contact: Amaya Alvarez - Email: amaya.alverez@rmit.edu.au

Practice-based research – the learning city and region
Anne Badenhorst, Chris Duke – RMIT University

This paper examines issues problematic to practice-based research, and exemplifies them in the practice-based scholarship of engagement applied to governance for the learning city and region.

We add reflexivity to the three Conference keywords recognition, relevance and rigour. Reflexivity informs the capacity to operate as a learning organisation and is becoming a condition of survival in complex fast-changing societies. Our work has relevance for the University mission, for public administration and for higher education policy and practice. Rigour is tested in part by the very public nature of this work.

Recognition of practice is earned in a public and practical way by being field-tested and put to use. Recognition of this Mode Two research is however problematic in terms of more conventional research. The work does not locate within one disciplinary field, but straddles several. More serious, as with the scholarships of teaching or dissemination, and application as well as integration, recognition of the scholarship of engagement may only come by conforming to the old research paradigm of refereed and published papers. Is practice-based
research in general forever doomed to a similar fate? This paper confronts the question of recognition in practice-based research. Which is the court, and who are the jury?

There is a substantial literature on learning cities and regions. This draws on diverse disciplines (economics, planning, geography, sociology, management etc). It attempts to ground understanding in the evolving practice of regional and local administration around the world. One important issue concerns the cultural specificity of place management in different cities and regions. The 2001 OECD report *Learning Cities and Regions* was the departure point for an international OECD Conference in October 2002. Melbourne and other Victorian case studies and the report *Melbourne 2030 Planning for Sustainable Growth* were a basis for testing general propositions in different practice settings.

The authors contributed to the OECD conference preparation and planning, and take an ‘academic’ interest in learning city/region concepts. As leaders of C&RP they are also responsible for developing RMIT community partnerships which exercise the concepts of learning communities and regions through practical projects and programmes. They are now planning practice-based research on the Melbourne city-region as an ‘intelligent territory’ in the context of an EU-funded study of city regions elsewhere. This paper explores aspects of this practice-based research in terms of its connection to theory and to more conventional forms of scholarship.

**Contact: Anne Badenhorst - Email: anne.badenhorst@rmit.edu.au**

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**Multiple partners in research relationships**

Diane Barbeler, Bryan Kidd - The Coach House Leadership Centre

Organisations are complex systems that must be adaptive and creative to survive in the volatile environment in which they operate. Organisations are also inseparable from the society within which they function. Partnerships and relationships are integral parts of this society and organisations. This paper reflects on the dialogue surrounding the concepts of ‘partnership’ and ‘relationship’ that ensued during experiences of collaborative action research projects completed at RMIT in 2003 in fulfilment of the Master of Applied Science in Organisation Dynamics.

The two presenters are representatives from two teams of collaborative action research projects. They have a consulting practice which has been influenced by their experiences. That influence was extended as a result of their sharing of experiences to provoke understanding of the nature of their research findings. The project process of supervision and formal peer support was not always adequate to provoke the level of understanding required to bring rigour to a consulting practice model. Spontaneous and provocative dialogues became a feature of their projects as the year progressed.

They found three values are key to successful research partnerships: mutual trust, collaboration and interdependence. However, what happens when these values are being developed? And how can we determine the characteristics of ‘partnership’, the primary task that the ‘partnership’ represents, and ‘its’ relationship with the research project itself? The sharing of their experiences and reflection on dealing with the roles and boundaries integral to, and impacting on, any relationship, and the process of developing those three values has been invaluable in developing their consulting practice.

This paper argues that the word ‘partnership’ conjures up an illusion of an intrinsic relationship without doing the active work to ensure the effective establishment and sustainability of the relationship and rigorous work practices. This is an ongoing process of ‘discovery’ in a relationship where ‘getting there’ never occurs.

**Contact: Diane Barbeler - Email: tchlctchlc.com.au**
Practitioner-led research and communities of scholarship
Robyn Barnacle, Lisa Grocott – RMIT University

This paper explores both the potential and the tensions presented by the practitioner research model as a vehicle for locating, framing and disseminating professional experience to a broader research community.

The appeal of the practitioner led research model lies in its recognition of the role of the researcher within the research process and the alignment of research with reflective practice. Whereas conventional empiricist models of research typical of the experimental sciences seek to ensure the detachment of the researcher within the research process, practice related models seek to engage the researcher in their parallel role as both researcher and practitioner.

But a research model that promotes a practitioners reflection on their own practice also raises a number of issues for the creation of research communities. The verification criterion of repeatability that is at the heart of the research methods utilized within the experimental sciences ensures engagement with a broader community – the validity of research outcomes depends on verification and endorsement by other researchers within the field. While such practices are inappropriate for practitioner research, researchers of all persuasions benefit from a vibrant research community.

