



ncsehe

national centre for student equity in higher education
newsletter december 2010

CONTENTS

Trevor Gale

01 Looking back; looking forward

Rosie Roberts

02 Mapping Aspiration and Achievement in Northern Adelaide (MAANA) project

Trevor Gale & Grant Banfield

03 The Widening Participation Partnership project

Lalita McHenry

04 Exploring student equity in Vietnam

Lisa Smith

05 'Hot' knowledge and its effects on the higher education aspirations of students from low socioeconomic status backgrounds

Alex Harris

06 Reflecting on diverse student needs and classroom practice

Adrijana Aščerić

07 Rural Reconnect project recognised at Chancellor's awards

Jennifer Stokes

07 Brequity and boots: charity events at the NCSEHE

Jennifer Stokes

08 equity101 turns one!

Stephen Parker

09 Have you seen this?

Events, Publications & Presentations, Contacts 2010

10

LOOKING BACK; LOOKING FORWARD

Another year: two years on from Bradley, three years from the establishment of the National Centre. Another busy year: lots of conferences, research, and visiting scholars. Another year of activity: more programs to reach the under-represented and increasing attention given to the nature of the higher education experience itself.

How far have we come? Certainly, student equity has been a hot topic in Australian higher education for some time but it is perhaps now just starting to come off the boil, at least in the media and in the urgency with which some senior managers within the sector regard it. Perhaps too it has been sidelined by events surrounding the federal election and even re-badged with a regional emphasis, which has the potential to reinvigorate the debate.

Of course, points of urgency remain for those committed souls who continue to advocate for social inclusion

in higher education. The hold up around the youth allowance and scholarship legislation earlier in the year was one such point. Current discussions around the Indicator Framework for Higher Education Performance Funding are another. A future point of contention is perhaps the disjuncture between student demand for places and their supply, which it is now clear will not be resolved by a 'better' more individualised measure of socioeconomic status (SES). With the postcode method giving way to a collection district method, we now know that the participation rate of people from low SES backgrounds is worse than we thought. People from these backgrounds are just not attracted to university in the numbers that an expanded Australian higher education system requires.

Where to from here? More programs? More conferences? More visiting scholars? We will probably see all of these and there will be value to

be found in all of them. But we will also need to take seriously the task of re-examining the problem. It is easy to locate problems elsewhere, in the low aspirations of students, for example, or in their poor preparation for university study. It is much more difficult to turn that gaze on the system itself, to ask the difficult questions about the self-interest of higher education and its distance from the lives of those who traditionally have been under-represented.

These of course are matters with which the National Centre is intimately concerned. In this newsletter there are reports on how they are being taken up in three of our research projects and in other National Centre activities. They are not matters easily resolved but we look forward to working with you in the new year to continue the task of rethinking and reworking student equity in higher education. x

Trevor Gale Director

2010 marks three years since the National Centre commenced operations.



MAPPING ASPIRATIONS AND ACHIEVEMENT IN NORTHERN ADELAIDE (MAANA)

Mapping Aspirations and Achievement in Northern Adelaide (MAANA) is one of the National Centre's current research projects. The research involves two main streams: (i) an evaluation of the University Aspirations Project (UAP) – a DEEWR-funded suite of programs in schools conceived and operated by the University of South Australia (UniSA) in partnership with the South Australian Department of Education and Children's Services (DECS) – and (ii) an exploration of school students' aspirations for university and for their futures.

Informed by the Design and Evaluation Matrix for Outreach (DEMO) programs (Gale, Hattam, Comber, Tranter, Bills, Sellar & Parker 2010), UAP involves two distinct approaches to program design:

- programs for students in northern Adelaide DECS secondary schools operating under the umbrella of UniSA College;
- and
- programs for teachers of students in northern Adelaide DECS primary and secondary schools, operated by UniSA's School of Education.

The MAANA project is interested in the effects that these different outreach programs have on students' aspirations, awareness about post-school pathways and school achievement. The evaluation also seeks to identify program characteristics that produce positive outcomes for students in order to develop a framework for sustainable equity-focused outreach activity in northern Adelaide – a region of significant low socioeconomic status – and also for the Australian higher education sector more broadly.