A key issue, then, is that of how to ensure that the research undertaken by a practitioner can effectively be translated to, and situated within, a broader research community. In a research model that emphasises a practitioners’ own professional experience, how can relevance for, and on-going dialogue with, a broader research community be established?

It is important for maintaining the value of the practitioner research model, and its validation of the situation-specific experience of the practitioner, that it can also work effectively towards the creation of communities of scholarship (both within and between the profession and the academy). We explore this issue and identify possible solutions.

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Globalisation and the everyday city
Craig Bellamy – RMIT University

Milkbar.com.au is fundamentally an oral history project about Fitzroy, an inner city suburb in Melbourne, Australia. But it is not just an oral history project in the traditional sense as it utilises historical methodologies that may be more suited for delivery through the Internet. Although socially and economically determined, the Internet is perhaps one of the first truly ‘global’ medium (and is certainly one of the most participatory mediums). There is a link between a local geographical based history being communicated through the Internet, and a research methodology that frames its methodology within the local/global nexus.

What makes this research different to other humanities computing projects, is that it was conceptualised from the outset with its’ delivery mechanism in mind. In other words, every photo, every video interview, every question, and every paragraph of text was gathered and cognitively framed with the consideration of how it would be communicated through the Internet. Most humanities computing projects deliver pre-existing archives to the web through large scale digitisation projects, however this project not only utilises the archival potential of the Internet, but has ‘artifacts’ that were captured specifically for it. For lack of a better description, it is a ‘contemporary history’, or an exploration of a small community within
Australia in the early stages of the new century to help us understand how individual and
groups resist or embrace the forces of the world.
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Writing listening
Dr Marsha Berry – RMIT University

To get inside a process as a practitioner challenges the underpinning of most academic
discourse. The subject of the research is frequently the self and this brings into question the
traditional distinction between subject and object, self and other. In this paper I will address
these issues and expose how I came to terms with this paradox in my own doctoral research.

My research was concerned with listening, subjectivity and selves in a performance arts
context. Listening is constituted as a labour that gathers meaning from oral texts. It is the
other side of expression and it slips between the said to generate meaning.

Rehearsals are sites where there is substantial movement between the states of self and not
self (character) and in addition texts are interpreted and a collaborative interpretation that
forms the basis of a performance text is built through dialogue and discussion. Dialogue and
discussion, in turn rely on listening as a condition of possibility, therefore, I decided that a
theatre rehearsal would satisfy the conditions possibility for theorising listening.

Ethnography and ethnomethodology inform the methodology I used to conduct my research. I
chose an ethnographic approach because I wanted to capture those instances when listening
was taking place to somehow record these for further analysis and interpretation. Writing in
ethnography is reflexive and this is doubled by the quintessentially reflexive nature of theatre.
The self here is metaphorically engaged in an intricate dance between selves and is always
looking in a mirror to see how she appears to others. Contrary to the traditions of the thesis
genre I chose to write in the first person so that my voice is clearly identifiable. This is also
consistent with feminist, postmodern and poststructural academic discourse.
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Supervising practice-based research undertaken in workplaces:
Reflections on our experiences
Carlene Boucher, Anne Smyth – RMIT University

This paper describes some of our learnings about supervising research candidates who are
using methods that require them to rigorously reflect on their professional practice as part of
their research. We begin by explaining that most of our research candidates are mature
adults who hold senior positions in organisations or work as management consultants. They
come to us because they wish to engage in an examination of some aspect of their practice
within an academic context. They hope to both gain knowledge about their practice and to
change their practice. This cannot occur without them engaging in deep and often painful
examination of their values, personal constructs, behaviours and theories in use (Argyris &
Schon 1974).

We go on to discuss some of the supervisor-supervisee relationship issues that have arisen
for us when working with these candidates. These include: managing existing and developing
friendships with candidates, managing potential conflicts of interest (such as offers to do paid
work in the candidate’s organisation), being aware that the research work impacts not just on
the individual but also her/his organisation, the people who work there and the organisation’s
other stakeholders, and working with strong emotions such as anger, frustration and sadness.
We conclude by discussing some of the strategies we have used to help us manage these issues such as engaging in professional supervision around our own practice, discussions with like-minded colleagues and setting boundaries.

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The nature of the research experience
Laura Brearley – RMIT University

This paper explores the emotional and existential dimensions of the research experience and identifies some implications for students and supervisors. It crosses genres and incorporates academic literature, autobiographical narratives, images and poems within the text. Through the use of multiple voices, the paper attempts to reflect the substance and emotional intensity of the research experience, as well as foster an emotional engagement with the data.

The paper incorporates the findings of a current aesthetic research project which is exploring the multi-dimensional nature of the research experience. Within this project, thirty research participants from six different countries are drawing images and telling stories about their experiences of research. The findings from the research are being represented through a range of creative forms, including poems, songs and multi-media. These resources are being used as conversation starters, designed to enhance understanding and awareness in both students and supervisors.

The purpose of incorporating both theoretical and creative dimensions within this paper is to stimulate critical reflection by stretching and dissolving boundaries, in both content and form. The paper uses an aesthetic approach, and forms the basis of a creative presentation of the material. The paper and the presentation have been developed to invite and challenge us to be more fully conscious of ourselves and our practice, as both researchers and supervisors.

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Researching innovation in the knowledge economy: How a mixture of disciplines and methods might work
Robert Brooks, Sandra Jones, Diana Maldonado Rey, Dr Roslyn Russell – RMIT University

Practice based research provides many advantages for the practitioner as research is used to reflect upon their practice. It also adds timely information to the existing body of research from both an external researcher and participant-observer research perspective. Both these advantages are a necessary response to the many challenges provided by the knowledge era as existing paradigms are challenged. However, practitioner-based research is not without its challenges, amongst these is the need for a multidisciplinary approach that often requires a combination of research methodologies. This paper aims to describe the difficulties and the benefits of the approach by using the example of two research projects, one which is aims to identify the practice problems for universities and organizations seeking to link research and practice through research grants provided by the Australian government, and the other which aims to examine the practice problems in the valuation of biotechnology stocks. Both research projects initially required a quantitative methodology (both descriptive statistics and econometrics) to set the scene and provide an overview of the quantity and form of the practice and to identify the various parties involved. The second stage of the research requires a qualitative research methodology, allowing a more in depth study of the problem (case studies around collaboration), choosing case studies based on the information provided by the quantitative study. This paper seeks to identify advantages and problems that accompany this combination of research methods when seeking to assist practice-led research.

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Conceptualisations of practice: Implications for learning, teaching and practitioner research within a dual sector university
Michael Brown – RMIT University

This paper outlines six different conceptualisations of practice that have relevance to educators working in a dual sector university. Each conception is associated with a particular and extensive research agenda in education. Interestingly, three of the six are derived from Australian based research. A brief discussion is presented and some initial implications for learning, teaching and practitioner research are considered. The first of the six conceptions is 'reflective practice'. This is derived in part from the work of Schon (1983; 1989; 1991). Though, more recently, the notions of reflection and reflective practice have been considered by Moon, (1999 & 2002), with respect to learning and professional development. The second conception is the notion of 'vocational practice'. This comes from the research agenda of Stephen Billett (2001) working in the Australian VET sector. Billett's work has included the development of 'a learning curriculum'. The third conceptualisation of practice is encapsulated in the 'novice to expert' research. This section of the paper recaps work by Dreyfus & Dreyfus, and Benner before moving onto more recent research by Ferry & Ross-Gordon (1998) and Daley (1999). The fourth conceptualisation of practice to be reviewed was developed by Kemmis & McTaggart (2000). These educational researchers show a nexus between critical social science, through alignment with the work of Habermas, and educational action research. In the process they outline 'a more encompassing view of practice'. The fifth conceptualisation of practice comes from the recent work of Australian educational philosophers, Beckett and Hager (2002). This includes an innovative take on 'practice in postmodernity'. Finally, based on a number of key ideas drawn from the work of Kincheloe and Steinberg (1993), and Kincheloe (1996, 1999 & 2000), the main themes within the sixth conceptualisation are, worker/learners as researchers, post-formal thinking, critical consciousness, critical constructivism and 'the critical integrated curriculum'.

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“Dealing with the baggage”: The interaction between affect and cognition in supervisor – student relations
Robert H. Cantwell, Jill Scevak – University of Newcastle

We deal in this paper with a potential mediating effect of an interaction between cognition and affect in explaining problematic supervisor student relationships. In any non-trivial learning task – and doctoral study may be considered distinctly non-trivial – how we behave and how we respond (either as a supervisor or as a student) is in part a reflection of the “baggage” we bring. For most individuals, most of the time, our behaviours are governed by a complex web of interactions between current and past behaviours, beliefs and experiences. Knowing what we have done in the past is a good predictor of what we might do in the present and future. Knowing how we did those things is a good predictor of how we might do current and future things. Knowing how we felt about doing those things in the past is a good predictor of how we feel about doing those things again. These reflections provide the basis for relatively enduring “mental models” (Vermunt, 1998) that act as internal “road maps” (Cantwell, 2001) guiding us through problematic situations. Such models may refer to our motivations, epistemologies, strategy repertoires, or to personal factors such as our “need for cognition” or our “tolerance for ambiguity”. However, where such mental models are inappropriate, misinformed, inadequate, or just plain wrong, frustration and other negative affect can set in. Given the enduring nature of these mental models, and their critical role as frames of reference for understanding the current situation, dissonance between, for example, messages “sent” by supervisors and the form in which they are “received” by the student, may provide a basis for significant misunderstanding. To take perhaps an extreme example, this may then reflect in transference: “You are my intellectual intimate; therefore I am taking it out on you”. From this
standpoint, we suggest a need for supervisors to understand the student beyond the personal relationship level, to incorporate understandings of what is driving the way student thinks and works. We draw on interview data from a broader study to illustrate this thesis.