MAANA also seeks to identify the influence of family contexts on students' aspirations and awareness

about post-school pathways. As part of this second stream of the research, the National Centre has designed and is administering "A Survey of Students' Capacities to Aspire to Higher Education" (the Aspirations Survey) with primary and secondary students in northern Adelaide schools, to gain an understanding of their capacities to imagine their futures and the place of higher education in these imaginaries. To date, 100 primary and secondary students have completed the Aspirations Survey.

An interesting preliminary finding from the survey is the high level of aspiration for, and confidence in, attending university (84 per cent), which raises questions about government policy and institutional practice directed at 'raising', 'lifting' and 'building' aspirations for higher education among students from low socioeconomic backgrounds. However, the picture that emerges from the survey data is that while most respondents have high aspirations for university, these are constrained by their limited experiences, academic skills, financial resources, and their access to 'cold' (formal) and 'hot' (informal) knowledge (Reay, David, & Ball 2005).

Of course, these are preliminary findings with a relatively small sample size. The research continues in 2011 with ongoing evaluation of UAP programs and exploration of the capacities of students in these areas to aspire to higher education. For further details about the research or if you are interested in the Aspirations Survey being administered in your area, contact Grant Banfield (Project Manager) or Rosie Roberts (Project Research Assistant). x

Rosie Roberts *Research Assistant*
Trevor Gale *Director*

'Principles and Strategies for Widening Participation Partnerships in Higher Education' (the Partnership Project) is a current National Centre research project, jointly commissioned by the Queensland University of

research literature suggests that partnerships involve four key principles: commitment, coordination, interdependence and trust. Drawn from interview data, preliminary findings from the Partnership Project

THE WIDENING PARTICIPATION PARTNERSHIP PROJECT

Technology and Griffith University, and funded by DEEWR. It is focused on the partnership between QUT and Griffith with 5 TAFE institutions and 2 secondary schools operating in the Brisbane metropolitan area, which have come together to facilitate better access to and participation in Adult Learning Programs that lead to university entry.

Using this as a case study, the National Centre's research aims to identify the principles and strategies that lead to and maintain effective partnerships (between education institutions and sectors) for widening participation in higher education. These are matters of increasing interest in Australian higher education given their emphasis within the Australian Government's Higher Education Participation and Partnership Program (HEPPP).

A key interest in the research is in whether widening participation partnerships are of a different order to partnerships in general, or at least whether particular aspects of the partnership are emphasized more than others. An initial review of the

suggest a higher regard by partners for coordination and interdependence in widening-participation partnerships, although commitment and trust may simply be taken as a given. In other words, the National Centre's research suggests that partnerships of this kind tend to be formed out of mutual commitment and trust, and undermining of these may be a catalyst for disbanding partnerships. On the other hand, coordination and interdependence are indicators of structural (e.g. governance, policy, funding) arrangements necessary for partnership operations and maintenance.

The research continues in 2011, including exploration of specific strategies used to establish and maintain widening-participation partnerships. For further information on the Partnership Project, contact Grant Banfield (Project Manager), Scott Wright (Project Executive Officer) or Adrijana Aščerić (Project Research Assistant). x

Trevor Gale *Director*
Grant Banfield *Research Fellow*



EXPLORING STUDENT EQUITY IN VIETNAM

I have recently been awarded a 2011 Endeavour Executive Award to undertake a program in Vietnam at the Hanoi University of Social Science and Humanities for two months (April-May).

With similarities to Australia, Vietnam is currently engaged in a Higher Education Reform Agenda (HERA 2006-2020). Among the many challenges to be addressed is the need to improve access to higher education for the poor, a group that comprises more than 30% of the population, including people from rural, upland and minority ethnic groups (Harman et al. 2010).

My specific program of activity will provide me with opportunities to:

- **share** understandings about student equity (SE) in higher education (HE) developed at the Australian National Centre for Student Equity

in Higher Education (NCSEHE) (for example, sharing findings from the recently released "Interventions early in school as a means to improve higher education outcomes for disadvantaged students" report)

- **test** the relevance and applicability of these understandings in a different socio-cultural context, specifically Vietnam
- **learn** from the understandings about SE in HE in this different socio-cultural context, in particular the provision of student services (access, availability, achievement and aspiration as well as what happens in the preparation of students for university as well as what happens after they enter; in the first year of their higher education) and
- **develop** partnerships between the NCSEHE and like-minded researchers, practitioners and policy makers in Vietnam, with a view to future collaborations.

The National Centre will benefit enormously from a shared learning from another cultural perspective and the valuable involvement with the Hanoi University of Social Sciences and Humanities in Vietnam.

My interest in community service and issues related to student equity in higher education will impact on the practical aspects of the program as well as on the inter-institutional collaborations and shared goals of a more equitable society as a result of greater access to, and participation in, higher education by disadvantaged and under-represented groups. x

Lalita McHenry *Centre Manager*



Vietnamese cityscape

'HOT' KNOWLEDGE AND ITS EFFECTS ON THE HIGHER EDUCATION ASPIRATIONS OF STUDENTS FROM LOW SOCIOECONOMIC STATUS BACKGROUNDS

“... students of low SES backgrounds have a somewhat brittle or weakened capacity for exploring and navigating HE pathways ...”

Research suggests that people from low SES backgrounds draw more heavily on 'hot' knowledge — i.e. the informal 'word-of-mouth' knowledge received through social networks (or 'grapevines') — when imagining and aspiring toward educational and vocational pathways. In order to further consider this notion, I conducted an Honours research study which explored students' hot knowledge about university and how this affects their capacity to aspire to higher education (HE).

Analysis of data drawn from semi-structured interviews with five senior secondary students from low SES backgrounds in northern Adelaide, together with an auto-ethnographic account of this researcher's own experience of accessing HE from a similar location, provides insight into how students' hot knowledge informs their sense of self and their imagined worlds. Students described detailed and hopeful futures; however, without multigenerational experiences of HE, students' hot knowledge supports less powerful capacities to imagine and pursue HE pathways.

It was found that family networks were most important in supplementing students' knowledge about post-school pathways. Although many of the participants' relatives were knowledgeable about TAFE and

vocational pathways, there was less evidence of transgenerational family scripts involving HE. This suggests that these young people are less informed about HE because they have fewer family members with direct experience of university study. Where participants were exposed to family members with HE experience it was generally siblings who were able to provide them with first-hand narratives concerning their university experience, creating 'intragenerational' family scripts. This not only improves participants' access to hot knowledge, but also affects students' sense of what is possible or even 'normal' for people from the same class position and cultural context, in some instances actively enhancing their inclination to pursue HE pathways.

The findings of this study indicate that students of low SES backgrounds have a somewhat brittle or weakened capacity for exploring and navigating HE pathways due to fewer opportunities in accessing social, cultural and economic resources, particularly high quality hot knowledge. It follows that young people from low SES backgrounds would benefit from access to an enriched archive of experiences with and information about university. x

Lisa Smith NCSEHE Honours Scholarship Recipient



REFLECTING ON DIVERSE STUDENT NEEDS AND CLASSROOM PRACTICE

Australian schools are currently serving diverse student populations who bring an increasingly broad range of differences into the classroom. These include cultural differences, special needs, English as a Second Language, varied family structures as well as experiences and home-lives that may diverge from what is sometimes considered 'normal' at school. Teachers must account for these differences in their classroom, although this can be a complex task.

For my Honours research this year, I undertook a case study in an all boys, faith-based primary school. Drawing on prior Australian research into pedagogy, detailed observations of teaching and learning interactions were conducted in a classroom that included students from diverse backgrounds. This study observed the classroom teacher's practice

for evidence of strong pedagogical approaches and to also identify areas which suffered from limited focus. For example, the use of humour in order to create a socially supportive classroom climate based on trust and respect was highly apparent, yet the teacher's ability to problematise knowledge proved to be constrained. This may be due to external forces, such as curriculum demands and testing pressures that are placed on classroom teachers in Australian schools, which arguably result in simplistic knowledge transmission taking place. These are but two of the pedagogical challenges analysed in the study with which teachers are faced and which highlight the pedagogical design work and strategies employed to work with and value difference in the classroom. x

Alex Harris NCSEHE Honours Scholarship Recipient

“ Teachers must account for these differences in their classroom, although this can be a complex task. ”



RURAL RECONNECT PROJECT RECOGNISED AT CHANCELLOR'S AWARDS

The Rural Reconnect Longitudinal Study, conducted by researchers in the National Centre for Student Equity in Higher Education, is the research part of UniSA's larger Rural Reconnect Project supported by community partner the Thyne Reid Foundation. The Rural Reconnect Project has been awarded both a category winner for Best Collaboration for increasing/widening participation outcomes, and a third place overall winner of the UniSA's 2010 Chancellor's Awards for Community Engagement.