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The research/scholarship portfolio: An opportunity to promote research/scholarship within complementary medicine education
Lisa Caputo, Barbara Polus – RMIT University

The Chiropractic Program at RMIT University is undergoing a major change from a double degree model to a three plus two Bachelor/Master program. One of the consequences of this program change is that this first professional qualification must now include a significant research component. The Faculty of Life Sciences has recommended as a guiding principle that “the research component constitute at least 25% of the total credit points for the program, excluding any research methods course”. This is a significant challenge for our department. The Chiropractic Unit is attempting to meet this challenge with the development of a multifaceted research teaching and assessment method called ‘the research/scholarship portfolio’.

A portfolio model has been chosen in order to provide a flexible learning environment that remains integrated within the students’ current educational program. The ideal of scholarship allows the definition of research to be broadened, providing innovative opportunities for the chiropractic program to develop students’ “critical reflexivity as a habit of mind”, the promotion of critical evaluation by peers through public dissemination, and the motivation for continued inquiry. This is being grounded within a practice-based research focus, which is the most suitable method for chiropractic students, who predominantly move into private practice positions once they have graduated.

In this presentation we will discuss the outcomes of the development phase of this proposal. This will include the results of a series of focus groups with various stakeholders, including those within and outside the RMIT and clinical communities. The development phase of this project will define the meaning of scholarship, outline relevant learning outcomes, and discuss methods of incorporating the ideals of practice-based research into the research/scholarship portfolio, specifically within the context of complementary medicine educational programs.

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‘Living what you learn’: Linking theory and practice in postgraduate research
Edgar Carson, University of South Australia, Lorraine Kerr – Deakin University

The University of South Australia prides itself on the claim that a characteristic element of its practice, and positioning in the sector, is its commitment to applied research in partnership with industry. It can nevertheless benefit from further theorising the process and understanding the changing circumstances of industry partners partnerships and what this means for partnerships in research education. Where the industry partner is a Third Sector Organisation (TSO), there is added complexity.

We base this paper on a Linkage project examining models of state/Third Sector ‘partnership’. In an era of contractualism, TSOs are increasingly constrained by their funding arrangements with the state (Kerr and Savelsberg 2001). In investigating how so-called ‘partnerships’ are operationalised, we are concerned about the extent to which they actually represent contractualism re-labelled for political acceptability. At the heart of contractualism are outputs
tightly specified by the state as purchaser. These constrain TSOs (as service providers) by limiting resources that can be used for sector development and advocacy (Carson and Kerr 2002).

This paper will address two important themes in the supervision process. First, the irony that, as a flow-on from delivering services in tightly specified contractual arrangements, TSOs may slide into treating Linkage partnerships with Universities as contractually-based service delivery, with the TSO as a purchaser of services, more than as a collaborative investigator.

The second theme is that, for our project, there is a dilemma that the doctoral candidate has been inserted into the practice she is researching, namely contradictions in notions of ‘partnerships’ and this has the potential to detract from the theoretical richness of the project. In Linkage/APAIs there will always be a need for supervisors to protect the student from being diverted from the ‘core business’ of her/his research, while maintaining the partnership. The difference is that in this project, the supervisors’ obligations in negotiating and managing industry pressure on the candidate could limit the very processes the candidate needs to study and theorise.

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The exploration of management and organisational practice through artistry and design
Nita Cherry, Natalie McDonagh, Daria Loi, Louise Mather – RMIT University

University are using the perspectives and practices of voice, curation and design to explore complex phenomena which play out in organisations and in the behaviour of individuals, including managers.

These phenomena include the ways in which individuals and groups engage - or disengage – with 'wicked' problems, with innovation and with the development of sustainable and emotionally intelligent leadership.

The perspectives of artistry and design influence and enrich every aspect of their research activity, including the ways in which they frame their questions, what they regard as data, how they create and engage with that data and what is regarded as relevant literature. The notion of text is explored and extended and so too, ultimately, the form of the thesis itself.

Their work invites challenging discourse around what constitutes a thesis and a resultant questioning and re-framing of notions of rigor, validity and propriety.

During the course of the day, each candidate will offer opportunities for conference participants to interact with a series of installations and activities which illustrate these research approaches.

At the end of the day, a panel session and open forum with the doctoral candidates and their thesis supervisors will provide an opportunity for debate and discussion.

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Projecting design practice-based research
Michael Douglas – RMIT University

Design practice is well known to be undertaken through projects. Design projects have a propositional nature. Projects articulate a vision that projects a possibility of what could be, and often specify the means to bring this possibility into being.

Design practice based research can be understood to be framed and guided through the nature of its projecting toward some potential. It has been common for Industrial Design practice to be framed and propelled toward the potential achievement of invention. That is, toward designing a measure of novelty that can be identified against a field of the existing and known. Such invention has at its simplest been assumed - within the larger context of industrial culture - to be geared toward a linear directionality where agency flows from designer to context and from producers to consumers, whilst the inventive research achievement sits on top of a progression of knowledge achievement relative to the disciplinary frames of the academy.