The Chancellor's Awards for Community Engagement recognise and value University staff and student initiatives that promote the social, environmental, economical and cultural development of communities and that are undertaken in partnership with communities. The

Rural Reconnect Project, established at the University of South Australia, is a five year program, designed to encourage greater participation, retention and achievement of rural and isolated students in higher education within a broader aim of contributing to the social and economic sustainability of rural Australia.

The project is proving to be a positive means of engaging with a large community of rural and isolated students, their educators, school counsellors and rural families.

Amongst a field of worthy competitors, the NCSEHE was excited to see the Rural Reconnect Project receive recognition for both community engagement and widening participation. x

Adrijana Aščerić Research Support Officer



From Left Di Bills, Simon Behanna, Yvonne Clark, Jo Sharp, Adrijana Aščerić, Ryan Bailey.

BREQUITY AND BOOTS: CHARITY EVENTS AT THE NCSEHE

brequity [br-ek-wit-ee] – noun. breakfast with a focus on equity, a term coined in 2010 at the NCSEHE

The NCSEHE brequity event, kindly sponsored by UniSA EAS HR, saw Underdale research centre staff take a well-deserved break and enjoy a relaxing and healthy spring breakfast on the banks of the Torrens. Adrijana Aščerić and Jenny Stokes planned the brequity event in order to provide busy staff with the opportunity to take an hour to de-stress, socialise and enjoy healthy food, while also raising awareness about OrphFund (a charity that provides education, nutrition and care for orphans; www.orphfund.org). Highlights on the day included the totem tennis competition, a visit from Dee, and Grant drawing his own ticket as the door prize winner.

Walk a mile in my boots

On a chilly August morning, the NCSEHE's Adrijana Aščerić, Stephen Parker, Rosie Roberts and Jenny Stokes braved the elements to walk one mile through the city, in order to experience the reality of homelessness in Adelaide. They were not alone; 1300 people joined the Hutt St Centre's "Walk a mile in my boots" campaign in order to raise funds for education and training, as well as raise awareness of homelessness in Adelaide. Underdale campus staff generously donated blankets, toothbrushes, warm socks and money towards the campaign. This year saw the most successful appeal so far, with the Hutt St Centre raising over \$60000 towards providing structured support to actively reduce homelessness. x

Jennifer Stokes Project Coordinator



Brequity by the Torrens

EQUITY101 TURNS ONE!

As we celebrate the first anniversary of equity101 "going live", it is exciting to reflect on the way in which the site has been embraced and the developments which have occurred over the past year. The site, available at www.equity101.info, now offers over 1200 articles and supports 440 registered users from within the equity and social inclusion community. Our *Google Analytics* data also shows that a large number of others access the site regularly, but are yet to discover the advanced functions made available by registering. If you are still to register, please consider doing so at www.equity101.info/user/register so that you can access all the social networking and research functions that the site has to offer!

To further support equity101 site use, I have recently conducted a series of interactive equity101 workshops at Curtin University, Victoria University, QUT and the Second Annual Student Equity in Higher Education National Conference in Melbourne. These workshops provided networking opportunities for equity practitioners and academics, and a chance to explore using Web 2.0 technology to promote research areas, access information, create specific groups and to network with colleagues via equity101. The workshops received positive feedback from attendees, and group use on the site has grown as a direct result. If you haven't visited the groups directory found at www.equity101.info/og recently, why not check it out, as there are many new and highly relevant interest groups available for you to join.

As the site grows, we are developing new functions to better serve the online community. In the last few months, both expert panel ratings

and help clips have been made available to equity101 users. The expert panel ratings provide a simple star-based rating guide to important articles and are available at www.equity101.info/librarytoprateditems. The video help clips offer extra support for common tasks on equity101 and are available at www.equity101.info/content/equity101-Help-clips.

equity101 users can expect to see more of these ratings and help clips, as well as further site developments, in the near future. x

Jennifer Stokes *Project Coordinator*



“ ... [equity101] now offers over 1200 articles and supports 440 registered users ... ”

HAVE YOU SEEN THIS?

Have you been to the equity101 library (www.equity101.info/library-items) lately? There is lots of interesting stuff, like the recent research report by the UK's National Foundation for Educational Research, titled *Use of an aptitude test in university entrance* (www.equity101.info/content/Use-aptitude-test-university-entrance-validity-study-Final-Report). The document reports on a study that tracked 8000 A-level students to investigate whether the US based SAT (Scholastic Aptitude Test) could be used in university admissions in the UK.

One of the interesting findings from the research was that:

"There is no evidence that the SAT provides sufficient information to identify students with the potential to benefit from higher education whose ability is not adequately reflected in their prior attainment"

(p. 1).

Of course this is not really news. Stringer (2008: 58) has also found that "aptitude test scores are contaminated by other variables in the same way achievement tests are" (see <http://www.equity101.info/content/aptitude-tests-versus-school-exams-selection-tools-higher-education-and-case-assessing-educa>). Just like achievement tests, on which the ATAR and its variations are based, aptitude tests are 'contaminated' by socioeconomic factors. This is also what West and Gibb (2004: 64) found: "It is not clear that the use of a test akin to the SAT would provide admissions tutors with results that did not have socio-economic and ethnic differentials similar to those of selection tools already being used (see [www.equity101.info/content/selecting-undergraduate-students-](http://www.equity101.info/content/selecting-undergraduate-students-what-can-uk-learn-american-sat)

[what-can-uk-learn-american-sat](http://www.equity101.info/content/selecting-undergraduate-students-what-can-uk-learn-american-sat)). The results of both of these UK studies have been replicated in research from the USA. For example, Zwick (2007) reports that SAT results in the USA also reflect and reinforce socio-economic disadvantage (see www.equity101.info/content/rethinking-sat-future-standardized-testing-university-admissions).

Another interesting finding from the recent UK National Foundation report is that:

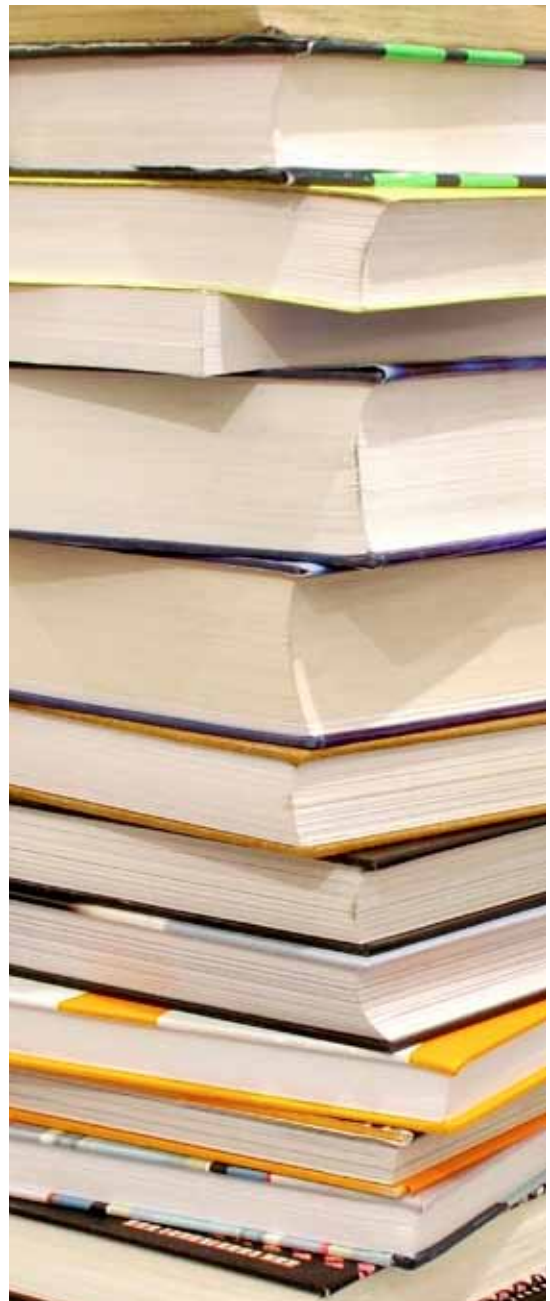
"The relationship between degree performance, prior attainment and the type of school attended suggests that on average students from comprehensive schools are likely to achieve higher degree classifications than students with similar attainment from grammar and independent schools"

(p. 2).