Rising concern for ecological and cultural sustainability, together with the unfolding potential of electronic technologies, is prompting a turn in the directionality of industrial culture and design practice based research. Design practice based research presents a different potential when characterised by an increased engagement with - and feedback flow from - the context of industrial culture, as it draws from and cuts through the domains of traditionally framed disciplines.

Framing and guiding the potential of research toward invention gains complexity when the research practice is increasingly engaged with systemic aspects of its context. The potential achievement of design practice based research may increasingly be considered to be one of invention through intervention in and against its context.

The paper reflects on a decade of Industrial Design practice based research at RMIT to speculate on emerging ways that design research projects may be framed and guided.
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Illuminating the words: Reforming/informing practice
Adele Flood – RMIT University

This paper will reflect upon the ways in which the practice of investigating theoretical explorations of identity and memory have impacted upon my practice as an artist and educator.

It will consist of a series of images of self-constructed around significant philosophical statements and ideas. The images were created during the progress of writing the PhD dissertation Common Threads to be submitted for examination in March 2003.

The interrelatedness between thoughts, feelings and responses in the practice of research with the thoughts, feelings and responses displayed within the images will be discussed and ideas of the manner in which practice in one dimension of learning can impact upon another will be foregrounded through the use of the created visual imagery.
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Outside-in, inside-out: Case study methodology practice-based research and rigour
Kirk Forder – University of South Australia

My discussion argues favourably for Practice-Based-Research as a method of developing new and original knowledge while fulfilling the need for academic rigour.

My argument commences by identifying Case Study Methodology as a mirrored reflection of Practice-Based-Research and discussing ‘what is new knowledge? I substantiate my claims by reflecting on the two methodologies using comparison and analogy. I identify and focus on these differences, and more importantly (and some-may-say ‘surprising’) similarities between the two approaches, as support for my argument. Further, I outline my thoughts and ideas on how the concept of academic rigour applies to Practice-Based-Research, and then I offer methods of maintaining it.

I assert Practice-Based-Research as a positive method for contributing to, and communicating, “practice, meaning and method”, in doing so, how the results can assist in resolving the largely recognised problem² of the community lack of identification with Design, Arts and Crafts—outside of the consumer driven market place. Concluding: I summarise my main points and offer insight and hypotheses on future research opportunities provided by a cumulative body of knowledge buried in Practice-Based-Research.

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Real research and creativity
Stuart Gluth – University of South Australia

This paper will investigate the possibility that traditional ‘objective’ research and the ‘practice based’ research do not differ significantly; and that perhaps that what is regarded as objective research is equally based on practice, values, imagination, experience and accident. It will argue that there are not different kinds of knowledge, but that such divisions may be based on snobbery or the protection of power and prestige.

An analysis of design as a legitimate area of practice based research activity, as reasoned by Richard Buchanan, Carole Gray, etc. will be used to draw parallels with ‘pure’ or ‘scientific’ research methods to illustrate that purposeful creative activity, such as design, can be the result of equally structured and deliberate method.

Critically for design, this analysis shows that design needs to be not indulgent or personality driven, as it commonly is, and that reflection on its processes and outcomes needs to be directed, thoughtful and critical or else it just becomes self validating and self admiring.

There is a knowledge of creativity. People are not just born with it or not. We can structure it and teach it. All areas of research not only can use creative input and imagination, but in fact depend on it. In any area this creative process depends on what you put into it; what practices, experiences, formal and informal knowledge that the imagination ingests.

The form of knowledge should not affect its value; it is not valuable (or valued) or not because of the way it is discovered. Equally, the search process is not valid or invalid depending on the use to which the knowledge it leads to is put – if any.

The ‘objectivity’ of the physical sciences is only a matter of degree, and an examination of even its very recent history will show just as many ego based or quasi-religious nonsense, as “vaporous and self satisfied” in Brian Eno’s words, as any other human activity.

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A way of researching practice
Pam Green, John Bowden – RMIT University

The question of how to research practice raises as many issues as it does possibilities. One such possibility resides with phenomenography which enables the researcher to investigate the conceptions that research participants have of a given phenomenon. The paper will represent an instance of research into practice using phenomenography in which researchers were interviewed about their research in terms of their practice. The scenarios posed to elicit phenomenographic tellings, and the fruits of the several phenomenographic analyses undertaken thus far will be unravelled. One aspect concerns what constitutes success in a research project and the analysis so far has produced five categories of description. The descriptions will be explored in terms of what we have discovered, and are continuing to discover about research practice.

The presentation will include excerpts from transcripts to illustrate the categories and will discuss the branched structure of the category linkages on the three dimensions of variation. In particular the paper will expose phenomenographic inquiry as an invaluable means by which to investigate practice.