Again, this is not really news. Dobson and Skuja (2005) studying students at Monash University (see www.equity101.info/content/secondary-schooling-tertiary-entry-ranks-and-university-performance) and Win and Miller (2005) studying students at the University of Western Australia (see www.equity101.info/content/effects-individual-and-school-factors-university-students-academic-performance) have found very similar results.

There are lots of interesting items to be found in the equity101 library, including presentations from the recent Second Annual Student Equity in Higher Education National Conference (see www.equity101.info/content/2nd-Annual-Student-Equity-Higher-Education-National-Conference-0). Certainly worth a visit sometime soon. x

Stephen Parker *Research Support Officer*



EVENTS 2010

Socioeconomic Status and Australian Higher Education Students: A Nation Symposium. University of Technology, Sydney, 12 April 2010. DEEWR-supported.

Making desirable futures possible through pedagogical and curricular change. Seminar, University of South Australia, Mawson Lakes, 7 May 2010.

13th Pacific Rim First Year in Higher Education Conference 2010. Theme: "Aspiration, Access, Achievement. Adelaide, 27-30 June 2010. Co-convened with QUT.

Aspiration, Partnership and Place. National Seminar, University of South Australia, Adelaide, 28 June 2010. Part of the FYHE Conference.

Doing the dirty work of higher education (Gareth Parry, Sheffield, UK). NCSEHE Seminar, University of Sydney, Sydney, 5 October, 2010. Part of the Sydney Ideas Lecture Series.

Lord Mayor of Adelaide Reception, recognizing the work of the National Centre for Student Equity in Higher Education. Adelaide, 6 October 2010.

Access, Equity and Transfer in Distributed Systems of Higher Education (Gareth Parry, Sheffield, UK). NCSEHE Public Address, Bradley Forum, University of South Australia, Adelaide, 7 October 2010.

Franchising higher education in further education colleges: does it widen participation? (Gareth Parry, Sheffield, UK). NCSEHE Seminar, University of Melbourne, Melbourne, 8 October 2010. Co-convened with the LH Martin Institute. Sponsored by TAFE Directors Australia.

Second Annual Student Equity in Higher Education National Conference. Theme: "Aspiration, Mobility and Voice". Melbourne, 11-12 October 2010. Sponsors included the following universities: QUT, UWS, ANU, La Trobe and RMIT.

The Artisan Teacher in Higher Education (Chris Hockings, Wolverhampton, UK). NCSEHE Public Address, Bradley Forum, University of South Australia, Adelaide, 12 October 2010.

Inclusive Assessment (Chris Hockings, Wolverhampton, UK). Jointly convened with RMIT's School of Education Cluster for Research in Education for Sustainability and Social Inclusion (CRESSI) and the Australian Association for Research in Education (AARE) Tertiary Education and Equity Special Interest Group, Adelaide, 13 October 2010.

Fair Assessment for Diverse Students (Chris Hockings, Wolverhampton, UK). NCSEHE and CRed Seminar, University of South Australia, Magill, 15 October 2010.

PUBLICATIONS & PRESENTATIONS 2010

Gale, T. & Lingard, B. (eds.) (2010) *Educational Research by Association: AARE Presidential Addresses and the field of educational research.* Rotterdam: Sense. ISBN: 978-94-6091-018-0.

Gale, T. (2010 in press) Social inquiry and social action: Priorities for preparing school leaders. Special Issue: "Leadership Education Priorities for a Democratic Society," *Scholar-Practitioner Quarterly*, 4(4).

Gale, T. (2010) *Towards socially inclusive teaching and learning in higher education.* Paper 2, 2010 Occasional Papers on Learning and Teaching at UniSA. University of South Australia, Adelaide.

Gale, T., Hattam, R., Comber, B., Tranter, D., Bills, D., Sellar, S. & Parker, S. (2010) *Interventions early in school as a means to improve higher education outcomes for disadvantaged students.* Adelaide: National Centre Student Equity in Higher Education. 208 pp. (paperback), ISBN: 978-0-980798-30-2. [Click here to order.](#)

Lingard, B. & Gale, T. (2010) Defining Educational Research: A perspective of/on presidential addresses and the Australian Association for Research in Education. *Australian Educational Researcher*, 37(1), pp. 21-49.