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Coursework masters: An important context for practice-based research in Australia.
Dr. Peter Horsfield – RMIT University.

One of the emerging academic contexts for practice-based research in Australia is the research component of the increasingly popular Master’s degrees by coursework. In contrast to the longer traditional research-based masters and doctoral degrees, the coursework-based degrees commonly require a smaller research project. When considered together, however, these smaller research projects reflect a significant research effort and a significant shift in the nature of university research. The fact that a high proportion of postgraduate coursework students undertake the degree on a part-time basis, means that the research component offers possibilities for research that emerges from or is addressed to practice-based situations.

This paper presents an analysis of the research program of the MA (Communication) degree at the School of Applied Communication at RMIT University. Since the degree began in 1999, more than 130 major (16,000 words) and minor (8,000 words) research projects have been completed within the program. This paper analyses the topics of these projects and their significance to practice-based research interests. It also provides an analysis of the administration of the research stream within the MA (Communication): how research topics are generated and evaluated, the implementation of theory across diverse research program, and practical questions of supervision, support and examination.

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Practice Based Research: An Investigation of a Viable Model of Creativity
Les Horvat – RMIT University

Research that may lead to a greater understanding of the basis of creativity, is somewhat of a Holy Grail for both arts educators and practitioners alike. The key that would perhaps determine the triggers or unlock the nature of creativity is no doubt often yearned for by many a teacher facing a recalcitrant group of fourteen year olds, on a hot, windy afternoon in a depressing, secondary school classroom. The origins, the basis, indeed the very foundations of creativity are areas of knowledge that have been somewhat elusive and not easily offering up the bounty researchers have long awaited. Where does creativity come from? Is it something everyone processes, but only some have the awareness to recognize? Are there degrees of creativity or is it merely the extent to which we have developed the insight of our own potential that governs our ability to tap into this delicate resource? Through this paper I will examine issues surrounding creativity and artistic creative output via the duality of exploring a specific arts based practice, that of commercial photography; whilst also attempting to construct a model that may help to represent (and in the process clarify, or perhaps even shed some light upon) the creative process itself.

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Roles, relationships and research: An inquiry into practice
Robyn Lines, Ern Reeders, Lisa Thompson-Gordon – RMIT University

During 2002 a group with responsibility for aiding RMIT program teams to renew their offerings was consolidated. The Program Renewal group faced a number of complex problems that can be summarised as the task of creating the conditions necessary to do the work:

- how to get support from managers for the work
- how to overcome suspicion or hostility from the program team
- how to negotiate roles and responsibilities in doing the work
- how to tap into the sources of energy among the program team to ensure that the outcome was more than mere compliance

There were, and are, no simple recipes to use in addressing these questions, and the problem can be described as a wicked one as the nature of the questions and the relevant responses emerge and are redefined and renegotiated in the course of each project.

During the year, the task of ‘managing up’ became more pressing, and to deal with it the group invited Prof. Nita Cherry to assist. We agreed to try a process of producing and self-curating installations or exhibitions as a way of sharing and extending our practice wisdom. This process was seen as challenging but potentially offering scope to marshal more creative energy for the work as it avoids the limiting frames of verbal narratives and more easily represents intuitions and feelings.

This will be a participative session that will present one of the ‘exhibitions’ produced in this process – Robyn Lines’ program renewal game – as a way of demonstrating some of the practice wisdom that was captured and as a stimulus for a conversation about this process as a form of action inquiry.

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Jumping in the deep end: Doing research in regional and rural Australia
Associate Professor John Martin – Centre for Regional and Rural Development

RMIT’s Centre for Regional and Rural Development (CRRD) is now one year old, and has already increased by 100% with the appointment of its first research assistant. Associate Professor John Martin moved from QUT in downtown Brisbane to RMIT Hamilton in February 2002 and has been preoccupied integrating research and development into the local and regional community. This paper will reflect on his experience and identify key issues facing universities that venture into rural and regional Australia. His experiences will also include the way local RMIT representatives’ position themselves with various individuals and interest groups, as well as the way in which the large city based University in metropolitan Melbourne positions itself with its representatives in Hamilton. There has been much interest in the contribution being made by universities to rural and regional Australia, including the Nelson review of Higher Education. While there has been much in the media about this issue at the time of writing there has been no substantive position from the Minister. Should such a policy position be taken by the time of this Conference it will be interesting to reflect on RMIT’s developing attitude to all things rural and regional.

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The impact of on-line teaching for business research methods
By Liz Merlot, Jenny Diggle and Bronwyn Coate – RMIT University

RMIT University has placed considerable resources into developing the use of information technology for learning purposes within the university. In 1998 a project team was established to facilitate the development of information technology within the university. One element of this project involved the established and on-line learning environment called the Distributed Learning System or DLS. In 2001, the DLS was adopted for the delivery of the Business faculty-wide course – Business Research Methods. The RMIT Business research students are a very diverse group, studying in widely different areas and use different methodologies to complete their research. Creating a research methods subject requires a certain amount of standardisation of content. By standardising the content it then has varying degrees of relevance to such diverse research students. By creating the subject as an on-line subject flexibility can be achieved increasing the relevance for different students as different modules can be developed to meet differing needs. This paper evaluates the impact of the transition from an 8 week face-to-face workshop model to a 2 session workshop model with all learning materials available on-line via the DLS. Anecdotally the calibre of the student assessment tasks improved during the introductory semester of the DLS, which was a motivating factor for undertaking this research. It would seem that the students are less confused and less intimated by the research process when they are in charge of their learning approach. This paper analyses student feedback about their on-line experience and compares it to their previous on-line experience and their use of on-line learning tools. It draws conclusions based on the strengths and weaknesses of their on-line experience. The authors provide reflections on their experience as both students in this course and then as lecturers in the course. These reflections and conclusions then form the basis of recommendations for the enhancement of the Business Research Methods course that will benefit both the students and the academics involved in its management.

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Making research
Andrea Mina and Peter Downton – RMIT University

For student and professional designers alike, the practice of design is a mode of research into the realms of both design itself and the area of inquiry that is the focus of the design task. This is further enriched by the physicality of making as a means of design investigation.

In an effort to understand the processes of designing, researchers have employed verbalisation protocols, interviews, and taped observations. Honest introspective and subjective investigations into one’s own design add a richer dimension to the understanding of the way learning and inquiry are conducted in designing. We have individually and collectively been conducting such investigations. Each author has undertaken personal interrogation of their own designing and making for a number of years. These projects are ongoing.

To explore design research further the authors conducted an Interior Design studio in 2001 with jeweller and interior designer Karen Schezel in which students were required to make a number of small models, advance the models of other students and reflect on their own making and learning. A review of this studio suggests further ideas for learning through making.

This paper offers examples of work, describes the students? and researchers? investigations and advances ideas for reflective practice research within the paradigm established by the writings of Donald Schön.

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Issues in the analysis of quantitative practice-based research data
John Reece – RMIT University

The statistical analysis of quantitative research data generated from practice based research raises some issues of design, analysis, and interpretation that are distinct from the issues associated with the analysis of data generated from traditional experimental and quasi-experimental research designs. Traditional null hypothesis significance testing has been criticised as an incomplete, if not misleading, method for the analysis of intervention designs. Put simply, null hypothesis significance testing can be accused of not telling researchers what they want to know. If one accepts that the goal of quantitative data analysis is to use statistical methods to assist in obtaining defensible, informed, accurate, comprehensive, and comprehensible answers to research questions, then issues such as clinical significance, effect size, and the analysis of single-subject data are important considerations in the analysis of practice based research data.

This workshop will discuss these issues and present some practical instruction in the use of a range of methods that can enhance interpretation of practice based research data, including: the Jacobson and Truax model of clinical significance; effect size measures based on both standardised mean differences and proportion of accounted variance; and the use of covariance in intervention designs. Where possible, these methods will be demonstrated using SPSS.s

This workshop will assume that participants have a fundamental knowledge of quantitative research design and analysis, including the logic of hypothesis testing; basic experimental, quasi-experimental, and non-experimental research designs; and the use of common statistical tests. Basic familiarity with SPSS will be an advantage but not a necessity. The workshop is targeted to all academics and research students who are engaging in quantitative
practice based research, particularly intervention research, regardless of their domain interests. The workshop is designed for researchers, not 'stats gurus'; hence, the material will focus on concepts, application, and interpretation rather than calculation and statistical theory.

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Crossing the Research Rubicon
Jacqueline Rowarth, UNITEC, Auckland, New Zealand

The Rubicon was a stream in NE Italy limiting Julius Caesar’s province. Crossing it in 49 BC constituted a declaration of war with Pompey. The crossing was determined by the cast of a die, hence *jacta alea est* – the die is cast.

Now the Rubicon is the boundary by passing which one becomes committed to an enterprise.

Doctoral studies, whether for a Doctor of Philosophy or Professional Doctorate, can be regarded as an heroic journey, somewhat like crossing the Rubicon – at the end of the years of research and study, the student is not the same person as at the beginning. The successful student will have transformed into somebody with the capacity for independent and systematic research. The student will also be an acknowledged expert in a particular area of study, as they will have made a significant contribution to knowledge.

The journey will be different for each student, but components are common to all. These include:

- A distinct destination (which may change)
- Travel guides (supervisors)
- Timetables (the rules and regulations of the tertiary institutes at which they are enrolled)
- Fellow travelers (who can be students, family, friends, colleagues).

With the above components, the journeys associated with the Doctor of Philosophy and the Professional Doctorate are often different: for the PhD, the student is paddling an individual canoe with a private consultant as a supervisor, whereas for the professional doctorate, the student is part of a wagon train, with scouts riding shotgun as supervisors.