Lingard, B. & Gale, T. (2010) 'Presidential Address as Pedagogy: Representing and constituting the field

of educational research.' In Gale, T. & Lingard, B. (eds.) *Education Research by Association: AARE Presidential Addresses and the field of educational research*. Rotterdam: Sense, pp. 1-22.

Gale, T. (2010 in press) Social inquiry and social action: Priorities for preparing school leaders. Special Issue: "Leadership Education Priorities for a Democratic Society." *Scholar-Practitioner Quarterly*, 4(4).

Mills, C. & Gale, T. (2010) *Schooling in Disadvantaged Communities: Playing the game from the back of the field*. Springer. ISBN: 978-90-481-3343-7.

Outhred, R. (2010) Human Rights Activism and the Silencing of Women. *Australian Review of African Studies*, 31(2).

Wright, S. (2010) Course diversity within South Australian secondary schools as a factor of successful transition and retention within Australian universities. *The International Journal of the First Year in Higher Education*, 1(1), pp. 21-30.

Gale, T. (2010) *Three propositions for retaining students to completion*. Panel Presentation to the 12th Annual Conference of the Australian Technology Network (ATN) of Universities, Storey Hall, RMIT University, Melbourne, 4-5 February, 2010.

Gale, T. (2010) *Student Equity in Higher Education: What to do when the queue is not long or diverse enough*. Public Address, Kathleen Room, Q Club, Staff House Road, University of Queensland, 15 February, 2010.

Gale, T. (2010) *Does it matter? Invited response to "What counts as educational research? Some questions of boundaries and limits"* (by Alison Lee). AARE and ACDE Education Research Futures Summit, University of Technology Sydney 25-26 February, 2010.

Gale, T. (2010) *Social inclusion and increasing participation in higher education: Policies, programs and performance*. Keynote Address, 8th Annual Higher Education Summit, National Wine Centre of Australia, Adelaide, 30 April 2010.

Gale, T. (2010) *Mobilising Aspirations. Aspirant Mobility. Paper delivered in the seminar "Making desirable futures possible through pedagogical and curricula change"*. Joint National Centre for Student Equity in Higher Education and Centre for Research in Education (CREd) Seminar, University of South Australia, 7 May 2010.

Sellar, S. (2010) *Making desirable futures possible through pedagogical and curricula change: An introduction*. Joint National Centre for Student Equity in Higher Education and Centre for Research in Education (CREd) Seminar, University of South Australia, 7 May 2010.

Gale, T. (2010) *Let them eat cake: Mobilising appetites for higher education*. Professorial Address. Knowledge Works Public Lecture Series, Bradley Forum, Hawke Building, University of South Australia, 3 June 2010.

Sellar, S. (2010) *Mobility, experience and aspiration*. Panel presentation to the 13th Pacific Rim First Year in Higher Education Conference 2010, Adelaide, 28 June 2010.

Wright, S. (2010) *Course diversity within South Australian secondary schools as a factor of successful transition and retention within Australian universities*. Paper presented at the 13th Pacific Rim First Year in Higher Education Conference 2010, Adelaide, 28 June 2010.

Bills, D., & Aščerić, A. (2010) *Rural Reconnect Project: Reconnecting Rural and Isolated Youth with Higher Education*. Paper presented at the 13th Pacific Rim First Year in Higher Education Conference 2010, Adelaide, 29 June 2010.

Relf, S & Stokes, J. (2010) *Using your powers for good on equity101: a practical guide to free research and networking tools for equity in first year higher education*. Demonstration at the 13th Pacific Rim First Year in Higher Education Conference 2010, Adelaide, 29 June 2010.

Outhred, R. (2010) *The Trokosi Woman: 'Incomplete, Passive Victim' or 'Powerful, Educated Role Model'? Assessing the imagery of the Trokosi woman as constructed by international, national and local stakeholders*. Paper presented at the Australian Women and Gender Studies Association 2010 Conference, Adelaide, 2 July 2010.

Gale, T. (2010) *Has equity's time come for VET? Observations and principles for equity policy and practice in Australian education*. Keynote Address, 19th National Vocational Education and Training Research Conference, Perth, 7-9 July 2010.

Gale, T. (2010) *Implications of the Australian Government agenda for student equity in higher education*. Keynote Address, Teaching & Learning Annual Symposium, Centre for Regional Engagement, University of South Australia (Whyalla), 22 July 2010.

Gale, T. (2010) *Designing and evaluating university outreach programs. "3As – Aspire, Access, Achieve – Roundtable"*, Victoria University, 3-4 August 2010.

Sellar, S. & Gale, T. (2010) *Aspirations, Higher Education and Cultural Recognition: Toward New Terms of Engagement for Students and Families from Low-SES Backgrounds*. Paper presented at the European Conference on Educational Research, Helsinki, Finland, 25-27 August 2010.

Gale, T. (2010) *Transformation begins at home: Reimagining higher education for the masses*. Keynote Address, Education Matters Forum: "Visionary Education: A focus on social inclusion in the education revolution," Monash University (Gippsland), 17 September 2010.

Gale, T. (2010) *Designing and evaluating university outreach programs in schools*. Paper presented at the "Aspiration, Mobility Voice" Second Annual Student Equity in Higher Education National Conference, 11-12 October 2010.

Roberts, R. & Outhred, R. (2010) *Hearing Aspirations: Methodological Challenges and Possibilities*. Paper presented at the "Aspiration, Mobility Voice" Second Annual Student Equity in Higher Education National Conference, 11-12 October 2010.

Sellar, S. (2010) *Building aspirations and re-imagining communities through curricular and pedagogical redesign Part 2: Capacitating imagination in disadvantaged schools*. Paper presented at the "Aspiration, Mobility Voice" Second Annual Student Equity in Higher Education National Conference, 11-12 October 2010.

Stokes, J. (2010) *The highlights package: An interactive introduction to equity101's timesaving research and networking features for student equity in higher education*. Workshop presented at the "Aspiration, Mobility Voice" Second Annual Student Equity in Higher Education National Conference, 11-12 October 2010.

Outhred, R. (2010) *Between Postmodernism and Fundamentalism: Building the Capacities of the World's Women*. Presented at Research Matters: Gender, capacity and education (Hawke Research Institute), Adelaide, 14 October 2010.

Sellar, S. (2010) *Building capacity for new imaginaries in disadvantaged schools*. Presented at Research Matters: Gender, capacity and education (Hawke Research Institute), Adelaide, 14 October 2010.

Banfield, G. (2010) *What the Marxian method has to offer educational research*. Paper presented at the Australian Association for Research in Education annual conference, Melbourne on 28 November – 2 December.

Gale, T. (2010) *Towards a new conceptual framework for student mobility in higher education: Aspiration, mobility,*

voice. Paper presented at the Australian Association for Research in Education annual conference, Melbourne on 28 November – 2 December.

Harris, A. (2010) *Justifying pedagogies: Exploring the multiple experiences of classroom encounters across cultural differences*. Paper presented at the Australian Association for Research in Education annual conference, Melbourne on 28 November – 2 December.

Outhred, R. (2010) *Vocational Skills for Women: Alleviating Poverty or Ensuring Inequality?* Paper presented at the Australian Association for Research in Education annual conference, Melbourne on 28 November – 2 December.

Outhred, R. & Sellar, S. (2010) *Power and possibility in the global ethnoscapas: Exploring the movement strategies employed by groups that mobilize to access higher education*. Paper presented at the Australian Association for Research in Education annual conference, Melbourne on 28 November – 2 December.

Sellar, S. (2010) *'Don't smile until Easter, you're not their friend': The micropolitics of friendship in the classroom*. Paper presented at the Australian Association for Research in Education annual conference, Melbourne on 28 November – 2 December.

Smith, L. (2010) *Hot knowledge and its effects on the higher education aspirations of students from low socio-economic backgrounds*. Paper presented at the Australian Association for Research in Education annual conference, Melbourne on 28 November – 2 December.

Gale, T. (2010) *Putting social inclusion in its place: Three principles for pedagogic work*. Keynote Address, Pathways 10 Conference. Theme: "Creating space for people with disabilities in tertiary education". Southbank Institute of

NCSEHE CONTACTS

Web:

<http://www.unisa.edu.au/hawkeinstitute/ncsehe/default.asp>

NCSEHE Staff:

<http://www.unisa.edu.au/hawkeinstitute/ncsehe/contact.asp>

© NCSEHE 2010