For the prospective student, struggling with the concept of doctoral studies, the analogies explored in this paper may assist in preparing the appropriate groundwork to prevent a mismatch of expectations.

For the supervisor, the changes in role one must play in student management are outlined as stages of the heroic journey.

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Unfolding the practice of painting
Peter Smith – RMIT University

On reflection of almost 30 years of practice as a painter, a key research question arises: what are the markers that allow the practise to progress from one state to the next? For the inexperienced painter these markers are stumbled upon through a flailing about in experimental strategies. But an experienced practitioner may have established values (of all kinds) at stake.
The naming of markers in answer to the stated key research question allows an explicit ‘move between action and reflection’ (Reeders, 2000), a regrouping, for a reflective move between making paintings that look like ‘this’, and making paintings that look like ‘that’. An understanding of contemporary cultural issues is taken for granted here, to allow practice to be explicitly moved either from, or towards, such issues. The process of constructing these so-called markers, as exemplified in the context of painting, is being proposed as a general strategy for the conduct of practice based research in the creative industries.

For painting, if we imagine these markers at the vertices of a graph, we argue that the edges of the graph could represent linkages to other disciplines—to photography, to history, or indeed to mathematics. Other painters would call on other linkages. The complex web of the ‘meaning of a painting’ may be then unfolded through these interdisciplinary linkages and the markers made clear—perhaps, even, in the case of painting, as separate other paintings. Marker paintings. Thus, the process by which painting moves forward may be examined through an installation of its markers. The practice is thus analysed and referenced by its markers. In a natural way, this referencing is part of the classical research process.

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Research by project: Professional practice, multiple disciplines, common threads
Laurene Vaughan – RMIT University

This proposed research presentation will focus on the relationship between research by project and professional practice. This will be done through an exploration of the commonalities that exist across disciplines when undertaking practice-based research. Data will be drawn from my many hats within RMIT where I am both a supervisor and PhD candidate in by project programs. These include Master of Arts and PhD programs in Fashion, the Master of Education by Project and my PhD (Applied Communications).

The aim of the research is to explore the question, “How does undertaking a research by project program influence professional practice?” To answer this question I will draw on the voices of my candidates and co-learners, myself and the literature.

Observational and literature analysis thus far suggests that at the core of practice based programs (or practitioner research by project) is the confrontation of habit through engagement with the literature (theory) and reflexive analysis. This may best be explained by the second question of “What is the difference between the professional work that I normally do (my discipline of practice), and that which I do as part of a postgraduate qualification?” For me this is the core of any ‘by project’ or practice based program, and crosses the boundaries of the faculties and disciplines that I work with. Within this presentation I will endeavour to contribute to the answer of the question using the multiple voices mentioned above.

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Indigenous perspectives into practice
Kym Walker – RMIT University

Historically the Australian education system has excluded an indigenous pedagogy through colonisation, and assimilation leading to the cultural genocide of Indigenous epistemologies. These common pedagogy principles shared by all Australian Indigenous societies promote interconnections with knowledge, relationships and process within their traditional organisational structures. These principles are holistic, connected, valid, cultural, value-based, thematic and experiential. Such approaches promote and reward a co-operative learning - the
unified co-operation of the learner and the teacher in a single educational venture. Indigenous pedagogies are orally based rather than literacy-based.

This paper will reflect on my work teaching Koori Continuum At RMIT University which is offered as an elective in the mainstream Bachelor Degree. In this teaching I attempt to apply principles of an indigenous pedagogy within a Western educational paradigm within a classroom. The paper will examine the tension between what I was doing in the classroom as a case study and relate that to the broader educational and organisational structures of RMIT University. Through reflections on my teaching practice the paper will argue that the system needs to understand and recognise indigenous pedagogy as a legitimate educational learning experience within the western educational paradigm. If these principles of Australian Indigenous epistemology was incorporated through the educational institutions organisational structures and classrooms it would break down the alienation of indigenous students rights of access, participation and within the educational courses and provide non-indigenous students with insight into alternative knowledge systems. As Indigenous students bring with them a cultural background in which traditions of oral-based and community-contextualised communication that as remain strong. It’s now time to put the practices of indigenous pedagogy that is being used and not recognised from within the University into research to enable the uniting of both Western European ways of learning and Indigenous ways of learning.

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The practice learning of research supervision
Peter Willis – University of South Australia

This is an initial exploration of the practice learning dimensions of research supervision where the process is complex and transactional. The paper will use a narrative approach to look the learning challenges in the sequenced moments of supervision practice from initial encounters to the peaks and troughs of the long haul to the final thesis submission, examination and mopping up.

This paper will explore a range of learning and educational theories with particular interest in social and situational theories: Daloz’s notions of mentorship, Benner’s construct from novice to expert, and Lave and Wenger’s notions of the learning community.

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